GUIDELINES FOR ACADEMIC PAPERS

AND RESEARCH PROJECTS

SCHOOL OF EDUCATION AND COUNSELING

COLLEGE FOR PROFESSIONAL STUDIES

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INTRODUCTION

This manual, the *Guidelines for Academic Papers and Research Projects* (2010), is made available to all graduate education students in the School of Education and Counseling (SEC) as they enter the program. Our rationale is that students will better learn the required style and format for academic writing if they have the opportunity to practice the use of these skills throughout the coursework that leads to the Research Project. Students are asked to acquire the habit of referring often to the *Guidelines* and make every effort to use the correct style and format in all academic papers submitted throughout the program. Faithful adherence to this practice should facilitate an easier transition to the writing requirements for the Research Proposal Development course and the Research Project later in the program. The faculty do not expect all students to come into the program with polished academic writing skills. They do expect that, during the time you are with us, you will make a concerted effort to advance those skills.

Many of the sections in this 2010 edition of the *Guidelines for Academic Papers and Research Projects* are unchanged from the 2008 edition. However, the authors have continued to identify, and included in this new edition, additions/modifications designed to provide support for correcting the most common error types seen on student papers and clarify areas of confusion concerning processes surrounding the preparation, completion, and final approval of the Research Project.

The requirements prescribed in the *Guidelines* (2010) are based upon the standardized guidelines developed by members of the editorial staff of the American Psychological Association (APA). Detailed examples and directions are found in the *Publication Manual of the American Psychological Association* (6th ed.).

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Editorial Note. In this eighth edition of the *Guidelines for Academic Papers and Research Project* (2010), APA style and format rules are used. Note the several exceptions:

1. running heads are not used for papers in the SEC program;
2. use the heading levels shown on page 4 of this Manual, rather then those in APA (2010);
3. bold is used for instructional purposes only;
4. although third person is used in APA/formal writing format, second person pronouns are used in this publication to make it more user friendly; and
5. single spacing is used throughout this manual to conserve paper.

Edited and compiled by S. D. Sweet and G. Upton (October, 2010).

STYLE AND FORMAT REQUIREMENTS FOR

ACADEMIC PAPERS AND RESEARCH PROJECTS

This SEC manual, the *Guidelines for Academic Papers and Research Projects* (2010), provides only general orienting guidelines for the writing of academic papers and Research Projects within this graduate program. For more technical questions of style, the student is expected to refer to the APA (2010) *Publication Manual*. The APA manual is widely used in current scholarly publications (e.g., in education, psychology, and social sciences) and provides guidelines for making your written presentation most effective.

Important Note. Where variations exist between the directions found in the APA (2010) *Publication Manual* and the directions provided in the SEC *Guidelines* (2010), please follow our *Guidelines*.

Specific Style Requirements for SEC Students

When the APA (2010) *Publication Manual* is used, one must remember that the primary focus of the sixth edition is to provide direction for those persons who wish to prepare and submit manuscripts for consideration for publication. Therefore, some of the information is not applicable (e.g., running heads) to a finished product such as an academic paper, research project, thesis, or dissertation (see APA, p. 5). The graduate education faculty has chosen to emphasize several specific style areas with which students should comply in their writing of academic papers and the Research Project. These style areas are described in the following sections.

Tense

When you refer to material that has been published, use past tense. However, when you refer to a theory or an instrument, both are considered as ongoing and in current use; therefore, use present tense. For the proposal, until it is approved, and the project is completed, you use future tense (e.g., The purpose of this Research Project will be to. . .). Before you submit the final draft of your completed Research Project, you will change future tense to past tense.

Use of Contractions, Person, Anthropomorphisms, and Numbers

Contractions

       In formal academic writing, you may not use contractions such as aren't, weren't, and the like. Spell out each word: are not, were not, and so forth.

Third Person

       For most types of papers you will write in this program, in order to provide a sense of objectivity, we prefer that you use third person as you construct your sentences. You should minimize your use of personal pronouns (e.g., I, my, we, etc.); instead, substitute an appropriate noun. If you want to express a personal opinion, use phrases such as "In this author's opinion," or "It seems clear that this may not be true."

Anthropomorphisms

       "Do not attribute human characteristics to nonhuman animals or to inanimate sources" (APA, 2010, p. 69). An inanimate noun cannot be a subject nor be possessive. Shown below are several examples.

1.   *Anthropomorphism*: The community program was persuaded to allow five of the observers to become tutors.
   Solution: The staff for the community program was persuaded to allow five of the observers to become tutors.
2.   *Anthropomorphism*: The National Education Association (NEA) feels that school reform is inappropriate.
   Solution: Officials of the National Education Association (NEA) feel that school reform is inappropriate.
3.   *Anthropomorphism*: The paper's focus will be on the relevant literature for this topic.
   Solution: This author will present a review of the relevant literature for this topic. **OR** Presented in this paper is the relevant literature for this topic.

Numbers

       There are several rules that apply to the use of numbers:
1.   for nine and below, spell the number;
2.   for 10 and above, use the arabic number;
3.   in a paragraph where there are numbers above and below 10, use all arabic numbers. For example, "The sample size was 34, and 8 were female;"

4.   for time, always use arabic numbers. For example, "All of the participants were 8 years old;" and

5.   for distance, always use arabic numbers. For example, "The width was 5 feet, 6 inches."

Also, see pages 111-114 in APA (2010) for additional information.

Heading Levels

The heading levels should be utilized as an organizational tool in the writing of both academic papers and the Research Project. All five heading levels were used in this manual. Note the following explanation.

Level 1   CENTERED UPPERCASE HEADING
[e.g., title of academic paper, chapter, or heading for reference list]

Level 2   Centered Uppercase and Lowercase Heading
[e.g., first major topic or introduction]

Level 3   *Centered, Italicized, Uppercase and Lowercase Heading*
[e.g., first subtopic or major topic]

Flush Left, Italicized, Uppercase and Lowercase   **Level 4**
[e.g., first sub/subtopic or first subtopic]

     Indented, italicized, lowercase with period. [The paragraph runs   **Level 5**

continuously after this level with use of double spacing]

Depending on the complexity of your subject matter, you may not need to use Level 4 and/or Level 5. Although these heading levels may seem confusing at first, this format facilitates the organization of an academic paper or Research Project for both the writer and the reader. In the sixth edition of the APA (2010) *Publication Manual*, a somewhat different method is used, which is specific for journal articles. Use the five levels shown above for this program.

References

A crucial element in a well written academic paper is a strong and accurate connection between your list of references at the end of your paper and your citations to that list in the text of your paper. In your reference list, the first line of a citation should be flush left; second and subsequent lines should be indented to 0.5 inch. Single spacing is used within the citation and double spacing between each one. Also, see Appendix A of this manual for examples of specific types of citations (i.e., books, chapter in edited book, ERIC report or U.S. government publications, article from scholarly journal, article

from newspaper/magazine, electronic sources); also, see the Sample Reference List in Appendix A.

In addition, every citation that is used in the text must appear in the reference list. However, secondary sources are not placed in the reference list because you have not read them and cannot verify the accuracy.

Citations in Text

Citations in text are of two types: primary sources and secondary sources. For a primary source (e.g., those sources listed in your Reference list), identify the surname of the author(s) and the year of publication; page number is used only for a quotation. For a secondary source, that is, material that you have not personally accessed, identify the surname of the author(s) and the year, and use the phrase, "as cited in" or "as quoted in" if it is a quotation. Several examples follow:

1. *primary source cited in text*: According to Brown (2002), it was found that. . . ;
2. *secondary source cited in text*: Jones (1995, as cited in Brown, 2002) detailed the major points of his theory;
3. *secondary sources cited in text*: Several authors (Jones, 1995; Smith, 1993; Williams, 1996; all cited in Brown, 2002) found that. . .;
4. *primary source quoted in text*: Brown (2002) stated that: "These findings may not be generalizable to the population because of the limited sample size" (p. 103); and
5. *secondary source quoted in text*: Jones (1995, as quoted in Brown, 2002) stated that, "In my opinion,. . . " (p. 5).

Cite the primary source early in each paragraph, preferably in the first sentence; do not cite at the end of the paragraph. In addition, every paragraph in a review of literature or critical analysis assignment must contain at least one citation unless it is clearly your own personal knowledge.

Important note: Be judicious in your use of secondary sources. If the author(s) is a noted authority on a specific topic, you should read this material yourself, so that you can list it as a primary source. For example, if your primary author cited well known authors, such as Gardner, Piaget, and/or Vygotsky, and the like, you should go to these authors' original materials and read them for yourself. Then, these sources become primary ones and are listed in your references. Also, see Section 6.17, page 178, of APA (2010).

*Use of Material from Published Source*s

There are three ways to use the material that you have read for your writing assignments (e.g., critical analysis, review of literature, Chapter 2 of the project).

1. *paraphrase*, that is, you restate the original in your own words. It is preferable that you paraphrase as much as possible and use a limited number of quotations;

2. *direct quote*, this is when you use the exact words of the author. Typically, you will use a quote because the meaning of the original statement cannot be captured through the use of paraphrase. You must use quotations marks (e.g., " ") and provide the page number; and

3. *block quote*, when you have a quotation of 40+ words, indent .5 inch from the left and use single space; do not use right justification. You do not use quotation marks, and a page number is provided in parentheses after the period for the block quote. See pages 92 and 171 in APA (2010) as well as page 9 in this manual for examples of this usage.

Use of et al.

When there are two or more authors, always use both names, but when there are three or more authors, cite all names (e.g., White, Jones, & Anderson, 1999) the first time in a paper or a chapter. For the second and subsequent references in the paper or chapter, use the first surname and et al. (e.g., White et al., 1999). If there are six or more authors, you must use et al. the first time in text; also, use only the first author's surname and initials with et al. in the Reference list.

Plagiarism

Carefully read the Regis University policy on plagiarism for graduate programs, which is displayed below. Also read pages 15-16 and 170 in APA (2010). According to the policy of Regis University,

Plagiarism is defined as presenting as one's own, the ideas, words or products of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the user of complete, accurate, and specific references; this includes copying and pasting from on-line media or from any website. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgment. Sanctions of plagiarism may include:

1. a failing grade on the assignment,
2. failure of the course, or
3. expulsion of the student from the course or the program.

Specific Format Requirements for SEC Students

Spacing

Double line spacing is required for all academic papers and the Research Project with two exceptions. Use single spacing for: (a) long quotations (i.e., 40 words or more, a block quote) and (b) references (i.e., but double space between each citation).

Type or Font Size

Times New Roman font is required for academic papers and/or the Research Project. Do not use a line height either larger or less than 12 point.

Margins

The following margin guidelines are required for both academic papers and the Research Project.

Left margin:	1.50 inches;
Top margin:	1.70 inch for the first page of an academic paper, a new chapter or major section (i.e., Abstract, Table of Contents, References); top margin is 1.0 in. for all other pages in text.
Bottom margin:	1.0 inch
Right margin:	1.0 inch

Pagination

For an academic paper, continuous pagination is used. If the text ends on page 20, the first page of References is printed as 21; the same procedure is utilized if an appendix is attached.

In the final draft of the Research Project, continuous pagination is used also. Preliminary pages are counted, but a different page number system is used. The Title Page is counted as i, but the page number is not printed on this page. Beginning with the Abstract, lower case roman numerals are printed (e.g., beginning with p. ii), centered at the bottom margin of each page. This method of pagination continues through the Abstract, the Table of Contents, the List of Tables, and the List of Figures, to the extent these preliminary pages are used. For the remaining pages, arabic numerals are used, from the first page of Chapter 1 through the Appendix/Appendices (i.e., continuous pagination).

Starting with the first page of Chapter 1, the page number is placed at the bottom center; see Appendix B for example of page number placement in the sample pages of Chapter 1 as well as all pages in this manual. All subsequent pages and/or chapters use the same page number placement, including the cover page(s) for the appendix or appendices.

Format

The Research Project must be formatted according to the directions specified in this *Guidelines for Academic Papers and Research Projects* (2010). Provided in Appendix C are the directions for a PowerPoint presentation as well as a list of commonly used commands for Microsoft Word commands.

Writing Style/Readability Considerations

You will find an excellent summary of general principles for expository writing in the APA *Publication Manual* (2010); refer to Chapter 3, "Writing Clearly and Concisely" (pp. 61-86), which addresses the orderly presentation of ideas, smoothness of expression, economy of expression, precision and clarity in word choice, strategies to improve writing style, grammar, and guidelines for nonsexist language. Please read through this material before you begin writing and, periodically, refer to it as you evaluate what you have written.

Readability can be greatly improved through organization and logical sequencing of concepts as you write. The judicious use of transitional sentences at the beginning and end of key paragraphs helps the reader follow your thinking by highlighting "Where you have been and where you are going from here." Summary sections at the end of major sections are extremely effective for this same reason and are highly recommended.

Guidelines to Reduce Bias in Language

Please make every effort to avoid the use of language that reinforces questionable attitudes and assumptions about people. In the APA (2010) *Publication Manual* (pp. 73-77), there are excellent guidelines to reduce bias in language as well as in the design of your project. We strongly urge you to refer to those pages to the extent that your research involves these sensitive issues.

TYPES OF ACADEMIC PAPERS

Leedy (1996) provided a cogent description in regard to the role of a scholar:

those who do research belong to a community of scholars, each of whom has journeyed into the unknown to bring back a fact, a truth, a point of light. What they have recorded of their journey and their findings will make it easier for you to explore the unknown: To help you also to discover a fact, a truth, or bring back a point of light. (p. 87)

We should all aspire to the goal of membership in the community of scholars and learners.

Authors' note: For examples of some of the following writing assignments, students are directed to *Exemplar Writing Assignments*, which is located under *Academic Resources* on the SEC homepage.

The Critical Analysis of a Primary Research Article Assignment

The purpose of this assignment is to encourage you to develop the skills of critical analysis when you read research articles that are published in scholarly journals. Almost all of these articles have been reviewed by members of the editorial staff of the journal and, therefore, are considered to have been refereed (i.e., poorly conceptualized reports are not accepted). However, no study is perfect, and it is important to be able to read these materials in a critical, evaluative manner in order to be an informed consumer of research.

A second purpose of this assignment is to improve your analytical skills. Just because an article is published in a scholarly journal does not necessarily mean that the study was well executed or that the findings are broadly generalizable to a specific population. To facilitate your ability to critically analyze a primary research report, 12 questions have been provided. The purpose of these questions is to guide your writing.

1. In your own words, briefly describe the problem that the researchers addressed?
2. What were the research questions (i.e., hypotheses) that guided the study?
3. What is the theoretical/historical background upon which the study was based?
4. What was the purpose of the study?
5. What were the characteristics of the participants (i.e., the sample) who were in the study?
6. If it was a quantitative study, what instruments or measurement devices were used? If it was a qualitative study, how were the data collected?

7. How was the study conducted; what were the procedures?
8. After analysis of the collected data, what did the researchers find? Were any of the findings statistically significant? For qualitative studies, there will be no significant findings since numerical data were not collected nor analyzed. Instead, the verbal data are analyzed for major categories, themes, and domains.
9. Did the researchers' findings support the findings from previous studies?
10. Based on the findings, were the researchers' implications appropriate and/ or generalizable to the population?
11. Did the researchers identify the limitations to their study?
12. What suggestions were provided for future studies? Is there some aspect of this study that you would like to explore further? (Adapted from Hittleman & Simon, 2006)

Although many articles are written in a highly technical vocabulary, try to keep your writing about the article straightforward and succinct; on the SEC website, see an example in Exemplar Writing Assignments. Often, rather complex statistical analyses are conducted with the data in order to obtain the findings. Do not feel compelled to fully understand how these procedures are conducted; instead, look for the variables/ factors for which the authors found statistical significance (i.e., $p < .05$, $p < .01$, $p < .001$). In a table, often, these levels of significance are marked with stars (i.e., $*p < .05$, $**p < .01$, $***p < .001$).

The Review of Literature Assignment

The most common type of paper you will write is a review of the literature for a particular topic relevant to the subject matter of the course. The ability to write a good review of literature is important to your success in graduate coursework and, ultimately, the Research Project.

Simply stated, a review of literature is an overview of the previous research that has been conducted and published on a particular topic. Through your review of the literature, you should provide the reader with a clear picture of the major researchers, issues, and controversies that are associated with and relevant to that topic. For example, several points can be addressed.

1. What is the historical origin/background?
2. What are the theories, major viewpoints that have developed?
3. What are the current theories/viewpoints?
4. Based on the literature, what are the best practices?
5. Are there contradictory views and opinions?

This assignment is not the classic undergraduate paper in which you described what others have said and added a few words of conclusion with no attention to whether you have addressed the major issues. Also, it is more than an opinion paper or essay where you begin with a position and use logic and sources to construct a case and defend this position.

The primary objective of the review of literature is to gain depth of knowledge of the topic and not necessarily to arrive at answers, decisions, or fixed positions. The more you know about a particular topic, the more knowledgeably you can approach specific questions you have in relation to that topic. Before you can be an effective producer of research, you must first become a discerning consumer of research. As a consumer, you attempt to provide answers to the question, "What have other investigators learned about this topic?"

One worthwhile result of the review of literature may be your identification of future avenues for research as you discover where the gaps are in the research. Rather than arrive at answers in the process of conducting the literature review, typically, you will arrive at more questions, the next questions to be asked. One such question may form the basis for the Research Project you will complete before graduation from the M.Ed degree program.

For further reading in regard to the role of the literature review and strategies for completion of this type of assignment, please refer to the appropriate sections in Hittleman and Simon (2006).

The Individualized Project

The focus of an individualized project is one that is relevant to your goals and interests, acceptable to your Instructor, and pertinent to the course description and the objectives outlined in the course guide. Within these constraints, this type of activity may take many forms. Typically, education students use the individualized project to complete some task which is relevant and timely for them in regard to their current employment, professional development, or career goals. Examples of individualized projects that have been completed by our students in the past include the development of a new curriculum, a staff/faculty handbook, a presentation, or other tasks of professional importance to the student. Key criteria are that the project be pertinent to the course content and produced in some form that may be evaluated by the Instructor. As with any other work produced and submitted by students in this program, a high quality written presentation is essential.

THE RESEARCH PROPOSAL AND PROJECT

The Applied Research Project

Students are encouraged to use an applied project design, and given the nature of our majority student population (i.e., practicing K-12 and adult educators and trainers), this seems appropriate. Other research designs often require background in measurement, statistical analysis, and experimental or qualitative methodology, subjects we choose not to support within the existing M.Ed curricular options. Graduate programs which prepare students for research productive careers generally require coursework in these areas, traditionally followed by a capstone thesis or dissertation which requires students to effectively demonstrate those skills in an original piece of research. In our M.Ed. program, we would rather that our adult, practitioner-oriented students research a problem of their choosing and construct a project which, upon completion, they will be able to use to address a specific work-related problem/issue.

Typically, your professional role and specific issues related to that role will lead you to a particular type of project objective. In the process, you will still need to demonstrate familiarity with the theoretical background, which is relevant to your topic, and you will need to be knowledgeable about current best practices in the field as well.

As you develop your ideas for your project, we encourage you to seek input from a variety of people (e.g., instructors, subject matter experts, peers, supervisors, etc.). More importantly, you will discuss the project idea with your Faculty Advisor who will directly supervise the completion of your Research Project in EDRS 643. Therefore, prior to enrollment in EDRS 642, Research Proposal Development, we require that you confer with your Faculty Advisor to identify your topic, refine your focus, and frame your particular project objective in an acceptable form.

An applied project may be best described as the creation, development, or improvement of a product (e.g., a curriculum, training manual, workshop, etc.), which has immediate applicability to the student's professional role or which is related to a strong personal or professional objective of the student. The final written presentation for an applied project will contain all of the following elements: (a) preliminary pages (i.e., title page, abstract, table of contents); (b) Introduction (Chapter 1); (c) Review of Literature (i.e., Chapter 2); (d) Method (i.e., Chapter 3); (e) Results (i.e., Chapter 4); (f) Discussion (i.e., Chapter 5); and (g) References.

Examples of applied project ideas are as follows:
1. a revision of a school district curriculum for a particular subject area,
2. the creation and promotion of a handbook on different policies and procedures for the staff of an institution,

3.   the design and evaluation of a performance review process,
4.   the development of a curricular unit that employs novel methodology,
5.   a PowerPoint presentation designed for training purposes,
6.   a guide to effective classroom management for new teachers, or
7.   a parent training manual designed to gain their involvement and support.

Planning/Course Delivery Options

The Research Proposal Development and Research Project courses (EDRS 642/ 643) are offered only in the 8 week term format. You will develop your proposal (i.e., Chapters 1, 2, and 3) during the Research Proposal Development course (EDRS 642, 3 credits). Currently, this course is offered: (a) in the classroom format, (b) via directed study (DS), and (c) in the online class format. Depending on individual student learning preferences and experience, this course can work equally well in all three delivery formats. We urge you to discuss this decision with your Faculty Advisor.

Upon completion of the Research Proposal Development course, you will submit a completed proposal to your Faculty Advisor for approval and then complete the Research Project (i.e., adding Chapters 4 and 5) via DS with your Faculty Advisor during the term when you register for the Research Project (EDRS 643, 3 credits). Completion of the pre 642 conference with your Faculty Advisor, avoiding procrastination, and vigilance and timeliness in response to your Instructor's feedback on each draft are the keys to success in this 8 week term format.

If you are unable to complete either course in the 8 week term for reasons that are beyond your control, an Incomplete (IF) grade may be entered by the Instructor and later changed to the earned grade when the coursework is complete. When an IF is assigned, a student is allowed up to 8 weeks (i.e., until the end of the next 8 week term) to complete the work; subsequently, if the work is not completed and a final earned grade entered by your Instructor, the Registrar will change the IF to the default grade of F. See the *Regis University Bulletin* for the time limits and associated policies with regard to Incomplete grades.

If you enroll in the DS delivery format for this course, you will choose an Instructor from the Approved Affiliate Faculty list, which appears in Webadvisor. A classroom based section of the Research Proposal Development course is offered during each 8 week term at either the Lowell Campus or the Denver Tech Center Campus, and an online class section is offered in each term as well.

Local students who are ready to complete these final two courses (i.e., EDRS 642 and 643) have found it helpful to attend the orientation session which is offered at each Saturday Seminar. See the website for the dates of these Seminars.

Important Note, Application for Graduation. It is important to note here that students, who plan to graduate at the end of a particular semester (i.e., in August, December, or May), must file a graduation application with the Graduation Office. The application deadline usually falls early (i.e., in June, September, or January) in the semester in which graduation is planned. An electronic application and deadlines are available from the SEC homepage under Forms. Please be aware of your deadline and take this necessary step on your own.

Prescribed Sequence of Events

The following summarizes the prescribed sequence of events designed to facilitate the timely development of your research proposal in the Research Proposal Development course and completion of your Research Project.

1. A required conference with your Faculty Advisor before starting EDRS 642.
2. Completion of EDRS 642 in DS, classroom, or online class format.
3. Completion of the Research Project under the direction of your Faculty Advisor.

Conference with Faculty Advisor

A conference (i.e., in person or by phone) with your Faculty Advisor is required prior to your enrollment in the Research Proposal Development course. This conference will provide an opportunity for you to discuss with your Advisor the ideas you are considering for your Research Project (see Appendix D for a conference guide). The purpose of this conference is to assist you in sharpening your focus as you begin the proposal development process in EDRS 642 so that you can avoid wasting the first week or two in this course before arriving at that focus. Your Advisor will want to know if your idea involves the use of human subjects, as an appeal to the University Human Subjects Review Committee (see Appendix E) may be required. Beyond that, your Advisor will want to assist you in defining a project idea that is, above all, meaningful for you and feasible in terms of your time and capabilities. The ultimate objective for this conference is that you leave with a crystal clear understanding of what will be produced and appear in Chapter 4, Results. This accomplished, you are ready to hit the ground running in the Research Proposal Development course.

The Research Proposal Development Course (EDRS 642)

The second step toward completion of the Research Project is to complete the Research Proposal Development course and the research proposal and submit it to your Faculty Advisor for approval before completion of the work described in your proposal. The purpose of this step should be obvious because a well considered research plan is absolutely essential to the success of the Research Project. Utilizing the Research Proposal Development course, we have developed a uniform proposal format (see Appendix F, Chapters 1-3) and a process for development and approval which allow us to provide you with some guidance through the important early stages of your research. The following sections provide essential information.

Like most graduate students, you probably started your graduate work with no idea of what problem you would address for your Research Project. Because you are neither peculiar nor unique in this regard, we have designed a series of learning activities (i.e., the conference with your Faculty Advisor and the Research Proposal Development course) to take you through the process of translating your areas of interest into research questions, selecting and defining an acceptable research problem for your Research

Project, reviewing the literature related to a chosen problem, and writing the research proposal. To the extent you and your Faculty Advisor are able to sharpen your focus for the project during the required pre-Research Proposal Development conference, this process is significantly expedited. Your Research Proposal Development Instructor will mentor students on an individual basis, depending on the level of focus each student brings to the start of the course, but the Instructor will assume that students have completed the required conference with their Faculty Advisor.

Conditions/Reminders

One of the operational characteristics of this course is that students can expect to write and rewrite assignments. Unlike other courses, you will not submit a paper, take a grade, and move on to the next assignment. The objective is to arrive at a polished written presentation for your research proposal; therefore, the Instructor will take each student through a drafting process until this objective is achieved. See Appendix G for the research project proposal rubric for EDRS 642. The following sections outline other considerations for your work during Research Proposal Development.

Elements of the Proposal

The elements of the proposal are as follows (see the Content and Format section, as well as Appendices B and C, for model format and content requirements):
1. Title page;
2 Table of Contents;
3. Chapter 1, Introduction;
4. Chapter 2, Review of Literature;
5. Chapter 3, Method;
6. References; and
7. Appendix/Appendices (i.e., optional).

The length for the proposal will be a minimum of 20-25 pages. The Introduction, Review of Literature, and Method chapters should be sufficiently complete (i.e., in terms of content, organization, page layout, and format) that your Faculty Advisor can approve the proposal with only minor changes. The proposal is written in the future tense; this is changed to past tense when your Project is complete, with the exception of instances where you refer to the published work of others, in which case, you use the past tense.

Research Involving Human Subjects

All research protocols, in which the use of human subjects is proposed, must be submitted to the Human Subjects Review Committee of Regis University. See Appendix E for a sample Application for Review/Approval of Research Involving Human Subjects as well as guidelines and instructions for the review process. Research which involves no risk to the participant and does not deal with sensitive or personal aspects of the participant's behavior may be exempt from full review. Consult with your Faculty Advisor early in the development of your Research Project if you have any questions

about this requirement. If required, the Human Subjects Review must be completed before the proposal is approved by your Faculty Advisor.

Proposal Approval Process

The culminating activity in the Research Proposal Development course is the development of the research proposal, which will be used to complete the Research Project. When all course requirements have been met, and you have received your final grade for EDRS 642, you will forward your proposal to your Faculty Advisor for final approval. As you exit this course with your proposal completed, you will already have had the benefit of your Research Proposal Development Instructor's input and evaluation with regard to the proposal.

At this point, you should register for EDRS 643, and the final step in the process is that your Faculty Advisor will read and approve your proposal. From this point forward, you will work directly with your Faculty Advisor to complete the Research Project.

Completion of the Research Project

When you have completed the work for EDRS 642 and received a grade, you should register for the Research Project course (i.e., EDRS 643). Contact your Faculty Advisor before the end of Add/Drop registration period if you are unsure about whether to register for EDRS 643.

Also, remember to file a Graduation Application Form with the Graduation Office at the beginning of the semester in which you expect to complete graduation requirements. Failure to do so may delay your graduation date. Application deadlines are posted on the application form which is available in electronic format on the SEC homepage under Forms.

Timeframe for Completion

Under no circumstances should you attempt to complete the Research Project before the Research Proposal has been approved by your Faculty Advisor. Generally, students will complete the research proposal and have it approved shortly after they have completed the Research Proposal Development course and received a grade.
This work will require your undivided attention and energy if you are to meet the deadlines listed below that have been established for final approval and graduation clearance. Therefore, we recommend that you avoid crowding yourself. Inevitably, these processes will take longer than you expect, so allow plenty of time to finish. Work closely with your Faculty Advisor at this point. If your Advisor has a large number of students who reach this stage of development with their projects, simultaneously, he or she may need to alter the following target dates/deadlines.

Target Dates/Deadlines

Beginning of final semester	File electronic graduation application with Registrar
No later than Week 1 of EDRS 643	Proposal to Faculty Advisor for approval
No later than Week 4 of EDRS 643	First complete draft of Research Project to Faculty Advisor
	Subsequent drafts as needed.
No later than last day of Week 8 of EDRS 643.	Deadline for final approval/completion of the Research Project; grades due for graduation clearance.

Writing and Submitting Drafts to Your Faculty Advisor

As the read/evaluate/submit/rewrite/submit process takes time, plan to submit your work well ahead of deadlines if possible. Even the best writers should plan on rewriting to some extent. Typically, your Advisor will see errors or weaknesses which you no longer see because you are too close to the writing, but please do not expect your Faculty Advisor to be your proofreader. To the extent that you thoroughly proof your own work (i.e., or have it proofed by a third party) and critique and rewrite on your own, prior to submission, you can minimize the amount of rewriting which may be required of you by your Faculty Advisor. We have had students whose Research Projects were ready for final approval at the second draft. Other students have written five or six drafts before their Research Projects could be finally approved. We hope you will strive to be like the former group. Often, your final grade for the Research Project may reflect your success in working through this process. A lower grade for the Research Project may be assigned when the standard is not achieved in a reasonable amount of time or when the student fails to follow the prescribed sequence of events.

Good writers take pride in their work and seek critical feedback from their peers and mentors. Your Faculty Advisor will appreciate your extra effort to submit clean work. We like nothing better than to read written work which is conceptually clear and precisely expressed.

Content and Format for Research Proposals and Research Projects

A standard format is provided in this manual for the written presentation of academic papers and Research Projects. In the following discussion, the sections of a typical Research Project are presented. See Appendix F for an overview of chapter organization. While the content and length of each section may vary, the heading and subheading titles and sequence of presentation will always be the same.

Preliminary Pages

Introductory pages for the Research Project include the following elements. Examples are provided in the noted appendix to this manual:

1.   Title page, see Appendix B;
2.   Abstract, see Appendix B;
3.   Table of Contents, see Appendix B; and
4.   List of Tables/Figures, optional, see Appendix B.

The following descriptions were extracted from the APA *Publication Manual* (2010).

Title Page

The title should be a concise statement of the main topic, and it should describe the objective(s) and key element(s) of the Research Project (see APA, 2010, pp. 2-3). A good title should be fully explanatory when it stands alone. Avoid words that serve no useful purpose. Do not use abbreviations in the title; spell out all terms/acronyms. The title should be no longer than 12-15 words (see Appendix B for the required SEC format).

Abstract

The abstract is a brief, comprehensive summary of the contents of the Research Project you have prepared (see Appendix B and APA, 2010, pp. 25-27). It allows the reader to attain a quick overview of the content and scope of your project. A good abstract is: (a) accurate, (b) self-contained, (c) concise and specific, (d) nonevaluative, and (e) coherent and readable. An appropriate length for the abstract is between 75-150 words, depending on the nature and complexity of the work. Refer to any academic journal for examples of an abstract. However, for EDRS 642, you will not write the Abstract; it is written after completion of Chapter 5 in EDRS 643.

Table of Contents

This piece is self-evident. An example of the required format is displayed in Appendix B of this manual. Typically, students use three heading levels. The List of Tables and List of Figures are optional and are dependent on whether tables and/or figures were used in the Research Project.

Chapter 1: Introduction

In Chapter 1, Introduction, a description of the problem under study is presented. The intended research strategy is described. In this section of the Research Project, it is important to establish not only *what* problem you intend to study but also *why* it is important or relevant and *how* you intend to resolve the problem. Describe how your research is related to previous work in the area by briefly referring to the central arguments and/or available data which make your research important and timely. If you

have developed hypotheses or research questions with regard to your research, this would be a good place to advance a formal statement and rationale for each one. A good introduction leaves the reader with a clear picture of what will be done and why. See Appendix B, Sample Chapter Pages, for an example of page layout and use of heading levels. It should be noted that the information placed in brackets is for instructional purposes only and should not be used as a heading level

        Typically, in this chapter, the following headings should be used:

        [Set the stage; a brief paragraph]

        Statement of the Problem: As concisely as possible (i.e., 1 paragraph), state the problem/issue you will address.

        Background of the Problem (optional)

        Purpose of the Project: Again, as concisely as possible (i.e., 1 paragraph**)**

        Chapter Summary [This is a summary; you do not insert new material and/or citations. Conclude with a transition sentence to describe what will be presented in Chapter 2.

Chapter 2: Review of Literature

The purpose of Chapter 2, the Review of Literature, is to develop a comprehensive background for the problem under study. Whereas in the Introduction, you have briefly referred to or provided an overview to the relevant arguments and data which caused you to be interested in this area of study, in the Review of Literature, you are expected to demonstrate familiarity with the relevant findings with regard to the problem under study. In a good Review of the Literature, you should avoid references with only tangential or general significance; guard against inappropriate use of secondary citations, especially if the authors are noted authorities in their field. Instead, pertinent findings, relevant methodological issues, and major conclusions are emphasized. In your evaluation of the materials you present, be careful to avoid personal opinion and treat controversial issues with objectivity. The goal is to demonstrate the logical continuity, that is, the existing evidence and reasoning, between previous work and your present work. Begin this chapter with a clear statement of the purpose of the project which indicates the scope of the issues which you will address.

The headings utilized in this chapter cannot be as specific as listed for Chapter 1. However, you should have, at least, several major headings (e.g., historical background, theoretical background, current research, best practices, etc.) as may be applicable for your topic, as well as a chapter summary to make the transition to Chapter 3; see the example of the TOC in Appendix B. The length of this chapter should be a minimum of 15-20 pages; for complex topics, it is not uncommon for some students to write in excess of 25 pages. The headings should be:

        [Problem/Purpose Restated]

        Topics and subtopics dictated by topic and chosen by author (see Appendix F)

        Chapter Summary

Chapter 3: Method

Since this is an applied project, you will use this chapter to provide a detailed description of your target audience, your project organization, and the assessment plan for your project. As with Chapter 2, you should start this chapter with a paragraph that tells the reader the purpose of the project. Not everyone who reads your project will read every chapter, so provide a brief reorientation.

The headings should be:

[Problem/Purpose Restated, first paragraph]

Target Audience: Who will be the beneficiaries/consumers of your project?

Organization of Project: Readers should leave this section knowing precisely what they will see in Chapter 4. As applicable, describe the delivery format, organization, scope, and sequence for the elements in your project.

Preliminary Assessment Plan: Identify 3-5 individuals by title/role who will provide feedback on your Chapter 4 product.

Chapter Summary

Chapter 4: Results

Since you have developed an applied project, Chapter 4 is the place for you to insert the completed piece of work. If you have developed a curriculum, a manual, a seminar presentation, a PowerPoint, or other type of project, you will place it in this chapter. If you have supporting materials, they may be placed in an appendix. You should plan to include an Introduction section and a Chapter Summary as bookends to your project in this chapter. The headings are:

Introduction [problem/purpose restated and brief transition to next section]

Your "Project" [start on new page]

Chapter Summary [start on new page]

Chapter 5: Discussion

For an applied project, Chapter 5 is the place for you to reflect upon what you have done. Does what you have produced satisfy the objectives you had at the outset? What might you do differently if you were to develop the project again? If you have recommendations for improvements or additional work that could be done, you might discuss them here.

In summary, in Chapter 5, the Discussion chapter, you should be guided by the use of the following headings:

Contribution of this Project: With reference to your purpose statement in Chapter 1, to what extent did you achieve your objective?

Limitations: What external factors may have impinged upon your ability to fully achieve your objective?

Preliminary Assessment Results: Discuss the feedback you received from your assessors and whether it caused you to make changes to your project.

Recommendations for Further Development: Describe future steps you might
take to improve upon your project.
Project Summary

References

After Chapter 5, a list of sources (i.e., citations) are provided prior to the
Appendices. This list includes only those references cited in the text of your Research
Project, and it is titled, References. See Appendix A of this manual for correctly
formatted examples of the several different kinds of citations as well as a sample list of
References. Additional examples are provided in the APA manual (2010), see Chapter 7,
page 193.

Appendix/Appendices

If you have documentary materials, which would be awkward to include in the
text of your Research Project, you may include them in an appendix. You will want to
consult with your Faculty Advisor in regard to materials which would be appropriate for
an appendix to your Research Project. If you use an appendix, please remember to
include the title in your Table of Contents (see Appendix B).

Copyright Infringement

If you use materials that are reproduced from a published source (e.g., a
worksheet, table, etc.), make sure that these materials are not under copyright protection.
If they are protected, you need to write or e-mail the author and/or publisher to obtain
explicit, written permission to use them in your Research Project. A copy of this
permission must be included in an appendix. Please consult with your Faculty Advisor if
you have any questions with regard to copyright issues.

APPENDIX A

Format for Types of Citations Used in References/Bibliography

Sample Reference List

Format for Types of Citations Used in References/Bibliography

Books

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Glass, G. V., & Stanley, J. C. (1970). *Statistical methods in education and psychology.* Englewood Cliffs, NJ: Prentice-Hall.

Hittleman, D. R., & Simon, A. J. (2006). *Interpreting educational research* (4th ed.). New York, NY: Merrill.

Chapter in edited book

Gullotta, T. P. (1996). Dysfunctional behavior: A cautionary statement. In G. M. Blau & T. P. Gullotta (Eds.), *Adolescent dysfunctional behavior: Causes, intervention, and prevention* (pp. 3-10). Thousand Oaks, CA: Sage.

Strong, R., Silver, H., & Robinson, A. (2006). What do students want (and what really motivates them)? In K. Ryan & K. Cooper (Eds.), *Kaleidoscope* (pp. 69-74). Boston, MA: Houghton Mifflin.

ERIC report or U.S. government publication

American Council of Education (ACE). (1994). *Computers, technology and disabilities.* Washington, DC: American Council on Education. Retrieved May 17, 2008, from ERIC database. (ERIC Document Reproduction Service No. ED381921)

Ingersoll, R. M. (1996). *National Center for Educational Statistics: National assessments of teacher quality* (Working Paper No. 96-24). Washington, DC: U.S. Department of Education, U.S. Government Printing Office.

U.S. Department of Education. (2007). *No Child Left Behind: Tips for helping children learn to read.* Washington, DC: Government Printing Office.

Article from scholarly journal

Cordova, D., & Lepper, M. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology, 88*(4), 715-730.

Fischbach, G. D. (1992). Mind and brain. *Scientific American, 267*(3), 48-57.

Article from newspaper/magazine

Bowen, E. (1987, February 16). Can colleges teach thinking? Maybe not, suggests a new test measuring "reflective judgment." *Time,* p. 61.

Finley, B. (2000, June 14). CU prof wins "genius" award: Boulder physicist Margaret Murnane $500,000 richer over laser innovation. *The Denver Post,* p. B1, B8.

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post,* p. A12.

Providing Publication Data for Electronic Sources, from APA VI, page 189, Section 6.32.

The material below is quoted, literally, from APA. If your citation does not fit the format below, see Section 6.32 in APA for other types of citations.

For electronic versions based on a print source (as in PDF), give inclusive page numbers for the article cited. Use *pp.* before the page numbers in reference to newspapers. See Chapter 7, Examples 1-3 (p. 189).

Provide the DOI, if one has been assigned to the content. Publishers who follow best practices publish the DOI prominently on the first page of an article. Because the DOI string can be long, it is safest to copy and paste whenever possible. Provide the alphanumeric string for the DOI exactly as published in the article (p. 191).

Use this format for the DOI in references: doi:xxxxxxx

When a DOI is used, no further retrieval information is needed to identify or locate the content.

If no DOI has been assigned to the content, provide the home page URL of the journal or of the book or report publisher (p. 191).

Do not insert a hyphen if you need to break a URL across lines; instead, break the URL before most punctuation. . . Do not add a period after the URL, to prevent the impression that the period is part of the URL (p. 192).

Test URLs in your references at each stage prior to the submission and/or publication of your work.

Do not include retrieval dates unless the source material may change over time (e.g., Wikis; p. 192).

Also, on page 199, **3. Journal Article without DOI (when DOI is not available)**

If there is no DOI assigned and the reference was retrieved online, give the URL of the journal home page. No retrieval date is needed (p. 199).

Material obtained from databases or online sources

Borman, W. D., Hanson, M. A. Oppler, S. H., Pulakos, E. D., & White, L. A. (1993).
Role of early supervisory experience in supervisor performance. *Journal of
Applied Psychology,* 443-449. Retrieved from PsycARTICLES database.

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and
well-being. *Prevention & Treatment, 3,* Article 0001a. Retrieved from http://
journals.apa.org/prevention/volume3/pre003001a.html

GVU's 8th WWW user survey. (n.d.). Retrieved from http://www.cc.gatech.edu/gvu
/usersurveys/survey-1997-10/

Hilts, P. J. (1999, February 16). In forecasting their emotions, most people flunk out.
New York Times. Retrieved from http://www.nytimes.com

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection
of resources by psychology undergraduates. *Journal of Bibliographic Research,
5,* 117-123. Retrieved from http://jbrorg/articles.html

E-mail. E-mail sent from one individual to another should be cited as a personal
communication (see APA, Section 6.20, p. 179).

New Method of Classification

Because all electronic material, including database items, may be updated,
changed, or removed, a new system of classification has been developed and supported
by publishers worldwide. This system is known as a Digital Object Identifier (DOI);
when it is available, do not use the URL, database name, or date. A button titled Article,
Cross-Ref, PubMed, or another vendor name may hide the DOI; click to access. Its
purpose is to provide a persistent link to the material.

If you have a DOI, and the link is not live, go to http://crossref.org/ and enter the
string. Also, you can turn a DOI string into a URL: http://dx.doi.org/ [enter the string].
See use of DOI in citations below.

Craig, L., & Bittman, M. (2008). The incremental time costs of children: An analysis of
children's impact on adult time use in Australia. *Feminist Economics, 14*(2), 59-
88. doi:10.1080/1354570070188099

Shabat, J., Lyons, J., & Martinovich, Z. (2008). Exploring the relationship between
conduct disorder and residential treatment outcomes. *Journal of Child and Family
Studies, 17*(3), 353-371. doi:10.1007/s10826-007-9146-1

Shanahan, M. (2005). Perception as abduction: Turning sensory data into meaningful
representation. *Cognitive Science, 19*(1), 103-134. doi:10.1207
/s15516709cog2901_5

Sample Reference List

Al-Motrif, A. (2000). *The effects of college students' educational level and gender on their use of the internet as: (a) an instructional tool, (b) a research tool, (c) communication tool, and (d) an entertainment tool.* Doctoral dissertation, Ohio University. (UMI No. 9985825)

Baldi, S., & Jenkins, L. (1999). *The national adult literacy survey: An overview* (Working Paper No. 199909). Washington, DC: U.S. Department of Education.

Borman, W. D., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology,* 443-449. Retrieved from PsycARTICLES database.

Britton, D. M., & Button, A. (2005). Prison pups: Assessing the effects of dog training programs in correctional facilities. *Journal of Family Social Work, 9*(4), 79-95. doi:10.1300/J039v09n04_06

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom* (2nd ed.). New York, NY: Teachers College Press.

CommerceNet. (1999). *CommerceNet and Nielsen media research issue: Results of Spring 1999 Internet demographic survey*. Retrieved from http://www.commerce .net/news/press/ann061699.html

Davidson, N., & Worsham, T. (1992). Introduction: HOTSICLE--Higher order thinking skills in cooperative learning environments. In N. Davidson & T. Worsham (Eds.), *Enhancing thinking through cooperative learning* (pp. xi-xx). New York, NY: Teachers College Press.

Deering, P. D. (1994). *Is "cooperative learning" either, both, or neither? Tales from three middle school classrooms* (Report No. PS-022534). New Orleans, LA. (ERIC Document Reproduction Service No. ED 371 899)

Encyclopedia Britannica. (2002). Internet. Retrieved April 1, 2002, from http://www .britannica.com/eb/article?eu=1460&tocid=0&query=internet

Fletcher, S. H., & Barrett, A. (2004). Developing effective beginning teachers through mentor-based induction. *Mentoring and Tutoring, 12*(3), 323-333. doi:10.1080 /030910042000275936

Furst, G. (2006). Prison-based animal programs: A national survey. *The Prison Journal, 86*(4), 407-430. doi:10.1177.0032885506293242

Gall, M., Gall, J., & Borg, W. (2002). *Educational research: An introduction* (7th ed.). New York, NY: Longman.

Johnson, D. W., & Johnson, R. (1995). *Creative controversy: Intellectual challenge in the classroom.* Edina, MN: Interaction Book.

Johnson, D. W., & Johnson, R. T. (1998). *Cooperative learning and social interdependence theory. The impact of cooperative learning.* Retrieved from http://www.clrc.com/pages/SIT.html

Landau, B. M. (2001). *Teaching classroom management: A stand-alone necessity for preparing new teachers*. Seattle, WA: American Educational Research Association. (ERIC Document Reproduction Service No. ED460085)

Rowland, K. (2007). Check it out! Using checklists to support student learning. *English Journal, 96*, 61-66.

Schigelone, A. S., & Intersoll-Dayton, B. (2004). Some of my best friends are old: A qualitative exploration of medical students' interest in geriatics. *Educational Gerontology, 30,* 643-661. doi:10.1080/03601270490483887

Scriven, M. (2005). *The logic and methodology of checklists.* Retrieved from http://www.wmich.edu/evalctr/checklists/papers /logicmethodology.htm

Shenk, J. (1997, June 15). In debt all the way up to their nose rings. *U.S. News & World Report, 122,* 38-39.

Stultz, J. (2006). Integrating exposure therapy and analytic therapy in trauma treatment. *American Journal of Orthopsychiatry, 7*(4), 484-488. doi:10.1037/0002-9432 .76.4.482

Taylor, K., & Walton, S. (2001). Who is norm and what's he doing in my class? Norm- and criterion-referenced tests: The differences. *Scholastic Instructor, 110*(6), 18-19.

U.S. Department of Education. (1987). *Japanese education today.* Washington, DC: U.S. Government Printing Office.

APPENDIX B

Title Page Format

Abstract Format

Table of Contents

Lists of Tables and Figures Formats

Sample Chapter 1 Pages

Title Page Format
[measurements below are approximations]

↓3.00 in.   TITLE OF RESEARCH PROJECT

ALL UPPER CASE

FOLLOW SPACING SHOWN AT LEFT MARGIN

↓4.25 in.   by

↓4.65   Jane E. Doe

↓6.50 in.   A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

↓8.00   REGIS UNIVERSITY

Month, Year

Name of EDRS 642 Instructor: _____
[Later, use Project Supervisor]   _____

ABSTRACT

Title of the Research Project

This is a sample of how the body of the abstract should begin. The abstract is a brief, comprehensive summary of the contents of the Research Project you have prepared. It allows the reader to attain a quick overview of the content and scope of your project. A good abstract is accurate, self-contained, concise and specific, nonevaluative, and coherent and readable. An appropriate length for the abstract is between 75-150 words, depending on the nature and complexity of the work. Examples of an abstract can be found in any journal published by APA (2010).

_____

Note. For the Abstract, use lower case Roman numerals and start with page ii; the Title page is page i, which is counted but not printed. The Abstract is written and included only after completion of Chapter 5 of the Project.

TABLE OF CONTENTS

APPENDICES
[You will list appendices only if you use them]

LIST OF TABLES

LIST OF FIGURES

Note. Each list, as shown above, is placed on a separate page. The need for these lists is dependent upon whether tables or figures are included in the Research Project. See pages 128-150 in the APA (2010) *Publication Manual* for detailed information on the use of tables and figures in text.

Chapter 1

INTRODUCTION

Provided in the following pages are examples of text for a research project.

Within the text, only chapters begin on new pages. The word, Chapter, is centered and

placed at 1.7 inches from the top of the page; this placement makes it clear to the reader

that this is the first page of a new chapter or section. The top margin of 1.7 inches should

be used for the first page of each of the following sections: (a) Abstract, (b) Table of

Contents, (c) Chapters 1-5, and (f) References/Bibliography.

Shown on these text pages are examples of: (a) paragraph indents; (b) headings;

(c) page number placement; and (d) single spaced, block quotations. The following

passage is an example of a single spaced, block quotation of 40 or more words:

> The public seems periodically to express a desire for some new film genre.
> Whether this behavior can be explained is probably a moot point. What this does
> mean is that some groups of people are dissatisfied with the films available at
> their local theaters. (Moore, 1981, p. 42)

The text continues after the block quotation with one double space (i.e., one blank line)

between the end of the quotation and the text.

The first lines of paragraphs are indented uniformly throughout the project (e.g.,

at .5 inch). At the end of a paragraph, before a new topic, use double space.

Major Topic

After the heading, the paragraph starts one double space below. According to the

American Psychological Association (APA; 2010), there are five levels of headings that

can be used in academic work. Used in this example of Chapter 1 are Level 1, title of

chapter, and Level 2, as above, major topic. Examples of Levels 3, 4, and 5 follow in the

text shown below.

<div align="center">*Subtopic to Major Topic*</div>

In Level 3, if you use a subtopic heading, you should have two or more. If the

major topic was Types of Special Needs students, the subtopics might be: (a) Learning

Disabilities and (b) Behavioral Disorders.

Subsection to a Subtopic

A subsection to a subtopic is considered Level 4. If Level 3 is Learning

Disabilities, the subsections might be: (a) Attention Deficit Disorder (ADD), and (b)

Attention Deficit Hyperactivity Disorder (ADHD).

Paragraph level. A Level 5 heading is placed at the beginning of a paragraph,

only the first letter of the first word is capitalized (i.e., with the exception of proper

nouns), and the heading ends with an italicized period. This heading might be used for

treatment/education plans for a student with ADD.

<div align="center">Chapter Summary</div>

Here, as in all chapter summaries, you will identify the major topics presented

and tell the reader what will be presented in the next chapter. This section serves as a

transition to the next chapter.

APPENDIX C

Directions for PowerPoint Presentation

Microsoft Word Commands

Directions for PowerPoint Presentation

1. In Powerpoint, click on the Office button (the round button in the upper left hand corner).

2. Select Publish.

3. Then select Create Handout in Microsoft Word Document.

4. A pop up box will appear. You can either select Notes Below Slides, or under Add Slides to Microsoft Word document, select Paste.

5. A Word doc will automatically be created that includes the slides. It seems that the Notes Below Slides option creates a cleaner look. If you want to resize, the slides can be resized by clicking on the slide and select/drag one of the corners.

6. You can then copy and paste the slides into another document, such as the Research Project document.

Microsoft Word Commands

1. *Margins:* Click on File, Page Setup. Set Left margin at 1.5 inches; Top, Right, and Bottom are automatically at 1.0 inch. For first page of paper, chapter, or references, use the Enter/Return key to move down to 1.7 inch. In this way, page 2 will be at 1.0 inch.

2. *Page number position:* Page Setup, Layout, change Footer from .5 inch to 1.0 inch.

3. *Page break*: Click on Insert, Break, Page Break; make sure the cursor is in front of the copy to be moved to the next page.

4. *Hanging indent*: Select the text, click on Format, Paragraph. Under Indentation, select Special, select Hanging.

5. *To remove the "th" in superscript after a number:* Select Tools, Auto/Correct/Auto Format as you type/Replace as you type/Ordinals 1st with superscript/Turn it off. The same steps can be used to turn off hyperlinks and remove the color and underline.

6. In *Paragraph*, make sure that Points are set at zero (0) for correct spacing between end of paragraph and heading level. Check that this is correct at beginning of file so all of the file is correct.

APPENDIX D

Pre EDRS 642 Advisor Conference Guide

Pre EDRS 642 Advisor Conference Guide

Pre Conference Student Responsibility:
- Review *Guidelines for Academic Papers and Research Projects* (2010) handbook, including all appendices. Be familiar with the components of a five chapter research project and how the EDRS 642 and 643 courses work together.
- Come to the conference with at least one topic of high interest to you.

During the Conference, your Faculty Advisor will want to establish the following:
- Your current professional role/position

- The topic/problem/issue, related to your professional role, which you wish to address with your project

- In Chapter 2, your Review of Literature, you will establish or enhance your level of expertise related to your topic. With which group of people do you intend to share your expertise? The answer to this question identifies your Target Audience, which you will describe in Chapter 3 (Method/Target Audience).

- What will you create to address the problem/issue?
    Examples: curriculum, training materials, workshop materials, etc.

- What form will your project take? What will be the best way to share your project with your Target Audience?

    Print Piece? Curriculum (e.g., template to be used?), Training Manual, Guide, Guidelines, Strategies, etc.

    PowerPoint slide presentation for a training/workshop application?

    You will describe the format and internal structure for your project in Chapter 3 (Method/Organization of Project).

- Setting Realistic Expectations

    EDRS642 delivery format preferences (e.g., class, DS, online class)
    Instructor selection if taking 642 via directed study (DS; formerly GIS)
    Process/timetable issues
    Graduation application
    Questions??

APPENDIX E

Application for Review/Approval for

Research Involving Human Subjects

Application for Review/Approval for

Research Involving Human Subjects

TO: IRB, Regis University
Main Hall, Room 206, Mail Code H4

Principal Investigator(s)   _____

                              _____

Address: _____

                              _____

Telephone #: _____   E-mail: _____

Academic Department or School: _____

Faculty Advisor (student projects):   _____

Project Title: _____

                  _____

                  _____

1.   Are investigational drugs to be used?

Yes ____   No ____

2.   Will you be using patients and/or the facilities of a health care agency as a part of
       this study?

Yes ____   No ____

       If YES, after approval by this Committee, the proposal must also be approved by the
       appropriate review board within that facility.

Materials addressing numbers three through seven are to be either filled in under the questions or, if appropriate, attached.

3.   Project description in relation to human subjects. Attach a brief summary of the problem to be investigated, the questions being asked, the methods or instruments to be used, the subject population to be studied, and the method of subject selection and recruitment. Include sufficient detail, including samples of protocols and/or data collection instruments, in order that the members of the Committee can assess any potential hazards.

4.   Risk/benefit assessment. Assess the risks and potential benefits of the investigation.

5.   Provision for informed consent. Provide details of informed consent procedures to be used, including examples of project descriptions to be provided to subjects and consent forms to be used.

6.   Additional ethical considerations. Describe provisions for anonymity or confidentiality and any additional measures not previously addressed be utilized to protect the rights and safety of subjects.

7.   Research funding. If the research is supported by a grant, provide source of funding.

Note: Research must be resubmitted for approval, if changes are made in the research plan that significantly alter the involvement of human subjects from that which is described by this application.

_____   _____

Signature of Principal Investigator: _____

(Note: If this document is being sent electronically, your typed signature will considered as your signature)

Date _____

Signature of Faculty Advisor _____

Note: If this document is being sent electronically, the faculty advisor may send an email affirming his/her approval. This email should (1) indicate that the faculty advisor has read the application and (2) agrees with the information provided on the form.

Date _____

The space below this line is for the use of the Institutional Review Board

_____

Action of Institutional Review Board

1.   Exempt according to condition _____

2.   Approved by expedited review _____
                                            (reviewer, date)

3.   Approved in general and specific details.

4.   Approved in general with specific details to be resubmitted..

5.   Disapproved for the following reasons:

Signature

_____
Chair, Institutional Review Board   Date

GUIDELINES FOR RESEARCH INVOLVING HUMAN SUBJECTS

All research protocols in which the use of human subjects is proposed must be submitted to the Human Subjects Review Committee, Regis University. However, according to federal regulations, some research is exempt from full review. Generally, research that is conducted under the exempt review category involves no risk to the subject and does not deal with sensitive or personal aspects of the subject's behavior.

Research normally conducted in this review category includes survey and interview research involving normal educational practices, observational research and review of documents, pathological specimens, or records that are nonidentity specific (i.e., anonymous).

Instructions for Regular Review

Regular Review protocols are evaluated by the full Human Research Committee. Please attach to the cover sheet a summary of the project for review by the Committee. Please minimize technical language not readily understood by persons outside your discipline and include sufficient detail to enable the Committee to assess the potential hazards to subjects.

Examples of Projects Which Require Full Committee Review

1. Any research involving the use of vulnerable subjects. When vulnerable populations are being approached during recruitment for research, investigators should take special precautions to be sensitive to the subjects' privacy, anonymity, and confidentiality. A vulnerable subject is defined as follows:

    Vulnerability refers to the risks that researchers request their subjects to undertake in relation to the ability of the subjects to make fully informed consent. Populations we routinely consider to be vulnerable include: children, prisoners, pregnant women, nonEnglish speaking people, the mentally handicapped, those subjects engaged in illegal activities, people who are under medical treatment for an illness that is relevant to the risk they are being asked to assume by the research, and subjects who may risk retribution by a person with authority over them as a consequence of participation or nonparticipation in the study. This list should not be considered exhaustive or inflexible, since new research situations constantly arise.

2. Any research involving more than minimal risk, either mental or physical to the subject. Examples of protocols of this type may include surveys or questionnaires that solicit information regarding instances of child or sexual abuse suffered by the subject, criminal activities, and/or studies regarding eating disorders. Examples of studies that involve more than minimal physical risk to the subject include stress testing, drug and alcohol use by the subjects, and studies where subjects are asked to do more than moderate physical exercise that could result in injury to the subject. A comprehensive statement of potential risk/benefit ratio to the subject should be attached for consideration.

APPENDIX F

Overview of Organization of Chapters for Research Project

Overview of Organization of Chapters for Research Project

Title Page (p. i, but not printed)
After completion of Chapter 5, the Abstract (p. ii)
Table of Contents (pp. iii-iv)
Chapter 1: INTRODUCTION (page numbers in arabic numerals, bottom center, 1.00")
               [Setting the Stage]
               Statement of Problem
               [Background of the Problem, optional]
               Purpose of the Project
               Chapter Summary
Chapter 2: REVIEW OF LITERATURE
               [Problem/Purpose Restated]
               Major topics and subtopics dictated by project topic and chosen by author
               Chapter Summary
Chapter 3: METHOD
               [Problem/Purpose Restated]
               Target Audience
               Organization of Project
               Preliminary Assessment Plan
               Chapter Summary
REFERENCES

Title Page, Table of Contents, Chapters 1-3, and References represent the Research
               Proposal and the endpoint for EDRS 642, the Research Proposal Development
               course. The Abstract and Chapters 4 and 5 are completed during EDRS 643,
               Research Project, which is under the direction of your Faculty Advisor.

Chapter 4: RESULTS
               Introduction [problem/purpose restated]
               Your Project Here [start on new page]
               Chapter Summary [start on new page]
Chapter 5: DISCUSSION
               Contribution of this Project
               Limitations
               Preliminary Assessment Results
               Recommendations for Further Development
               Project Summary
REFERENCES [final list]
APPENDIX [optional]
Support Materials:
Guidelines for Academic Papers and Research Projects (2010, available on SEC
               website)
Exemplar Writing Assignments (SEC website)
APA Manual (2010)
Completed Student Research Projects (link on SEC website)

APPENDIX G

Research Project Proposal Rubric, EDRS 642

EDRS 642: Research Project Proposal Rubric

Instructor:

Student:

Date:

CATEGORY	4 Exemplary	3 Proficient	2 Revisions Needed	1 Major Revisions Needed	Sub-Total
Preliminary Pages *Title Page, Table of Contents, and Appended Materials*	Preliminary pages are aligned to the *Guidelines for Academic Papers and Research Projects* (2010).	In general, the preliminary pages are aligned to the *Guidelines*.	The preliminary pages need revisions to align to the *Guidelines*.	The preliminary pages must be aligned with the *Guidelines*	
Chapter 1 Introduction, *Background of the Problem, Statement of the Problem, and Purpose of the Project*	The introductory chapter fulfills the requirements described in *Guidelines* and contains a very clear conceptualization of the problem addressed and the intent of the proposal through well-connected and	The introductory chapter generally fulfills the requirements described in *Guidelines* and contains an adequate conceptualization of the problem addressed and the intent of the proposal through connected	The introductory chapter minimally fulfills the requirements described in *Guidelines* and needs revision in the conceptualization of the problem addressed and the intent of the proposal with more clearly	The introductory chapter fails to fulfill the requirements described in *Guidelines* and needs major revision in the conceptualization of the problem addressed and the intent of the proposal with clearly stated connections and interrelationships provided among the	

	interrelated chapter subsections.	and interrelated chapter subsections.	expressed connections and interrelationships among the chapter subsections.	chapter subsections.
Chapter 2 Review of Literature	The literature review fulfills the requirements described in *Guidelines* and is well-substantiated and covers the elements of the problem with research-based evidence and best practices with well-demonstrted clear understanding, relevance to topic, completeness of thought, and quality and amount of information provided.	The literature review generally fulfills the requirements described in *Guidelines* and is fairly well-substantiated and covers most of the elements of the problem with some research-based evidence and some best practices with adequate understanding, relevance to topic, completeness of thought and quality and amount of information provided.	The literature review minimally fulfills the requirements described in *Guidelines* and requires more substantial and better coverage of the elements of the problem and relies primarily on non-research-based sources with come understanding, relevance to topic, completeness of thought, and quality and amount of information provided.	The literature review fails to fulfill the requirements described in *Guidelines* and is not well-substantiated nor does it cover the elements of the problem, relying on opinion-based sources with limited understanding, relevance to topic, completeness of thought, and quality and amount of information provided.
Chapter 3 Method *Target Audience,*	The chapter fulfills the requirements described in *Guidelines* and includes a clearly	The chapter generally fulfills the requirements described in *Guidelines* and	The chapter minimally fulfills the requirements described in *Guidelines* and	The chapter fails to fulfill the requirements described in *Guidelines* and lacks a clear definition of the target

Organization *Organization of Project, and Preliminary Assessment Plan*	conveyed definition of the target audience, a well-conceptualized organization of the research project, and a strong preliminary assessment plan.	includes an adequate definition of the target audience, a a plan for the the organization of the research project, and a preliminary assessment plan.	includes a definition of the target audience, the organization of the research project, and a preliminary assessment plan; some sections need revision.	audience, the organization of the research project, and a preliminary assessment and plan; all need major revision.
Quality of Sources	The sources provided in the References are a well-balanced mix of research-based evidence and best practices.	The sources provided in the References are a mix of research-based evidence and best practices.	The sources provided in the References are insufficient in regard to either provision of research-based evidence or best practices.	The sources provided in the References are insufficient in regard to research-based evidence and/or best practices.
References	References are accurately documented in the required APA format and aligned with the *Guidelines*.	References are accurately documented, but a few are not in the required APA format and/or do not align with the *Guidelines*.	References are accurately documented, but many are not in the required APA format and do not align with the *Guidelines*.	References are not accurately documented, and most are not written in APA format and/or do not align with the *Guidelines*.
Flow of Logic	Logic flows very well across the required components: Table of Contents to Statement of Problem to Purpose of Project to Literature Review	The logic is discernible through each of the required components: Table of Contents to Statement of Problem to Purpose of	The logic of the research project proposal flows fairly well with some clarification needed and minor revisions needed in	The flow of logic from beginning to end of the research project proposal is not clearly conveyed in the Introductory sections and Chapter Summaries and need

to conceptualization of the Project with Introductory sections and Chapter Summaries for each chapter. The flow of the logic can served as a model.	Project to Literature Review to conceptualization of the Project with Introductory sections and Chapter Summaries for each chapter.	Introductory sections and Chapter Summaries.	major revision or additions.
Organization Information is very well organized and conforms to the appropriate length, tone, continuity, smoothness, transitions, use of headings, and connectedness. The organization can serve as a model.	Information is well organized and conforms to the appropriate length, tone, continuity, smoothness, transitions, use of headings, and connectedness.	Information is fairly well-organized, but some revisions are needed for appropriate length, tone, continuity, smoothness, transitions, use of headings, and/or connectedness.	The information appears to be disorganized, with major revisions needed for appropriate length, tone, continuity, smoothness, transitions, use of headings, and/or connectedness.
Written Presentation The proposal demonstrates efficient, clear, and precise written expression; correct grammar use, spelling, capitalization, and punctuation; strong paragraph construction and appropriate and	An acceptable proposal that demonstrates fairly consistent use of efficient, clear, and precise written expression; correct grammar use, spelling, capitalization, and punctuation; strong	A draft proposal with inconsistent use of efficient, clear, and precise written expression; correct grammar use, spelling, capitalization, and punctuation; strong paragraph construction and	A poorly written proposal with much need for improvement in the use of efficient, clear, and precise written expression; correct grammar use, spelling, and punctuation; strong paragraph construction and/or appropriate and correct use of source

	correct use of source citations in the text.	paragraph construction and appropriate and correct use of source citations in the text.	appropriate and correct use of source citations in the text.	citations in the text.
Utilization of Feedback	The student clearly utilizes the multiple draft approach to professional writing and utilizes and extends instructor feedback to create a high quality proposal.	The student utilizes the multiple draft approach to professional writing and utilizes the majority of the instructor feedback to create an acceptable proposal.	The student under-utilizes the multiple draft approach to professional writing and utilizes only some of the instructor feedback.	The student is not utilizing the multiple draft approach to professional writing to its fullest potential and utilizes instructor feedback minimally.

TOTAL **Grading Scale:** **GRADE:** ___

100-95% = A
90-94% = A-
85-98% = B
80-85% = B-
75-70% = C
70-74% = C-
65-69% = D
60-65% = D-
60% - below = F

COMMENTS: