**EDUC 595 THESIS SEMINAR 2011-12**

***Lifelong Learner--Effective Educator--Ethical Practitioner***

**TEXT:** American Psychological Association. (2009).*Publication manual of the American Psychological Association. 6th ed.* American Psychological Association: Washington, D.C.

Other materials appropriate to candidate’s research interests.

**INSTRUCTOR:** Gary L. Riggins, 614-8193 or [griggins@leeuniversity.edu](mailto:griggins@leeuniversity.edu)

**UNIVERSITY MISSION STATEMENT:** Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and master’s levels. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the candidates knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

**CATALOG DESCRIPTION:** This course will provide the structure, format, support, and encouragement for the candidate to complete the graduate research exercise and present it to colleagues. Prerequisite: Admission to Candidacy. Three Hours credit

**I. PURPOSE STATEMENT:** The graduate research exercise is the application step of the Master’s degree. In developing this paper, candidates will be encouraged to employ their skills as researchers and active practitioners to complete an exercise which will make a contribution to the educational process. This seminar will provide the opportunity to think through their ideas with faculty guidance and present their work in an open public forum for feedback and evaluation.

**II. OBJECTIVES OF THE COURSE:**

1. **GENERAL LEARNING OBJECTIVES:**

This course seeks to prepare the candidate to be a *Lifelong Learner, Effective Educator*, and an *Ethical Practitioner* by providing experiences in the following general learning objectives grounded in the *Tennessee Licensure Standards and Induction Guidelines* (S1-11).

***Lifelong Learning***

1. Facilitate evaluation of candidates’ own experiences and talents to understand specific contributions they can make to the field of education (S9).

***Effective Educator***

2. Develop an appreciation of the role of educational research in helping candidates become effective professionals S5/S8).

3. Foster confidence in candidates and their abilities as leaders in education (S6/S9).

**Ethical Practitioner**

4. Encourage development of the candidate’s role as agents of positive change in the educational process (S9).

**B.** **SPECIFIC BEHAVIORAL OBJECTIVES**: As a result of the activities and study in this course, the candidates should be able to do the following:

1. Conduct research appropriate to their project.

2. Complete a thesis project appropriate to their experiences, abilities, and needs.

3. Share results of research with colleagues.

**III TOPICS TO BE COVERED:** The Lee University Teacher Education Program values the development of technological skills (T), sensitivity to diversity issues (D), and the enhancement of candidates’ ability to think critically (CT).

A. Completion of research project (CT/T)

B. Significance of research in improving education (CT/D)

C. Implementing research in classroom practices (CT)

D. Communication of research findings (CT/T)

E. Evaluating research projects (CT)

**IV INSTRUCTIONAL PROCEDURES**

A. Individual conferences with candidates regarding progress of the project and readiness to present findings to colleagues.

B. Presentation of projects to colleagues.

C. Evaluation of colleagues’ presentations.

**V. RESPONSIBILITIES OF CANDIDATES**: Each candidate will…

1. **Complete and submit a finished paper** in the appropriate format 14 days prior to graduation.
2. **Present and defend the findings** of his/her research project to peers and graduate faculty in a formal open forum
3. **Prepare a Prospectus** (a single page—front and back) as a presentation handout that includes the project title; contact information of the presenter; and the major findings of the research exercise. The form is attached to the syllabus. This document will be approved by the *Faculty Research Advisor* prior to the presentation and will be duplicated by the candidate for the expected number of attendees.
4. **Set and keep appointments with the instructor and *Faculty Research Advisor(s)*** monitoring progress on the research exercise.
5. **Complete *Graduate Research Check Points*:** Each candidate must complete *Graduate Research Check Points* (see forms for each graduation session) in a timely manner. These check points, indicating satisfactory progress, will be signed by the *Faculty Research Advisor* and submitted to the Graduate Office.
6. **Work independently** on the project
7. **Complete and submit a Portfolio** at least 14 days prior to graduation. This document is submitted and evaluated by the *Faculty Research Advisor.*
8. **Attend and evaluate presentations** of colleagues.

**VI EVALUATION**

A**.** Attendance at presentations will be monitored by completed assessment forms of colleagues’ presentations.

B. Each presenting candidate will be given a summary of the feedback sheets handed out at the presentation.

C. The *Faculty Research Advisor(s)* will evaluate the completed draft of the candidate’s research focusing on:

1. Professional contribution

2. Thoroughness of the research exercise

1. Format approved by the Graduate School

D. The candidate will receive a grade of I (Incomplete) until he or she completes and submits the paper, delivers the presentation, and submits the *Portfolio* for evaluation.

**VII DUE DATES 2011-2012:**

**Winter/December 2011 Graduates**

Mon Oct 3 Checkpoint I

Mon Nov 7 Checkpoint II

Mon-Thurs Nov 14-17: Presentations for Winter Graduates

**Mon November 28: Signed Thesis Paper and Portfolio Evaluations Due in Graduate Office for Winter Graduates**

**Spring/May 2012 Graduates**

Mon Feb 6 Checkpoint I

Mon March 12 Checkpoint II

Tues-Thurs April 10-12 Presentations for Spring Graduates

**Mon April 23: Signed Thesis Paper and Portfolio Evaluation Due in Graduate Office for Spring Graduates**

**Summer/July 2012 Graduates**

Mon March 19 Checkpoint I

Mon April 30 Checkpoint II

Mon – Thurs June 18-21: Presentation Dates for Summer Graduates

**Mon July 16: Signed Thesis Paper and Portfolio Evaluation Due in Graduate Office for Spring Graduates**

**SUBMISSION GUIDELINES:**

The candidate will submit both a signed hard copy of the completed paper and an electronic copy (CD) along with the *Portfolio* *Evaluation Form* to the Graduate Education Office at least 14 days prior to graduation. The signatures on the document indicate the paper and the portfolio are accepted in both form and content. Consequently the candidate is encouraged to submit drafts well in advance of these hard dates.

**VIII CANDIDATES WITH DISABILITIES:** Lee University is committed to the provision of reasonable accommodations for candidates with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. Candidates who think they may qualify for these accommodations should notify their instructor immediately. Special services are provided through the Academic Support Program.

**IX**. **READING LIST:** Candidates are encouraged to compile a supplemental bibliography that is discipline specific and approved by the major advisor.

American Educational Research Association. (2004, Summer). Teachers matter: Evidence from value added assessments. *Research Points, 2* (2). Retrieved 10/26/06 from http://www.aera.net/

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: SAGE Publications.

Cochran-Smith, M. & Zeichner, K.M. ( 2005). *Studying teacher education: The report of the AERA panel on research and teacher education.* Mathawan, MA: Lawrence Erlbaum and Associates.

Darling-Hammond, L. & Bransford, J. (Eds.). (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do.*  San Francisco: Jossey-Bass.

Fraenkel, J.R., & Wallen, N.E. (2011). *How to design and evaluate research in education (8th ed.)*. Boston: McGraw-Hill.

Gay, L.R., Mills, G.E., & Airasian, P. (2006). *Educational research: Competencies for analysis and applications (8th ed.).* Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Mills, G.E. (2007). *Action research: A guide for the teacher researcher (3rd ed.).* Upper Saddle River, NJ: Pearson/Merrill/Prentice-Hall.

Newstreet, C. (2008). Paul Revere rides through high school government class: Teacher research and the power of discussion to motivate thinking. *The Social Studies (Washington, D.C.), 99* (1), 9-12.

Richardson, V. (Ed.). (2008). *Handbook of research on teaching (4th ed*). New York: McMillian Reference Book.

Riemer, F.J., & Blasi, M.J. (2008). Rethinking relationships, reconfiguring teacher research: Teachers as ethnographers of culture, childhood, and classrooms. *Action in Teacher Education, 29* (4), 53-65.

Riggins, G.L. (2008). *Graduate research guide: 2008-2009*. Unpublished Manuscript: Lee University, Cleveland, TN.

Risko, V.J., et al. (2008). A critical analysis of research on reading teacher education. *Reading Research Quarterly, 43* (3), 245-288.

Seidman, I.E. (1991)*. Interviewing as qualitative research: A guide for researchers in education and the social sciences.* New York: Teachers College Press.

Stringer, E. (2004). *Action research in education*. Upper Saddle River, NJ: Pearson/Merrill/Prentice-Hall.

Warren, S., Doorn, D., & Green, J. (2008). Changes in vision: Teachers engaging in action research. *The Educational Forum, 72* (3), 260-270.

### HELPFUL INTERNET SITES & SOURCES

### APA Citation Help

### <http://www.apastyle.org/> home APA site

### <http://webster.commnet.edu/apa/apa_index.htm> list of questions and answers regarding citations

### <http://www.westwords.com/guffey/apa.html> electronic source citation suggestions

<http://www.lib.usm.edu/~instruct/guides/apa.html> more apa stuff

[http://www.bedfordstmartins.com/hacker/resdoc/social\_sciences/reference.htm](http://www.bedfordstmartins.com/hacker/resdoc/social_sciences/reference.htmr) another question and answer format for APA citation questions

<http://www.wooster.edu/psychology/apa-crib.html#Intext> questions answered with examples

<http://www.wisc.edu/writing/Handbook/DocAPA.html> writing suggestions from the U W

<http://myt4l.com/index.php?v=pl&page_ac=view&type=tools&tool=bibliographymaker>: This site will create an APA citation if you can somehow type the right thing in the right box.

**Writing Help**

<http://www.writinghelp-central.com/apa.html> general help with writing

### Educational Statistics

### <http://www.aera.net/AboutAERA/Default.aspx?menu_id=90&id=177> a comprehensive site for all things related to research in education

<http://nces.ed.gov/edstats/> statistics for all kinds of educational issues

<http://seamonkey.ed.asu.edu/~alex/teaching/assessment/reliability.html> understandable validity / reliability

<http://www.statemaster.com/cat/edu-education> this site compares state by state in a variety of categories

<http://www.educationindex.com/> data site for resources in education

<http://www.census.gov/statab/www/>the *Statistical Abstract of the United States*. This is more information than you could ever sort through.

<http://www.ed.gov/index.jhtml> the web site of the US Department of Education.

<http://www.tennessee.gov/education/>. the official website of the Tennessee Department Education and contains material that may help you get and keep your job (each state has similar sites).

<http://www.surveysystem.com/sscalc.htm> Survey sample size calculator

[http://www.uccs.edu/~faculty/lbecker/es.htm#III.%20Effect%20size%20measures%20for%20two%20dependent](http://www.uccs.edu/~faculty/lbecker/es.htm%23III.%20Effect%20size%20measures%20for%20two%20dependent) Effect Size

[http://www.uccs.edu/~faculty/lbecker/](http://www.uccs.edu/~faculty/lbecker/%20%20%20) Effect size calculator

[http://core.ecu.edu/psyc/wuenschk/SPSS/SPSS-Lessons.htm](http://core.ecu.edu/psyc/wuenschk/SPSS/SPSS-Lessons.htm%20%20%20%20) Lessons for SPSS

<http://www.marketresearchtech.com/spss-help-tutorials-guides.htm> More stuff on SPSS

[http://faculty.chass.ncsu.edu/garson/PA765/design.htm](http://faculty.chass.ncsu.edu/garson/PA765/design.htm%20%20%20) Research Designs and concepts

<http://www.socialresearchmethods.net/kb/reltypes.php> Types of Reliability

<http://www.ericae.net/nav-au.htm> ERIC's Clearinghouse on Assessment and Evaluation: See the wonderful buttons at the bottom of the page (i.e., Degree, School, Learning, and Education Articles and Lesson Plans).

**Miscellaneous**

<http://www.aera,net> The American Educational Research Association

http://www.cec.sped.org The Council for Exceptional Children

<http://www.nabe.ore> National Association of Bilingual Education

<http://www.reading.org> The International Reading Association

<http://www.nmsa.org> The National Middle School Association

<http://airweb.org/> The Association of Institutional Research (lots of links)

<http://www.lessonplanspage.com/index.html> a page for help in writing lesson plans

<http://www.pdkintl.org./kappan/poll.htm> information on Gallup Poll on Education

**MASTER LEVEL PORTFOLIO ASSESSMENT**

Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Program: M.Ed.\_\_\_\_\_ M.A.T.\_\_\_\_\_

Concentration/Certification Area\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| **Section** | **Items** | **Included**  **Yes No** | | | |
| **General Information** | Title Page |  | |  | |
| Table of Contents |  | |  | |
| Introduction Letter |  | |  | |
| Course Sequence |  | |  | |
| Program Model |  | |  | |
| Admission to Candidacy Application |  | |  | |
| Disposition Plans |  | |  | |
|
| Personal Educational Philosophy |  | |  | |
| Resume/Vitae |  | |  | |
|  |  | **Above Standard** | **At Standard** | | **Below Standard** |
| **Program Outcome Goals** | **Knowledge & Experience** |  |  | |  |
| **Research Methods** |  |  | |  |
| **Technology** |  |  | |  |
| **Inclusive Education** |  |  | |  |
| **Current Trends & Issues** |  |  | |  |
| **Professional Contributions\*\*** |  |  | |  |
| **Worldview** |  |  | |  |
| **Appendix** |  |  |  | |  |
|  |  |  | |  |
|  |  |  | |  |
| **OVERALL GRADE** |  | **Above Standard** | **At Standard** | | **Below Standard\*** |

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| --- | --- |
| **Evidence Evaluator Comments** (use the back of this sheet for additional comments) | |
| Professional Growth |  |
| Variety of Samples |  |
| Problem Solving & Reflection |  |

**Evaluator**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Pass\_\_\_\_ Fail\_\_\_\_**

\* If this item is circled, corrections will be noted on the back of this paper and must be completed before the Portfolio is resubmitted

\*\* Completed only by M.Ed. Candidates

**PROSPECTUS FORMAT/GUIDELINES**

For each Thesis presentation, the candidate will produce a single page (front and back), single-spaced document that serves as an executive summary or brief description of the research exercise. This *Prospectus* is fundamentally a cut and paste document from the original paper and is a “talking points” document to be distributed during the candidate's presentation. Each *Prospectus* will obviously be different; however, each will have at least three sections: *Introduction; Review of Literature: Conclusions & Recommendations.* The titles of chapters may be changed with *Faculty Research Advisor* approval to better report and/or support the graduate research exercise. The following format is suggested.

**OFFICIAL TITLE OF THE GRADUATE RESEACH EXERCISE**

Graduate Candidate's Name Faculty Research Advisor(s)

Candidate’s Contact Information

**\*INTRODUCTION**: Brief background of the investigation for the reader to frame the problem/question particularly identifying:

* + - Statement of the Problem including the research Hypothesis, Question, or Issue
    - Purpose, Rationale or Significance of the Problem/Question/Issue

**\*REVIEW OF LITERATURE**: A brief review of only the most salient research/literature that helps identify the place and or role of this project as a contribution to the discipline

**DESIGN or METHODS or PROCEDURES**: A short description of what was done to address the problem or question identified in the Introduction

**RESULTS or OUTCOMES or DISCUSSION**: A brief discussion of what decisions were made relevant to the problem and or questions posed in the *Introduction*

**\*CONCLUSIONS AND RECOMMENDATIONS**: Identify a major finding and suggest or recommend a next step or other potentially fruitful avenues for investigation or study regarding this problem, question, or issue.

**NOTE:** this is a report of what has happened relative to a specific problem, consequently, the *Prospectus* (like the final paper)is written in the PAST TENSE.

**\*** These sections are necessary for each *Prospectus*.

**THESIS REQUIREMENTS 2011-12**

**General Requirements:** The *Thesis* option is reserved for those candidates who have demonstrated uncommon research and writing skills. This research exercise is a formal and demanding task in which candidates test one or more hypotheses by manipulating some variables and controlling others or address specific research questions or issues that advance theory and knowledge in the discipline. These exercises may be quantitative or quantitative in form, but each will be an exercise in the scientific method that attempts to solve a tightly focused problem, address a clearly identified issue, or answer pointed research questions. The candidate, in consultation with an assigned *Faculty Research Advisor(s)*, will identify the final research problem, issue, or question and produce a high quality graduate research paper that satisfies the minimum requirements outlined in this section. These research exercises may vary in scope and format; however, each will satisfy the following general requirements:

* It will be an exercise in the scientific method.
* It will involve at least 45 hours of research work outside of the general duties of the graduate candidate.
* It will be presented in an open forum and evaluated by peers and a minimum of two members of the graduate faculty.
* The final written formal document (complete with appropriate *Faculty Research Advisor(s)* signatures) will be submitted to the Graduate Education Office fourteen (14) days prior to graduation. On the same date, an electronic copy will accompany the formal written paper.
* Both *in-text* and *references citations* will be in the APA style (unless otherwise approved by both the *Director of Graduate Education* and the *Faculty Research Advisor(s)*.

**Specific Writing Requirements**: The *Thesis* template includes the order and spacing requirements of the final form of the document. It is designed to promote uniformity among the final papers and facilitate the process. Any deviations from this template must be approved by both the *Director of Graduate Studies in Education* and the *Faculty Research Advisor(s)*. Papers deviating from this approved format without prior approval will not be accepted**.** In consultation with the *Faculty Research Advisor(s),* the candidate will choose a format conforming to the general requirements of the Template outline. This format should be the best fit for the selected research question and satisfy the exacting standards of written scholarship. The electronic Template, contains three (3) separate files: *Cover Page; Preliminary Pages*; and *Chapter One through Appendix*. These divisions are necessary due to the different page numbering conventions in each section (see *Page Numbering* below).

The specific requirements in the Thesis are as follows:

###### Type/Font: The paper will be written in *Times New Roman* 12 point font and the body of the paper will be double spaced.

* **Page Numbering**: The page numbering system has been inserted in the Template and will automatically number the pages in the bottom center of the document. In the *Preliminary Pages*, the numbers will be small case Roman numerals. In *Chapter One through the Appendix*, Arabic numerals will be used. The general page numbering conventions in the three *Template* files are:

**Cover Page**: No page number. This page is neither counted nor numbered

**Preliminary Pages**: This section is numbered in small case Roman numerals; however, the first page (the *Title Page*) is counted but not numbered.

**Chapter One – Appendix**: This section is numbered consecutively through the end of the Appendix in Arabic numerals. Those items inserted and appearing in the *Appendix* may be numbered electronically or not numbered at all.

* **Writing Style:** The entire paper (with the exceptions of direct quotes and items in the *Appendix*) will be written in the third person and adhere to the fundamental standards of a formal paper, i.e., no contractions, abbreviations, colloquialisms, etc. (See *Hints on Writing* for more details).
* **Chapter Titles, Sections, and Layout**: The number and titles of the chapters will be subject to final approval by the *Faculty Research Advisor(s)* and should help present the research in a clear and concise paper. Each chapter title will begin approximately one-third of the way down on a new page. The word “chapter” and the corresponding chapter number will be in ALL CAPS, bolded, and centered. The chapter sections (the next divisions) will be in title case, bolded, centered, and underlined. Subsequent divisions of the chapter sections will be in title case, bolded, on the left margin, and underlined. All such identified divisions of the chapter will appear in the *Table of Contents* (see the *Thesis Template* for examples).
* **Citations**: A modified form of the *American Psychological Association* (APA) style will be used for both in-text and reference citations. The format for charts and graphs presented in the paper will follow accepted APA standards and any deviations must be approved by the *Faculty Research Advisor(s)*.
* **Cover Page**: Each Thesis will be submitted with a *Cover Page* (see the *Thesis Template*) that includes the candidate’s name, title of the paper, degree sought, and signatures of the *Faculty Research Advisor* and the *Second Reader*. These signatures indicate that this document meets the standards set by the Graduate Education Office and is ready for submission.
* **Preliminary Pages:** These pages are numbered in small case Roman numerals (centered at the bottom) and include the following in this order:
  + **Title Page:** This page includes the following three kinds of information: The Title (in all caps); the appropriate degree sought; and the candidate’s name and date. This information is equally divided on the page (see the *Template* for exact spacing and format).
  + **Dedication Page:** This page is optional, but if the candidate chooses to include it, the information will centered vertically and horizontally on the page (see the *Template* for an example).
  + **Table of Contents**: This page is describes the exact order of the information in the paper. It will accurately reflect all of the chapters and their divisions (see the *Template* for exact spacing and format).
* **Chapter One through Appendix**: These pages are all counted and numbered sequentially with Arabic numerals at the bottom center of the page. An *Announcement Page* will introduce each subsequent fundamental change in the paper (*References Cited* and *Appendices*). This page will have only the title of the section appearing on the page in all caps, bolded, and in the vertical and horizontal center of the page (see the *Template* for an example).
* **References Cited**: Following the announcement page of the *References Cited,* will be the title of the section at the top of the page in all caps, bolded, and centered (see the *Template* for an example). The references in this section (a **minimum of 20 sources)** will be consistent with the APA format and limited to only those references cited in the paper. The citations will be single spaced with a space between each entry, alphabetized by author, and formatted with a hanging indent. To use this feature of *Word,* highlight the entries and select *Paragraph*, and under *Indentation—Special*, use the pull down menu to select *Hanging*. Then click “*OK*.”
* **Appendix/Appendices**: Following the announcement page for this section will be the words *APPENDIX A* on one line and the title of the appendix on the second. Both lines will be in all caps, bolded and in the vertical and horizontal center of the paper. The actual items in the *Appendix* will be copied directly from the original and each page will be counted. The following issues are important in the *Appendix:*
  + Each item in the *Appendix* must be referred to in the paper.
  + The order of the *Appendix* (A.B, C…) is the order in which each is mentioned in the paper.
  + Numbering the copied pages of the *Appendix* is optional. However if the copied pages have numbers (not in sequence) they must be expunged (to reduce confusion). Please note that each page is counted, i.e., if *Appendix A* is page 40 and there are 5 pages of it, the next page, *Appendix B*, would be page 46--not page 41.
  + The plural of *Appendix* is *Appendices.*
* **Length**: The body of the paper will be a **minimum of 30 pages excluding the *Preliminary Pages, Works Cited,* and *Appendix.***
* **Submission Guidelines:** The Instructor for the EDUC 595 class may collaborate with the candidate to identify a second reader (*Faculty Research Advisor)* for the research project. Their signatures on the completed document become the evidence that the Thesis has met the minimum requirements of form and substance prescribed by the Director of Graduate Studies in Education and identified in this document. This paper and these signatures (both a hard copy and a PDF electronic copy) are due in the Graduate Office fourteen (14) days prior to graduation. Failure to do so may delay graduation. The electronic copy of the formal paper will be kept in the Graduate Education Office and made available to the world-wide learning community. Hard copies of the document will be bound and kept in the Curriculum Library of the Helen DeVos College of Education. Additional copies of the bound volumes may be purchased at the candidate’s expense ($30.00 per copy).

**Thesis Time Lines 2011-2012**

The following time lines for graduate candidates selecting the *Thesis* option are offered to insure the timely completion of this process. Those graduate candidates electing this option and the faculty members collaborating in this exercise need to mark the following dates:

**Graduate Candidates Meetings and Assignments**

**Graduate Reception:** TheGraduate Reception will be held in the Education Building (Room 114) 5-7 pm on Wednesday, September 28, 2011. Those candidates graduating in December (Winter) 2011, May (Spring) 2012, and July (Summer) 2012 who are (or are anticipating) selecting the Thesis option are required to attend. After general announcements to all graduate candidates, the *Faculty Research Advisors* will be meet their assigned candidates, lay out a general consultation plan to guide the candidate through the intricacies of preparing, conducting, and presenting a research exercise.

**Individual meetings with the Faculty Research Advisor(s):** On an as needed basis, the candidate will meet with the EDUC 595 Instructorand the *Faculty Research Advisor*to determine the form and content of the final paper, review drafts, and sign the final document. At the discretion of the EDUC 595 Instructor and/or the *Faculty Research Advisor* and recommendations by the graduate candidate, the services of an additional *Faculty Research Advisor* may be secured to collaborate on the content of the *Thesis.* In that event, the candidate will schedule meetings with these advisors as needed.

**2011-2012 DUE Dates for Presentations, Portfolios and Papers**

Presentations (times and venues) will be arranged by the Graduate Education Office in the posted week considering the schedule of the candidate and the *Faculty Research Advisor* as much as possible. In the event of conflicts on these dates, the candidate may propose earlier dates and venues on or before the last date for presentations in the appropriate semester with the approval of his/her *Faculty Research Advisor*. Portfolio Evaluations are due in the Graduate Education Office on the same date as the final Thesis paper. Failure to make these deadlines may result in deferring the candidate’s graduation date.

**WINTER/DECEMBER 2011 GRADUATES**

Mon October 3, **Checkpoint I** for Winter Graduates due in the Graduate Education Office

Mon November 7, **Checkpoint II** for Winter Graduates due in the Graduate Education Office

Mon-Thurs Nov 14-17: **Presentations** for Winter Graduates

**Mon November 28: Signed and Completed Thesis Due in the Graduate Education Office**

**SPRING/MAY 2012 GRADUATES**

Mon February 6, **Checkpoint I** for Winter Graduates due in the Graduate Education Office

Mon March 12, **Checkpoint II** for Winter Graduates due in the Graduate Education Office

Tues-Thurs April 10-12: **Presentations** for Spring Graduates

**Mon April 23: Signed and Completed Thesis Paper Due in the Graduate Education Office**

**SUMMER/JULY 2012 GRADUATES**

Mon March 19, **Checkpoint I** for Winter Graduates due in the Graduate Education Office

Mon April 30, **Checkpoint II** for Winter Graduates due in the Graduate Education Office

Mon – Thurs June 18-21: **Presentations** for Summer Graduates

**Mon July 16: Signed and Completed Thesis Paper Due in the Graduate Education Office**

**THESIS APPLICATION**

**Note:** This application is due in the Graduate Education Office on or before the date of the *Admission to Candidacy* application

**Candidate**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program**: MAT\_\_\_\_\_; MED\_\_\_\_\_:

**Certification /Area**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Projected Graduation**: Winter/Dec\_\_\_\_\_\_; Spring/May\_\_\_\_\_\_; Summer/Aug\_\_\_\_\_

Year Year Year

After considering the choice between completing a graduate *Thesis* (3 graduate hours) and an approved graduate elective class (3 graduate hours), I am requesting permission to pursue the *Thesis* option. If approved, I understand that I will enroll in EDUC 595 at least one semester prior to graduation.

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Graduate Candidate Signature Date

**The candidate will briefly respond to each of the following and secure the signature of at least one member of the Graduate Faculty in the College of Education.**

1. My study will address the following research problem(s), issue(s), or question(s):
2. This research exercise should correct, deepen, or extend the current understanding regarding:
3. This information may be useful for (by, to, with…):

I have read this application and recommend the candidate pursue this research opportunity.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate Education Faculty Signature

**GRADUATE RESEARCH CHECK POINTS**

**2011-2012**

Graduate candidates electing to complete a graduate research experience will complete this form. The progress in this experience will be assessed at two critical checkpoints. Failure to satisfactorily meet these requirements will delay graduation. I have ELECTED the Thesis Option to complete my degree and I understand and agree to abide by these checkpoints:

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Graduate Candidate Date

**PROJECTED Graduation Date** (circle one) : **Winter 2011 Spring 2012 Summer 2012**

**DUE DATES for CHECLPONTS I and II** (for Graduation in…)

**WINTER 2010 SPRING 2012 SUMMER 2012**

**Checkpoint I**  Monday, October 3 Monday, February 6 Monday, March 19

**Checkpoint II** Monday, November 7 Monday, March 12 Monday, April 30

**CHECK POINT I:** A synopsis of the General Research Plan or Problem:

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**Admission to Candidacy** (circle one): Yes No

**Approved:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

*Faculty Research Advisor* Signature Date

**CHECK POINT II:** The Working Title of the *Thesis* is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This *Presentation* is scheduled for (Date)\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The *Second Faculty Research Advisor* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The *Statistical Consultant* is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate has applied for graduation (circle one): Yes No

**Approved:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Faculty Research Advisor* Signature Date

**NOTE:** A copy of this record of the candidate's progress will be **kept by the Faculty Research Advisor and will be submitted to the Graduate Office AFTER the second Checkpoint.** Following each of the checkpoint dates, the Faculty Research Advisor will notify the Graduate Office of those students making satisfactory progress toward graduation. A list of those students on track to graduate will be posted following each of these checkpoints and **students not completing these deadlines will have their graduation postponed.**