

Student Handbook

Master of Education



University of Alaska Fairbanks

School of Education

2015-16

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Vision, Mission, and Goals of the University of Alaska Fairbanks School of Education

Vision

The **vision** of schooling in Alaska shared by the faculty of the UAF School of Education is of schools that function as an integral part of the community, and in which children, teachers, school administrators, school counselors, parents, elders, and other community members become interdependent. We share the vision that a highly qualified educator is one who not only has a deep understanding of academic and pedagogical knowledge, but also has a clear grasp of the cultural, environmental, and emotional context of the children for whom they share responsibility with the family and the community. We envision schools in which the cultural and linguistic backgrounds of the professional school staff reflect the diversity of the students in the community.

Mission

We focus our vision of schooling in Alaska through our **mission statement**, which undergoes regular review and revision based on faculty consensus. In a series of meetings in 2000 and 2001, and again in 2004, the faculty reviewed its mission in light of the revised mission of UAF and adopted the following:

1. To prepare professional educators who are culturally responsive effective practitioners
2. To conduct educational research relevant to Alaska and other areas of the Circumpolar North
3. To collaborate with and serve the rural and urban schools and communities of Alaska
4. To become an educational center for Alaska Native educators

Mission of the School of Education: Preparing professional educators who are culturally responsive, effective practitioners. Such educators exhibit specific professional characteristics. They:

1. Are highly qualified in their field of expertise,
2. Respond to the individual needs of the child,
3. Seek to develop the classroom as an inclusive community of learners,
4. Work collaboratively within the community of which the school is a part, and
5. Incorporate into the learning environment the varied cultures and languages that form the environment of Alaska's children.

We define the key terms in our mission statement as follows:

- **Professional:** educators who are fully functioning members of the education profession, and who feel connected to that profession even before they exit our programs.
- **Culturally responsive:** educators who have an understanding of and respect for the children, families, and communities they serve as professionals. They will know how to respond to their communities in ways that enable those communities to feel that their cultural and linguistic heritages are honored by their schools and integrated into the schools in the manner most likely to result in the personal and academic success of the community's children.
- **Effective:** educators who develop goals for themselves and their students, and who are able to demonstrate that they and their students have attained the intended goals. We strive to help our candidates become professional educators who will have a lasting, positive impression upon the students, families, schools, and communities in which they serve.

Goals and Objectives

We situate our vision and mission in practice through goals and objectives, summarized in the following list.

1. Increase the number of qualified educators for Alaska's schools by:
 - providing licensure programs at undergraduate and graduate levels
 - providing education programs to place-bound educators in rural Alaska
 - recruiting Alaska Native candidates
 - aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework
2. Enhance the professional skills of Alaska's K-12 educators by:
 - providing professional development opportunities throughout their careers
 - providing graduate degree programs statewide
 - developing partnerships with public schools
3. Develop and support ongoing systemic educational collaborations with Alaska schools and communities to:
 - respond to the needs and interests of youth, families, and communities
 - better serve Alaska's diverse populations
 - enhance learning opportunities for individuals with exceptionalities
4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support for:
 - the quality of Alaska's K-12 schools
 - the curriculum of the UAF School of Education
 - the preparation of educators who incorporate into the learning environment
 - the varied cultures and languages of Alaska

UAF Disability Services

The Disability Services program, located in 208 Whitaker, provides services to students with documented disabilities on the Fairbanks campus as well as the Bristol Bay, Chukchi, Interior Aleutians, Kuskokwim, Northwest, and Community and Technical College campuses, Distance Education, and the College of Rural and Community Development. The goal of Disability Services is to ensure equal access to educational opportunities at UAF. Academic accommodations are free of charge and available to any student who qualifies as an individual with a disability and is enrolled in at least 1 credit hour.

Disability Services operates an assistive technology lab with specialized software. UAF has an accessible shuttle bus service equipped with a wheelchair lift for transportation on campus and most campus buildings are accessible. Accessible living accommodations are available through Residence Life. There is a swimming pool with a hydraulic lift in the Patty Center.

UAF Office of Disability Services

208 Whitaker Building

612 N. Chandalar

PO Box 755590

University of Alaska Fairbanks

Fairbanks, Alaska 99775-5590

Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688

E-mail: uaf-disabilityservices@alaska.edu

<http://www.uaf.edu/disability/>

A Division of Student and Enrollment Services (SES)

General University Requirements (from the UAF General Catalog)

- **Catalog and Time Limit**

You may elect to graduate under the degree requirements in effect the first semester of your enrollment in your graduate degree program or under the catalog in effect when you graduate. However, if you do not meet continuous registration requirements, you waive the right to use the catalog in effect when you first entered your graduate program; you will use either the catalog in effect during the semester of your re-entry or the catalog in effect when you graduate.

All non-academic policies and regulations listed in the current catalog apply, regardless of the catalog you are using for your degree requirements. You must satisfactorily complete all course work listed on your Advancement to Candidacy form and all other degree requirements within seven years for a master's degree and 10 years for a PhD.

- **Grades and Grade Point Average**

You must have a cumulative GPA of 3.0 in the courses identified on your Advancement to Candidacy form to remain in good standing and to graduate. In addition, for the purpose of satisfying degree requirements, you must earn a B (3.0) or better (no P grades) in each F400-level course and a C grade (2.0) or better in each F600-level course. NOTE: A B- is less than a 3.0 and, if obtained in a F400-level course, will not count for meeting

degree requirements; likewise, a C- is less than a 2.0 and, if obtained in a F600-level course, will not count for meeting degree requirements.

- **Registration Requirement**

Graduate students must be registered for at least 6 credits per year (fall, spring, summer), in graduate or F400-level courses relevant to the graduate degree, while actively working toward a degree. Those who wish to temporarily suspend their studies should obtain an approved leave of absence.

You must be registered for at least 3 graduate credits in the semester in which you receive your degree and you must apply for graduation in that semester.

- **Temporary Leave of Absence**

If you need to temporarily suspend studies while earning a graduate degree, you must obtain an approved leave of absence. If you fail to register for at least 6 graduate or F400-level credits in a school year (fall, spring or summer semester) or to obtain a leave of absence, you will be dropped from graduate study and will have to be reinstated before resuming graduate studies. Contact the Graduate School for information at 907-474-7464.

- **Transfer Credit**

Up to one-half of all graduate degree credits approved for a graduate program may be transferred from UAA and UAS. No more than one-third of approved program credits may be transferred from other accredited institutions outside the UA system. Transferred credits may not be used from a previously earned degree. A minimum B grade (3.0) is required in all graduate courses presented for transfer.

- **Credits Earned While Non-Degree Seeking**

A student who earned post-baccalaureate degree credits while studying as a non-degree student at UAF may, with approval of the graduate advisory committee, apply those credits toward a graduate degree. However, no more than one-half of all credits used to meet the requirements of a graduate degree may be credits earned as a non-degree student.

- **Course Restrictions**

You may not use credit by examination, audited courses, F100-, F200-, F300-, and F500-level courses, or courses taken under the credit/no credit option to fulfill the basic course requirements of any degree program. No more than 12 credits of special topics courses (F693 or F695) or individual study (F697) may be used toward a graduate degree. The dean of the Graduate School must approve requests for exceptions to the limit.

- **Deficiencies**

Your advisory committee may require that you remedy certain deficiencies in your program. Your committee will determine early in the program both how to remedy the deficiencies and the minimum level of performance required of you. Graded undergraduate courses taken to remedy a deficiency must receive a grade of B (3.0) or better. Deficiency courses are not listed on the Advancement to Candidacy form.

- **English Proficiency**

You must be proficient in written and oral English. Your advisory committee will determine requirements to remove any such deficiencies. These requirements may not be used to fulfill the language/research tool requirement of some departments.

Masters of Education Degree Requirements

The School of Education offers master of education degrees in counseling, special education and education. Students in the education major may earn a degree in these areas of specialization: cross-cultural education, curriculum and instruction, language and literacy, and online innovation and design. Students completing postbaccalaureate certification in elementary or secondary education may earn an MEd in the respective area. For elementary education, secondary education, special education and counseling majors, refer to specific admission and program requirements listed in the respective sections of the catalog.

Admission requirements

Applications will be reviewed on March 1 and Oct. 1 for admission in the following semester. Faculty may vote to admit, not admit or admit with stipulations. Stipulations are specified when additional development in particular areas is needed before beginning a graduate degree program.

Minimum requirements for admission to the M.Ed. program are:

1. Bachelor's degree and a 3.0 GPA.
2. One year of satisfactory teaching or administrative experience. Alternative experience may be accepted.

Complete the following application procedures for the UAF Graduate School:

1. Submit a graduate application form to the UAF Office of Admissions.
2. Submit scores on the general Graduate Record Examination if undergraduate GPA is below 3.0.
3. Submit a four-five page essay which describes your career goals and educational philosophy, and how those goals and philosophy are relevant to the School of Education's mission and education graduate degree program.
4. Submit official transcripts.
5. Submit three letters of reference.
6. Submit a resume.

Master of Education in Cross-Cultural Education

Program Requirements

1. Complete the [general university requirements](#).
2. Complete [MEd degree requirements](#).
3. Complete the admission requirements for the Master of Education Degree.
4. Complete the following:
 - ED F601--Introduction to Applied Social Science Research--3 credits
 - ED/CCS F603--Field Study Research Methods (3)
 - or ED/CCS F604--Documenting Indigenous Knowledge (3)--3 credits
 - ED F682--Rethinking Multicultural Education--3 credits
 - ED F698--Non-thesis Research/Project (6)
 - or ED F699--Thesis (6)--6 credits
5. Complete one of the following cross-cultural foundations with Focus on Alaska Context Courses:
 - ED/CCS F610--Education and Cultural Processes--3 credits
 - ED/CCS F611--Culture, Cognition and Knowledge Acquisition--3 credits
 - ED/CCS F616--Education and Socioeconomic Change--3 credits
 - ED F620--Language, Literacy and Learning--3 credits
 - ED/CCS F631--Culture, Community and Curriculum--3 credits
6. Complete at least 12 credits of approved electives in cross-cultural education in consultation with the student's graduate advisory committee--12 credits
7. Minimum credits required--30 credits

Master of Education in Curriculum and Instruction

Program Requirements

1. Complete the [general university requirements](#).
2. Complete [M.Ed. degree requirements](#).
3. Complete the admissions requirements for the Master of Education degree.
4. Complete the following course requirements:
 - ED F601--Introduction to Applied Social Science Research--3 credits
 - ED/CCS F603--Field Study Research Methods-- (3)
 - or ED/CCS F604—Documenting Indigenous Knowledge—3 credits
 - ED F612--Foundations of Education--3 credits
 - ED F630--Curriculum Development--3 credits
 - ED F659--Multimedia Tools for Teachers--3 credits
 - ED F686--Assessment and Testing in K - 12 School--3 credits
 - ED F698--Research (6)
 - or ED F699--Thesis--6 credits
5. Complete one of the following cross-cultural foundations with focus on Alaska context courses:
 - ED/CCS F610--Education and Cultural Processes--3 credits
 - ED/CCS F611--Culture, Cognition and Knowledge Acquisition--3 credits
 - ED F616--Education and Socioeconomic Change--3 credits
 - ED F620--Language, Literacy and Learning--3 credits
 - ED F631—Culture, Community and Curriculum—3 credits
 - ED F682—Rethinking Multicultural Education--3 credits
6. Complete one F600-level education elective course--3 credits
7. Minimum credits required--30 credits

Master of Education in Elementary Education

Following completion of the year-long UAF, post baccalaureate elementary licensure program, students can pursue a MEd degree in elementary education if they choose to do so. Thirteen specified graduate credits from the elementary licensure program can be used to meet the MEd elementary education requirements. Courses are available through UAF by distance delivery and on the Fairbanks campus. Students can enroll in courses throughout the year. Licensure and the master's degree requirements must be met within seven years of the beginning of the program. Students who have completed undergraduate courses 110, 201, 330, 410 and EDSE F316 as part of their licensure program must complete additional graduate level course work to receive a master's degree. Please contact the School of Education Student Services Office for additional information.

Program Requirements

1. Complete the [general university requirements](#).
2. Complete [MEd degree requirements](#).
3. Complete the admission requirements for the graduate-level elementary post baccalaureate licensure program.
4. Complete the following:
 - ED F624--Foundations of Education in Alaska: From Segregation to Standards--3 credits
 - ED F625--Exceptional Learners and Child Development: Individual and Cultural Characteristics--3 credits
 - ED F626--Teaching Reading, Writing, and Language Arts--3 credits
 - ED F678--Mathematics Methods and Curriculum Development--3 credits
 - ED F688--Science Methods and Curriculum Development--3 credits
 - ED F601--Introduction to Applied Social Science Research--3 credits
 - ED/CCS F603--Field Study Research Methods (3)--3 credits
 - or ED/CCS F604--Documenting Indigenous Knowledge (3)--3 credits
 - ED F698--Non-thesis Research/Project (6)
 - or ED F699--Thesis (6)--6 credits
5. Complete one graduate-level elective courses approved by candidate's graduate committee-- 3 credits
6. Minimum credits required-- 30 credits

Master of Education in Language and Literacy

Program Requirements

7. Complete the [general university requirements](#).
8. Complete [MEd degree requirements](#).
9. Complete the admission requirements for the Master of Education degree.
10. Complete the following:
 - ED F601--Introduction to Applied Social Science Research--3 credits
 - ED/CCS F603--Field Study Research Methods (3)
 - or ED/CCS F604--Documenting Indigenous Knowledge (3)--3 credits
 - LING F602--Second Language Acquisition--3 credits
 - LING F610--Theory and Methods of Second Language Learning--3 credits
 - ED F620--Language, Literacy and Learning--3 credits
 - ED F698--Non-thesis Research/Project (6)
 - or ED F699--Thesis (6)--6 credits
11. Complete one of the following cross-cultural foundations with Focus on Alaska Context Courses:
 - ED/CCS F610--Education and Cultural Processes--3 credits
 - ED/CCS F611--Culture, Cognition and Knowledge Acquisition--3 credits
 - ED/CCS F616--Education and Socioeconomic Change--3 credits
 - ED/CCS F631--Culture, Community and Curriculum--3 credits
 - ED F682--Rethinking Multicultural Education--3 credits
12. Complete two F600-level education elective courses--6 credits
13. Minimum credits required--30 credits

Master of Education in Online Innovation and Design

Program Requirements

1. Complete the [general university requirements](#).
2. Complete [MEd degree requirements](#).
3. Complete the admission requirements for the Master of Education degree.
4. Complete the following:
ED F431--Web 2.0 Fundamentals--3 credits
ED F601--Introduction to Applied Social Science Research--3 credits
ED F650—Current Topics in Educational Technology: Innovative Instruction and Leadership--3 credits
ED F654--Digital Citizenship, Internet Legal Issues, Digital Copyright and Fair Use--3 credits
ED F659—Multimedia Tools For Educators—3 credits
5. Complete one of the following cross-cultural foundations with focus on Alaska context courses:
ED/CCS F610--Education and Cultural Processes--3 credits
ED/CCS F611--Culture, Cognition and Knowledge Acquisition--3 credits
ED/CCS F616--Education and Socioeconomic Change--3 credits
ED F620--Language, Literacy and Learning--3 credits
ED/CCS F631--Culture, Community and Curriculum--3 credits
ED F682—Rethinking Multicultural Education—3 credits
6. Complete the following for the thesis option:
One F600-level Online Innovation and Design Elective (3)
ED/CCS F603--Field Study Research Methods (3)
or ED/CCS F604--Documentation Indigenous Knowledge (3)--3 credits
ED F699--Thesis--6 credits
7. Complete the following for the project option:
One F600-level Online Innovation and Design Elective (3)
ED/CCS F603--Field Study Research Methods (3)
or ED/CCS F604--Documentation Indigenous Knowledge (3)--3 credits
ED F698--Non-thesis Research/Project--6 credits
8. Complete the following classes or comparable electives approved by the student's graduate advisory committee for the comprehensive exam option:
ED F653--Instructional Design (3)
ED F655—Online Pedagogy (3)
ED F676--Supporting Learning in Diverse Systems (3)
ED F677--Digital Storytelling (3) – 6 credits
Complete the comprehensive examination
9. Minimum credits required--30 credits

Master of Education in Secondary Education

Following the completion of the year-long UAF secondary post-baccalaureate licensure program, students can pursue an M.Ed. degree in secondary education.

This program is designed to expand the preparation and instructional practices of middle and secondary educators and education professionals. Fifteen graduate-level credits from the UAF Secondary Post-Baccalaureate Licensure program may be applied toward the M.Ed. in secondary education program. Courses are available through UAF by distance-delivery and on the Fairbanks campus. Master's degree requirements must be met within seven years of beginning the program.

Program Requirements

1. Complete the [general university requirements](#).
2. Complete the [MEd degree requirements](#).
3. Complete the admission requirements for the graduate-level secondary post baccalaureate licensure program.

4. Complete the following:
 - EDSC F402--Methods of Teaching in the Secondary School (3)
or one elective course approved by candidate's graduate committee (3)--3 credits
 - EDSC F614--Learning, Development and Special Needs Instructions (3)
or EDSE F622--Curriculum, Management, and Strategies II: High Incidence (3)--3 credits
 - EDSC F631--Secondary Instruction and Assessment in the Content Area (3)
or EDSC F632--English/Language Arts Secondary Instruction and Assessment (3)
or EDSC F633--Mathematics Secondary Instruction and Assessment (3)
or EDSC F634--Science Secondary Instruction and Assessment (3)
or EDSC F635--Social Studies Secondary Instruction and Assessment (3)
or EDSC F636--Art Secondary Instruction and Assessment (3)
or EDSC F637--World Language Secondary Instruction and Assessment (3)--3 credits
 - EDSC F642--Teaching with Technology I--1 credit
 - EDSC F643--Technology Applications in Education II--2 credits
 - EDSC F657--Multicultural Education and School-Community Relations--4 credits
 - EDSC F658--Classroom Organization and Management--3 credits
 - ED F601--Introduction to Applied Social Science Research--3 credits
5. Complete the following for the thesis option:
 - ED/CCS F603--Field Study Research Methods (3)
or ED/CCS F604--Documenting Indigenous Knowledge (3)--3 credits
 - ED F699--Thesis--6 credits
6. Complete the following for the Project option:
 - ED/CCS F603--Field Study Research Methods (3)
or ED/CCS F604--Documenting Indigenous Knowledge (3)--3 credits
 - ED F698--Non-thesis Research/Project--6 credits
7. Complete the following for the Comprehensive Exam option:
 - EDSC F407--Reading Strategies for Secondary Teachers (3)
or one elective course approved by candidate's graduate committee (3)--3 credits
 - Six graduate-level elective credits approved by candidate's graduate committee--6 credits
 - Comprehensive Examination
8. Minimum credits required--31 credits

Master of Education in Special Education

Prepares K-12 special educators at the graduate level with specific training in the areas of disabilities, assessment, interventions strategies, current law and the implementation of programs including development of legally defensible federal IDEA documents.

Graduates will have mastery of the Council for Exceptional Children standards for special education teachers: learner development and individual learning differences, learning environments, curricular content knowledge, assessment, instructional planning and strategies, professional learning and ethical practice, and collaboration. The program will provide individuals who already possess, or are eligible for, a current Alaska teaching certificate or a bachelor's degree and the necessary prerequisites, with specific training in the area of special education. The program prepares K-12 special education teachers who can effectively understand state and national education issues and respond appropriately. Special education candidates will progress through a series of developmentally sequenced field experiences for all ages, types and levels of abilities, including collaborative opportunities.

The Master of Education in Special Education provides development in collaboration/consultation models and program development in multicultural settings. Completion of this program meets requirements for Alaska licensure as a K-12 special education teacher.

Program Requirements for Certified Teachers

1. Complete the following admission requirements:
 1. Admission requirements for the graduate program.

2. Current Alaska teaching certificate or equivalent coursework towards an Alaska teaching certificate.
2. Prerequisite: EDSE F482--Inclusive Classroom for All Children or comparable transfer course from another institution--3 credits
3. Complete [general university requirements](#)
4. Complete the [MEd degree requirements](#)
5. Complete the following:
 - EDSE F610--Assessment of Students with Disabilities--3 credits
 - EDSE F612—Curriculum, Management, and Strategies I: Low Incidence--3 credits
 - EDSE F622—Curriculum, Management, and Strategies II: High Incidence--3 credits
 - EDSE F625--Teaching Mathematics to Special Learners—3 credits
 - EDSE F632--Special Education Law: Principles and Practices--3 credits
 - EDSE F677—English Language Arts Assessment, Curriculum, and Strategies --3 credits
 - EDSE F680--Special Education Clinical Practice*+--3-credits
6. Complete three of the following graduate level special education electives approved by the candidate's graduate committee
 - EDSE F605-- Early Childhood Special Education (3)
 - EDSE F624 – Social/Emotional Development, Assessment and Intervention (3)
 - EDSE F633—Autism and Other Developmental Disabilities: Communication and Social Interventions (3)
 - EDSE F640—Collaboration and Consultative Methods (3)
 - EDSE F642— Autism Spectrum Disorders and Other Developmental Disabilities: Sensory and Behavioral Interventions (3)
 - EDSE F648—FASD: Diagnosis, Intervention and Strategies (3) – 9 credits
7. Complete the following:
 - ED F601--Introduction to Applied Social Science Research--3 credits
 - ED F603--Field Study Research Methods (3)
 - or ED/CCS F604--Documenting Indigenous Knowledge (3)--3 credits
8. Complete comprehensive examination.***
9. Minimum credits required--36 credits

* Additional fee required. Charges are added to fee statements every semester.

*** +Students pursuing a K-12 Special Education certificate must complete a clinical practice in a public school setting

*** Must be enrolled in 3 graduate credits the semester the comprehensive exam is completed.

Program Requirements for Initial Certification

1. Complete the following admission requirements:
 1. Admission requirements for the graduate program.
 2. Baccalaureate degree along with the following prerequisites:
 - i. Documented recent experience (minimum of 12 hours) in an educational setting with children experiencing disabilities.
 - ii. UAF prerequisite course or comparable transfer courses:
 - ED F245--Child Development--3 credits
 - ED F201 Introduction to Education (3)
 - or EDSC F205--Introduction to Secondary Education (3)
 - or EDSC F415--Foundations of Modern Educational Practice (3)
 - or ED F624--Foundations of Education in Alaska: From Segregation to Standards (3)--3 credits
 - EDSE F482--Inclusive Classrooms for All Children--3 credits
 - iii. An Alaska studies course approved by the Alaska Department of Education and Early Development. <http://education.alaska.gov/teachercertification/>
 - iv. A multicultural education/cross-cultural communication course approved by the Alaska Department of Education and Early Development. <http://education.alaska.gov/teachercertification/>
 - v. Passing scores on the Praxis Academic Skills for Educators Test (or Praxis I) or another test acceptable to the Alaska Department of Education and Early Development before or

during the first semester of classes. Current test numbers and minimum scores can be found at www.eed.state.ak.us/TeacherCertification/prof.html.

- vi. Passing scores on the appropriate Praxis II Exam(s) required before entering EDSE F678--Special Education Clinical Practice: Initial. Current test numbers and minimum scores can be found at www.eed.state.ak.us/TeacherCertification/prof.html. Candidates should consult the employing school district to determine preferred tests based on teaching assignment.
2. All prerequisite courses must be completed with a minimum final grade of B. Once the admission requirements, prerequisite courses and testing requirements have been met, applicants will be formally admitted to the program.
3. Complete the [general university requirements](#).
4. Complete the [MEd degree requirements](#)
5. All students not possessing a current Alaska teacher certificate are required to take 6 credits of clinical practice. Clinical practice courses are taken the last two semesters of the program. To enter the clinical practice, students must apply for authorization from the State of Alaska. This includes fingerprinting and a background check. Fingerprint clearance may take up to six months to complete. Submit the clinical practice application two semesters prior to the desired placement. Failure to comply with the requirement, falsification of information, or evidence of a criminal conviction that is named in the law or the Professional Teaching Practices Commission is considered an ethics violation. This will result in denied access to field placement in Alaska school districts. Authorization is required before clinical practice can begin.
6. Complete the following:
 - EDSE F610--Assessment of Students with Disabilities--3 credits
 - EDSE F612—Curriculum, Management, and Strategies I: Low Incidence--3 credits
 - EDSE F622—Curriculum, Management, and Strategies II: High Incidence--3 credits
 - EDSE F625--Teaching Mathematics to Special Learners—3 credits
 - EDSE F632--Special Education Law: Principles and Practices--3 credits
 - EDSE F677—English Language Arts Assessment, Curriculum, and Strategies For Special Learners --3 credits
 - EDSE F678—Special Education Clinical Practice: Initial—3 credits
 - EDSE F680--Special Education Clinical Practice*--3 credits
7. Complete three of the following graduate level special education electives approved by the candidate's graduate committee
 - EDSE F605 -- Early Childhood Special Education (3)
 - EDSE F624—Social/Emotional Development, Assessment and Intervention (3)
 - EDSE F633—Autism and Other Developmental Disabilities: Communication and Social Interventions (3)
 - EDSE F640—Collaboration and Consultative Methods (3)
 - EDSE F642—Autism Spectrum Disorders and Other Developmental Disabilities: Sensory and Behavioral Interventions (3)
 - EDSE F648—FASD: Diagnosis, Intervention and Strategies (3) – 9 credits
8. ED F601--Introduction to Applied Social Science Research--3 credits
ED F603--Field Study Research Methods (3)
or ED/CCS F604--Documenting Indigenous Knowledge (3)--3 credits
9. Complete comprehensive examination***
10. Minimum credits required--39 credits

* Additional fee required. Charges are added to fee statements every semester.

** +Students pursuing a K-12 Special Education certificate must complete a clinical practice in a public school setting.

*** Must be enrolled in 3 graduate credits the semester the comprehensive exam is completed.

Interdisciplinary Ph.D. Degree

Students wishing to further their education beyond a master of education degree may pursue an interdisciplinary Ph.D. degree. For more information, refer to the program section on interdisciplinary studies -- Ph.D. degree.

Required Graduate Student Paperwork (described on following pages)
Download forms from the UAF Graduate School Forms Page:
<http://www.uaf.edu/gradsch/forms/>

Form #	Form Name	Due Date	Who initiates this form?
GS-APT-2	Appointment of Graduate Advisor Committee	2 nd semester in graduate school	Student
GS-GSP-3	Graduate Study Plan	2 nd semester in graduate school	Student
GS-ANR-4	Report of Graduate Advisor Committee (Annual Report)	Every May	Student
Not a GS form. Committee gives verbal approval.	Research Proposal Approval	One semester prior to registering for ED 698 or ED 699	Student schedules meeting with committee. Committee clears student to register
GS-ADVM-10	Advancement to Candidacy	At proposal defense, at least one semester before graduation	Student
AD-GAPP-13	Application for Graduation	By the posted deadline in your graduation semester	Student
GS-CD-5	Comprehensive Exam Report Note: for project/thesis students this form is submitted to denote completion of your literature review	After Exam	Graduate Advisor
GS-PD-6 OR GS-TD-7	Project Defense Report Or Thesis Defense Report	After project or thesis defense	Graduate Advisor
	Project Signature Page Or Thesis Signature Page	Submit with project or thesis	Student
	Graduate School Project Consent Form	When project is ready to submit to graduate school	Students graduating with the project option
	Thesis submission procedure – see Graduate School Student Handbook	When thesis is ready to submit to graduate school	Students graduating with the thesis option
	Graduate School Exit Survey	When project is ready to submit to graduate school	All students

Other forms you may need while you are a student at UAF

Form #	Form Name	When would I use this?	Who initiates this form?
GS-LOA-14	Temporary Leave of Absence	When you cannot take classes due to life events – family, financial, health, etc – submit the semester prior to taking leave. 1 year limit	Student
GS-CHNG-17	Change Graduate Major or Degree Program	When you wish to change the concentration of your M. Ed. degree – requires approval of new program	Student
GS-ADD-16	Add a Graduate Degree Program	When you are in a current degree program and want to add a second major. Or when you are in a certificate program and want to add the M. Ed.	Student
GS-ADDA-19	Add a Graduate Certificate Program	When you are in an M. Ed. program and want to add a certificate program	Student
GS-PET-12	Graduate Student Petition Form	When you have class substitutions or other requests that deviate from university regulations (e.g. time limit extensions for older classes)	Student
GS-REI-15	Reinstatement to Graduate Student Status	When you have been inactive in your graduate program and wish to return to active status	Student

Required Graduate Student Paperwork: Staying in Good Standing and Preparing for Graduation

Graduate Advisory Committee

A graduate advisory committee is normally appointed within the first semester of study to guide students in developing and completing their degree programs. Committee members for graduate degrees are approved by the appropriate dean, usually upon recommendation of the department head, and by the dean of the Graduate School. Advisory committees for interdisciplinary students are approved by the dean of the Graduate School. Each interdisciplinary student follows procedures through the department of his or her advisory committee chair. The committee chair's department will be the "home" of the interdisciplinary student for academic purposes.

The graduate advisory committee's major responsibilities are to formulate a Graduate Study Plan, in consultation with the student, by the end of the student's second semester in the graduate program; to develop a tentative timetable for completion of all requirements for the degree program; to monitor the student's progress in course work and research; to provide advice and feedback to the student on that progress; to file an Annual Report of Graduate Student Advisory Committee with the Graduate School; to approve, where appropriate, a research topic; to supervise the preparation of the research thesis or project when one is required; to uphold the standards of the college/school and the university; to inform the dean, in writing, if a student's performance is inadequate and provide relevant recommendations; and to formulate and conduct the comprehensive examination and other exams as required by the department. The student's advisor (major professor, advisory committee chair) acts as head of the graduate advisory committee and takes the lead in fulfilling these responsibilities.

- **Master's Degree**

The core advisory committee of master's degree students must consist of three approved UAF faculty members. Participating faculty above this number are considered additional committee members. Committee membership must be approved by the home department, unit dean and the dean of the Graduate School.

Retired or emeritus UAF faculty who have an association with the home department may serve on master's advisory committees, upon expressed approval by the home department.

Faculty from other universities and other professionals who are not employed by UAF may serve as either core or additional committee members on master's advisory committees, upon expressed approval by the home department. They may not serve as the chair of an advisory committee, but may serve as co-chair.

Committee composition for Masters students in the School of Education

Students must discuss the composition of their graduate committee with their advisor and should have a committee in place by the end of their second semester. There must be at least 3 members on each graduate committee composed of the following:

Member 1 - Chair: must be a doctorate level, full-time faculty member who has at least a joint appointment in the School of Education

Member 2: must be at least a master's level, full-time faculty member but does not necessarily have to be a member of the School of Education

Member 3: must be at least a master's level individual who has significant experience or expertise in the requisite field; they do not have to be affiliated with the university, but if they are not a member of the university they need to be approved by the department chair. Please provide resume.

Potential graduate advisory committee members list available. Please contact SOE Graduate Advisor for most current list.

Graduate Study Plan

Graduate students must file a Graduate Study Plan with the Graduate School before the end of their second semester in a UAF graduate degree program. The GSP outlines the curriculum of study and a timetable the student must follow in meeting graduate degree requirements. The GSP is prepared by the advisory committee in consultation with the student. It is an agreement of mutual expectations between the student and the faculty committee. The GSP not only contains the specific degree requirements but also indicates the mechanism for fulfilling these requirements (e.g., via course work, examinations, readings, internships or other supervised experience) and a projected timetable.

Changing Programs

Graduate students may change their program only when the areas of emphasis or the degree are within the same department (e.g., from an MA in anthropology to a PhD in anthropology, or from a PhD in Biochemistry and molecular biology to a PhD in environmental chemistry). If the change meets those requirements, you may change programs by completing a change of major form, available from the Graduate School's website. Regardless of when you submit the form, a change of program doesn't become effective until the beginning of the upcoming fall or spring semester. If, however, you want to change to a program in a different department, school or college (e.g., from an MS in civil engineering to an MS in biology), you must submit a new application for admission so faculty in the new degree program may fully review your credentials. For more information, contact the Graduate School at 907-474-7464.

Advancement to Candidacy

Advancement to candidacy formally establishes your specific degree requirements and should be done as soon as possible after qualifying. You are required to submit your application for advancement to candidacy one semester before you are awarded your degree.

The finalized Graduate Study Plan should be the basis for completing the Advancement to Candidacy form. Students must have a cumulative GPA of 3.0 in the courses identified on the Advancement to Candidacy form. For the purpose of satisfying degree requirements students

must earn a B (3.0) or better (no P grades) in each F400-level course and a C grade (2.0) or better in each 600 level course. A B- is less than a 3.0 and, if obtained in a F400 course, will not count for meeting degree requirements; likewise a C- is less than a 2.0, and if obtained in a F600-level course, will not count for meeting degree requirements.

Admission to graduate study does not imply advancement to candidacy for a degree. The graduate advisory committee has the option of refusing to recommend a student to candidacy.

- **Master's Degree**

You may apply for advancement to candidacy for a specific master's degree if you are in good standing and you have:

1. Satisfactorily completed at least 9 semester credits of graduate study at UAF (study after admission to a specific degree program).
2. Received approval of a provisional thesis or project topic.
3. Received approval of the finalized Graduate Study Plan, including specific course work to be completed and any other requirements.

Examinations

Examinations are given in both written and oral form, depending upon the policy of the program unit, the decision of the advisory committee and the specific examination being taken.

- **Comprehensive Examination**

The comprehensive examination is given to determine whether the student has integrated knowledge and understanding of the principles and concepts underlying major and related fields. It may be oral or written or a combination of both. PhD degree students normally take a written comprehensive examination within two academic years of entering the program, but no later than two academic years before the expected completion of the degree (whichever is earliest). The PhD student's advisory committee may choose to give an oral examination to supplement the written comprehensive examination. Each PhD student must pass the comprehensive examination prior to advancement to candidacy.

- **Defense of Project**

Graduate Students who are required to complete a project in partial fulfillment of degree requirements must pass an oral defense of project examination. The defense will consist of a presentation followed by questions on the research, analysis and written presentation. All committee members must be present at the project defense.

- **Defense of Thesis Examination**

Graduate students who are required to complete a thesis in partial fulfillment of degree requirements must pass an oral defense of thesis examination. The defense will consist of a presentation followed by questions on the research, analysis and written presentation. The Graduate School will not accept a thesis for final submission until the student has successfully defended it. The PhD thesis defense is to be conducted on the UAF campus. All committee members must be present for the defense of thesis.

- **Examination Committee**

In most cases, the student's graduate advisory committee prepares and gives the examinations under guidelines formulated by the faculty of the department in which the degree is being taken. In a few programs, examinations are replaced or supplemented by departmental or school examinations and administered by an established examining committee.

Graduation

- **Responsibility**

You are responsible for meeting all requirements for graduation.

- **Application for Graduation**

You must be registered for a minimum of 3 graduate credits within your discipline and maintain enrollment in the semester that you successfully defend your thesis, and you must be registered for a minimum of 1 graduate credit within your discipline and maintain enrollment during the semester that you graduate. You must file an application for graduation and a non-refundable fee with the Office of Admissions and the Registrar. We encourage you to work with your advisor/committee chair before applying for graduation to meet any departmental deadlines. Applications for graduation filed after the published deadline will be processed for graduation the following semester. You need not have all requirements met before you apply for graduation. The application is an indication that you are planning to finish all degree requirements during the intended graduation semester. Students who apply for graduation and who do not complete degree requirements by the end of the semester must reapply for graduation and pay the fee again.

- **Diplomas and Commencement**

UAF issues diplomas to graduates three times each year: in September, January and June. All students who complete degree requirements during the academic year are invited to participate in the annual commencement ceremony at the end of spring semester. Names of students receiving degrees appear in the commencement program and are released to the media unless the student has a confidential hold on file with the Office of the Admissions and the Registrar. Students who do not want their names to be released may so indicate on the application for graduation form. Graduates are responsible for ordering caps and gowns through the UAF bookstore in early spring.

**UAF School of Education
Master of Education Program**

**Directions for Submission of Final Project and
Other Graduating Student Responsibilities**

Congratulation on passing your project defense! After all of the final revisions have been made and are approved by your graduate committee, you will submit electronic and (possibly) paper copies of your project.

Attention! Does your final project contain the following?

- ***A title page (sample attached)***
- ***A signature page that includes committee members signatures (sample attached)***
- ***An abstract***

All three pieces are required for your project to be archived in the UAF Library's digital system. Please do not submit your project without these three requirements.

Here's how you submit your project:

1. Email a **PDF copy** of your project to the graduate advisor –
Jane Monahan, jmonahan@alaska.edu
2. Email a **PDF copy** of your project to the UAF Graduate School—
UAF-Grad-School@alaska.edu
3. Email a signed copy of the Project Consent Form to the graduate school with your project. --
UAF-Grad-School@alaska.edu
(Form attached—print, sign, scan, and email with your project)
4. **ASK** your committee chair and members of your committee if they would like PDF (digital) copies or printed/bound paper copies of your project. Only make as many paper copies as requested (and one or more for your own use as you wish). *Please note – the School of Education is no longer collecting printed copies of projects. Do not make a copy for the department.*

Project Submission Due dates:	Fall:	December 16 th
	Spring:	April 24 th
	Summer:	August 15 th

If you are making printed/bound copies, the following service may be used:

Date-Line Digital Printing

3677 College Road #1

Fairbanks, AK 99709

907-479-3831

<http://www.datelinedigitalprinting.com/>

Provide these details to the printer:

Type of binding required:	Taped Edge sometimes called “Heat Tape Bindery”
Front and back cover:	Cardstock—title page is printed on the front cover.
Paper:	Normal weight – single sided printing required.
Number of copies:	ASK all committee members if they would like copies. Only make as many as requested. Make a copy for yourself if you wish.

Take the Graduate School Survey!

Go to this web link to connect to the survey.

<http://www.uaf.edu/gradsch/current/ready-to-graduate/exit-survey/>

Take a screen shot of the page that confirms you submitted the survey. Send the screen shot to the graduate school along with your project and project consent form. This is a requirement for graduation.

Final Paperwork

Keep checking the Graduation Degree Audits that are emailed to you. Eventually all of your required paperwork will be checked off and you'll be set to graduate! Contact Jane if you have any concerns.

When will I get my diploma?

UAF issues diplomas three times a year:

- Mid-June - for Spring graduates
- Mid-September - for Summer graduates
- Mid-January - for Fall graduates

Mailed diplomas:

Diplomas are mailed to a student's most current mailing address listed in [UAOnline](#).

Research Project/Thesis Description

All students are required to complete a thesis or a research project. Students completing a research project will register for 6 credits of ED 698, Research. Students completing a thesis will register for 6 credits of ED 699, Thesis.

What are the similarities between a Thesis and a Project?

- Both are based on a question, topic or issue in education
- Both require a sound theoretical base and a review of the literature that pertains to the research question
- Both are based on sound research methods/procedures that require high levels of reading, critical thinking and synthesizing which supports the inquirer's analysis and interpretation and /or application of the findings.

What are the differences between a Thesis and a Project?

- A thesis is an original piece of research in which the inquirer collects, analyzes and interprets original data in the field.
- A project is an original piece of research in which the inquirer translates what he/she has studied and synthesized into an application product (curriculum, program, film, handbook, etc.) for use in a professional or educational setting.

Following are the components the thesis or the project

Thesis:

Introduction
Rationale
Review of Literature
Methodology
Results
Discussion
Conclusion

Project:

Introduction
Rationale
Review of Literature
Application for the Field (Application Product)
Discussion
Conclusion
Final Reflection

Note: Many areas can be embedded within other section; e.g., the rationale can be included in the introduction, or selected studies from your review of literature might come up again in the discussion, conclusion or reflection sections.

Process from proposal to defense and graduation

Students must meet with their Graduate Advisory Committee during the semester **prior** to the start of ED 698 or 699. At this time, the student should discuss their intended topic with their committee and submit a **research proposal**. The proposal must be submitted and approved before the student can enroll in Research/Thesis credits. ***Important: the research proposal must be formally presented to the student's full graduate committee during a committee meeting. Schedule a time and day with your committee, then contact the School of Education to schedule a location.***

Students work independently conducting their research and writing their project or thesis with the guidance of their committee. During this time students will be registered for ED 698, Research or ED 699, Thesis.

At the completion of the project or thesis, students will schedule the defense by contacting each committee member to find an agreeable time. THEN students contact the graduate advisor (Jane Monahan) to set up a meeting location and audio or video conference if needed.

Once a student has defended the project/thesis he or she is not guaranteed that the project/thesis will be passed and that the process is complete. The committee may make recommendations for the project/thesis that must be completed by the date the final changes are due. If the changes are not made by the date required, the student's grade will be deferred.

The student must be enrolled in 3 credits during their final semester in order to graduate. Therefore, if a student receives a deferred grade on their project/thesis, he or she must enroll in at least 3 credits during the semester they intend to graduate. For example, if a student's project/thesis receives a deferred grade in the fall semester, the student must register for 3 credits (they may take 698/699 again, or chose another class—both options require instructor approval) in the spring semester if they plan to graduate.

Master of Education Thesis/Project Proposal Guide **Organization of the Proposal**

Advisors may have specific preferences for organizing the proposal (and the research thesis/project paper) and you should work with your advisor to select a format that is preferable. Proposals are generally about 10 – 15 pages long.

Here is how the ***thesis proposal*** is usually organized (Note these are not chapters, they are sections of the thesis:

- Introduction/Statement of Focus or Problem/Research Question(s)
- Rationale
- Theoretical Framework/Literature Review (minimum of ten resources)
- Statement of Bias
- Methods (Research Design, Data Collection, Data Analysis
- Findings/Results
- Conclusions/Discussion (may come back to statement of bias)
- References

Here is how the ***project proposal*** is usually organized (Note these are not chapters, they are sections of the project):

- Introduction/Statement of Focus or Problem/Research Question(s)
- Rationale
- Theoretical Framework/Literature Review (minimum of ten resources)
- Statement of Bias
- Methods: Design of project, Data Collection and Data Collection (if appropriate to application project content)
- Description of the final application project
- Anticipated problems/outcomes of the project
- References

Description of Sections of the Proposal

Introduction/Statement of Focus or Problem/Research Question(s)

Begin your proposal with a clear description of the issue you plan to research either *framed as a question* or stating, *"The purpose of the study is...."* This section should include a brief description of the setting of the research, e.g., school, age-group, type of community, etc. *(Anyone reading your proposal should be able to know immediately the intention of your inquiry.)*

The starting point of inquiry is a sense of curiosity -- an enigma, dilemma, or problem that is professionally and often personally important to you. Thus, your own interest or wonderment (perhaps even anxiety) helps you select a research focus. Your readings, class experiences, teaching experiences, and life experiences then will combine to allow a research focus to surface. Give yourself time to imagine questions, concerns, and possibilities -- and to resist settling on an idea before you are truly interested in it.

This focus does not have to be complex, nor must it be limited to what seems to be an easily controlled experiment or situation. This should be a question, topic or issue that compels your interest as a researcher ought to be one of sufficient depth but also manageable in the time frame that meets the requirements of your program. *Be sure to include in the focus the question(s) that drives your research.* Your project essentially is a systematic search for answers to your question or insight/resolution of a problem.

Here are some examples of focus/problem statements:

In this project, I will be investigating the use of children's literature as a springboard to improving fifth-grade students social skills. Using fiction as a catalyst for class discussions and role-playing, I will be looking for students' awareness of feelings and sensitivity towards others. I want to find out if children's literature can be a vehicle for increasing empathic responses.

The purpose of this inquiry is to understand how developing a curriculum built on real life applications can affect teachers' practices and understanding of their discipline as well as students' engagement in understanding of mathematics. In researching this question, we hope to answer the following questions: Does a real life curriculum increase student engagement? If by increasing student engagement, will we increase students' achievement? How does developing a real life-based curriculum affect the teacher's understandings of mathematical content? And, will this experience change teachers' beliefs about instruction and student understanding. Two high school mathematics teachers who teach third-year integrated math in a suburban high school will conduct this research collaboratively.

What does it mean to be a white anti-racist teacher? I am seeking to learn about commonalities among white anti-racist teachers to discover a shared identity. The above question has two major elements: identify development – how do white teachers change their lives to become anti-racist and maintain their pursuit? What events or experiences led up to choosing to become anti-racist? Second, what are the

acts or teaching practices that define a teacher as anti racist? I am focusing my study on white public schoolteachers because the vast majority of public school teachers are white and because I am a white teacher and identify myself as an anti-racist educator.

Rationale

The rationale is a discussion of the *need* for this research and the *personal* and the *educational* significance of your research project.

Need: Here you want to argue that your thesis or project is needed and is important. You could argue, for example, that it solves a problem, fills a gap in the research literature, provides a fresh angle, looks at a new context, or builds a new theory.

Personal significance: The rationale portion of your research proposal speaks to the reason why you want to explore this topic in the context of your teaching environment. It offers a brief history of the circumstances and understandings that brought you to this point of interest. You may want to place your ideas into a personal narration of yourself as a person and as a teacher, in the history and circumstances of your classroom, school, and place of employment or community. You could begin with a short story illustrating why this topic is important to you.

Educational significance: Another approach to the rationale is to emphasize the educational dimensions of the importance of your study. If you address the educational significance, you will draw upon ideas from your preliminary literature review (see below) to explain the educational issues, the discussion around them, and what you hope to contribute to this professional conversation. In writing a beginning of your rationale emphasizing the educational significance, a "funnel" approach could be used. The funnel approach means that you could begin broadly -- by explaining the context surrounding your research issues imbedded in society at large. Then you would narrow your discussion to the field of education, and then to the specific topic area of your project.

Theoretical Perspective

Often, in educational research, the topic or focus of the study is also grounded in theory (e.g., pedagogical theory, learning theory, development theory, change theory, critical theory, feminist theory, post-colonial theory, language acquisition theory, etc.) and those theories may also need to be explained, in terms of how your inquiry connects or is shaped by the existing theory. In your explanation of the theoretical perspective of your study, it is important that you draw from the literature that supports your position. *In doing this, your review of literature and the theoretical perspective that you are working within may overlap and/or be integrated together in the literature review.*

Literature Review

The literature review thoroughly explores the discussion and research related to your topic. In the literature review, you discover and describe the background in which your topic is embedded. This is also the place in which you identify why this issue may also be important to others, perhaps because the topic raises controversy. You can deepen the analysis of key concepts and consider the historical pendulum swings in e.g., school reform or learning theory.

The literature review is a description of the scholarly print or electronic books, articles, and other resources such as Internet sites, videotapes, and compact discs that have provided and heightened your ideas about the research focus and methodology, and the outcomes of the research presented in these resources. If you have attended presentations or workshops, or have interviewed people who have expertise in your area of study, you may want to include these resources as well (with IRB approval).

The review should be organized on the basis of issues, purposes, concepts, perspectives, and/or research findings. The different parts of the literature review represent points that are returned to later, usually in the “Discussion” section of the inquiry report.

Some inquiry projects draw from a great body of literature, e.g., on constructivism, or may have somewhat limited numbers of resources, e.g., substitute teachers. You will have to figure out a way to read with breadth and depth but also make your literature review manageable. Typically, the final inquiry report will draw upon about 25 different resources, about half or more of which will be research-based as opposed to conceptual in nature. However, some topics may be so new that the body of research is limited. In such a case, you may not have as much to draw upon, and should note this in your review. In addition, you may come back to certain citations in your final discussion, project dissemination plans and other relevant places throughout the final report. In some theses or projects the theoretical perspective and review of literature is integrated throughout the paper.

Statement of Bias

Exploring and defining the theoretical perspective that underlies your research design should help you to understand your own perspective or lens in which you view your project, revealing the biases and assumptions that influence, or accompany your choices. You thus begin to analyze your expertise, values, and position for viewing the world (your ontological position), and what you believe about the kind of evidence that counts as knowledge (your epistemological position) and you are better able to acknowledge and account for the subjectivity that you bring to your research. *This section is likely to be returned to and discussed more thoroughly in the Discussion/Reflection section of the Thesis/Project Report.*

Methods for Thesis Proposals

This section is an explanation of theory that forms the basis of the particular type of study you chose, and the kinds of research methods that fit thoughtfully within that type of study. For example, an important aspect of the theory that underlies ethnographic research is that things (phenomena) occur in a social or cultural context. Therefore, if you chose to do an ethnographic study, it would be important for you to choose data collection methods that allow you to gather data on the social or cultural context of your topic (e.g., the classroom culture, the school system, the community, etc.).

This section explicitly should provide information about:

- Population that you will be studying
- Setting
- Criteria for choosing the participants
- Description of the research methods you will use

- Reasons for the methods chose
- Specific plans for collecting data (e.g. protocols, triangulation; interviews, video analysis, participant observation field notes, etc.)
- Strategies for data analysis/interpretation (coding, descriptive statistics, soft-ware programs for qualitative data analysis or statistical analysis, survey data, etc.)
- Time frame in which you will do your research (allow time, also, for the literature review—this generally is done over two semesters).
- Limitations of your study

Specific types of data collection may include: observation of the lived experience of a classroom and/or teaching practice; journals from both you and research participants, e.g. students or clients and colleagues; a collection of your students' work -- in writing, art, photographs; focused or structured interviews with students, parents, etc.; focus group discussions in which you take notes or record the perceptions of your research partners; questionnaires, e.g. attitudinal inventories or written responses; data from evaluations or assessments.

You should portray a sense of the lived experience of the classroom, counseling or educational setting (its physical setting, illustrations of student and teacher interactions, a vivid rendering of the activities). It's very hard if not impossible to depict lived experience if you refer to students as "the class" without any perception of individuals.

Correspondingly, examine "teacher reality." Avoid describing a situation in which "we discussed" something, when actually it was the educator who did the discussing. Your observations may be more dynamic if you carefully observe a few students rather than depicting an amorphous sense of the whole. By using tape recorders or videotapes, allowing your colleagues to help you observe, and asking students to give you their perceptions of events, you can better focus on individual participants.

Before you write the final draft of your proposal, you will want to "test the waters" and pilot in a brief way your research methodology, e.g. observe students as they attempt to learn something, practice interviewing a colleague, try a new teaching.

When you write about the limitations of your study, consider what your research cannot find out, e.g., by interviewing but not also observing an educator's practice, what are some possible problems? Or by choosing a particular population of research participants, what might you not learn? Certainly, most qualitative researchers will be careful to note that their studies are not generalizable to all educational situations, but they may be representative of similar contexts and situations. Quantitative studies may be generalizable to similar educational situations and numbers of participants.

References

The last section of your proposal should have the list of sources that you utilized for writing the proposal. Besides the sources you include in your literature review, there also may be sources that you mention in your methodology section, your rationale, and theoretical perspective. All references and citations should be documented using the form of the American Psychological Association Sixth Edition (see Appendix A). Whenever possible, cite the original author and primary text rather than a secondary source.

Institutional Review Board (IRB)

Candidates must familiarize themselves with the UAF IRB (see <http://www.uaf.edu/irb/>) requirements, including the forms that accompany a proposal and the self-administered CITI Training (see Appendix B) before they can begin their research.

THE RESEARCHER'S ETHICAL RESPONSIBILITIES

Throughout the process of conducting research, you will confront ethical responsibilities and issues. We will present these ethical areas in the order in which you may encounter them.

Gaining Access/Permission

When conducting research, it's ethical and humane to give information about your project to all the people touched by your research, e.g. administrators, children, parents, and colleagues, in order for them to participate more fully and to feel comfortable with your research activities. When working with adults, e.g. colleagues, you need to disclose the nature of your research and the methodologies you will be using. People obviously will give more information and reveal more about themselves and their worlds when they feel comfortable with the researcher and his or her purposes. However, in some naturalistic studies you may not wish to divulge the finer points of the study because participants may change their "normal" behavior. In such cases, it is acceptable to be more general about the goals of the research.

Often, when doing research in schools, e.g., observations, the permission of the principal of the school and teacher in the class is adequate. This is often the case when inquiry projects involve observation rather than testing or extensive questionnaires. However, in some situations, you will need permission from school districts or other educational arenas to do your research. When permission is required, you need to allow extra time for approval and thus you are encouraged to learn what is necessary and fill out forms well in advance of conducting your inquiry.

In classroom settings, teachers should inform parents about their inquiry project or if an observer will be conducting research and visiting fairly often. Usually, when interviewing other educators on their own time and away from their schools, permission from districts are not necessary; however, the UAF IRB requires that you provide letters or formal consent forms that provide all the necessary information for informed consent and for Human Subjects requirements as noted in the IRB.

Reporting Your Findings

It is your obligation as a researcher to report your findings as accurately as possible; that almost goes without saying. However, a researcher can easily lose sight of the goal of deepening understanding of practice. Your research is very successful if you learn something and understand a problem or issue more thoroughly; it is not necessary to prove anything. In practice-centered research, e.g., observing a new method or evaluating curriculum, lack of success in working with the new strategy provides the teacher-researcher with many questions and dilemmas for reflection -- with many opportunities for growth.

But accuracy is not your only aim; confidentiality is an important ethical component in your research as well. You owe to the people who participated in your research anonymity from the "outside world." When reporting, avoid using last names of children, use pseudonyms for adults,

and refer to your school or place of employment in "generic" terms, e.g. "middle school in a northwest rural area." Also, refrain from descriptions that would reveal a person or an environment, e.g. writing about identifiable physical or geographical characteristics. (Note: This may be more challenging to do in both urban and rural environments of Alaska; be sure that your participants are fully informed of how you intend to provide confidentiality.)

Educational research accentuates work with people. The ethical principles adopted by the Council of the American Anthropological Association established guidelines that have great application to researchers in education:

In research, anthropologists' paramount responsibility is to those they study. When there is a conflict of interest, these individuals must come first. Anthropologists must do everything in their power to protect the physical, social, and psychological welfare and to honor the dignity and privacy of those studied.

- (a) Where research involves the acquisition of material and information transferred on the assumption of trust between persons, it is axiomatic that the rights, interests, and sensitivities of those studied must be safeguarded.
- (b) The aims of the investigation should be communicated as well as possible to the informant.
- (c) Informants have a right to remain anonymous. This right should be respected both where it has been promised explicitly and where no clear understanding to the contrary has been reached.
- (d) There should be no exploitation of individual informants for personal gain. Fair return should be given them for all services.
- (e) There is an obligation to reflect on the foreseeable repercussions of research and publication on the general population being studied

IRB Forms

*There are several forms required for you to complete depending on the circumstances of your research. All of the forms are available so you can customize them for your project. **It is your responsibility to learn about the IRB and the CITI Training requirements. You are also encouraged to talk with your research advisor for additional guidance on this process.***

After you complete the necessary forms, you should send them electronically to your research advisor. Your advisor first will read the form(s) and send it the other committee members. Either your advisor or the committee members may request changes before this form is submitted to the IRB committee. After you make any necessary changes and your advisor approves it, he/she will pass it along to the IRB Committee. That committee may also request that you make modifications.

As noted above, some school districts require that teachers inform them about classroom research projects, either informally by explaining the research project to the principal or having teacher researchers fill out district forms. **It is the student's responsibility** to learn about the

school or district requirements when the research proposal is developed, leaving time for permissions or modifications before data collection.

If you are dealing directly with human participants (research subjects), you must receive approval from your advisor/committee, the SOE, and the IRB Committee BEFORE you begin your data collection. If you are unsure if your proposal needs to go through the IRB, consult your advisor and/or contact the UAF IRB directly at 907-474-7800.

The Thesis/Project Report

Although the appropriate format to use for your inquiry report is dependent upon the type of study/project you do and the requirements of your advisor, the following elements should be considered and included.

Chapters and/or Sections of the Thesis Report

These are the sections needed for your thesis report:

- Signature Page (Full Committee, Department Head, SOE Dean, Graduate School Dean)
- Title Page
- Acknowledgements (optional)
- Abstract
- Introduction/Statement of Focus or Problem/Research Question(s)
- Rationale
- Theoretical Perspective /Literature Review
- Statement of Bias
- Methods (Data Collection and Data Analysis)
- Findings/Results/Patterns/Themes (frame within the theoretical framework/review of literature)
- Discussion (Interpretations & Implications & possible reference to statement of bias and limitations)
- References
- Appendices (as needed)

Chapters and/or Sections of the Project Report

These are the sections needed for your project report:

- Signature Page (Full Committee, Department Head)
- Title Page
- Acknowledgements (optional)
- Abstract
- Introduction/Statement of Focus or Problem/Research Question(s)
- Rationale
- Theoretical Perspective /Literature Review
- Statement of Bias
- Methods (Data Collection and Data Analysis if conducted)
- Findings/Results/Patterns/Themes (If Data was collected)
- Product (Power Point Presentation, Brochure, Handbook, Curriculum, Program, Photographic Essay, Children's or Young Adult book, Video, Play, List of Recommendations, etc.)
- Plans for Dissemination/Results of Dissemination
- Reflections on the Process/Product and Application/Dissemination

Project And Thesis Title Page Model

PROJECT TITLE-- ALL CAPS—DOUBLE SPACED

A

PROJECT (OR THESIS)

Presented to the Faculty

of the University of Alaska Fairbanks

in Partial Fulfillment of the Requirements

for the Degree of

MASTER OF EDUCATION

By

Your Name

Fairbanks, AK

August, December, or May and the Year—Do not use any other months or a specific date

Project Signature Page Model

TITLE SHOULD BE ALL IN CAPS AND NEEDS TO BE DOUBLE SPACED

MIDDLE INITIALS SHOULD BE CONSISTENT AND USED FOR ALL OR NONE

SAME FOR TITLE OF DR. USE FOR ALL OR NONE (EXCEPT STUDENT NAME)

By

First M. Last

Dr. First M. Last

Dr. First M. Last

Dr. First M. Last
Advisory Committee Chair

Dr. Name Varies, Ask SOE Grad. Advisor, Chair
School of Education Graduate Program

Date

Thesis Signature Page Model

TITLE SHOULD BE ALL IN CAPS AND NEEDS TO BE DOUBLE SPACED

MIDDLE INITIALS SHOULD BE CONSISTENT AND USED FOR ALL OR NONE

SAME FOR TITLE OF DR. USE FOR ALL OR NONE (EXCEPT STUDENT NAME)

By

First M. Last

RECOMMENDED:

Dr. First M. Last

Dr. First M. Last

Dr. First M. Last, Advisory Committee Chair

Dr. **Name Varies, Ask SOE Grad. Advisor**, Chair
School of Education Graduate Program

APPROVED:

Dr. Allan Morotti
Dean, School of Education

Dr. John C. Eichelberger
Dean of the Graduate School

Date

Acknowledgements

This brief statement is used to extend gratitude and appreciation to those people or institutions that have given support, advice, or assistance that has been helpful to the researcher, to participants in the research, to family, friends, fellow students, faculty and staff. The section is *optional*, but many students will choose to make this expression of thanks and indebtedness. (The typical page length is one-half to three-quarters page.)

Abstract

The abstract is intended to be a brief statement of about 125-150 words or less, that summarizes the purpose, action initiative (where applicable), participants, setting, methods and results of the study, plus the researcher's primary conclusions, recommendations, and reflections where given in the body of the report. The abstract is intended to be a very succinct statement that is comprehensive enough, but certainly very precise. (One-half a page is a typical length for the abstract.)

FIRST CHAPTER OR MAJOR SECTION:

Introduction/Statement of Focus or Problem/Research Question(s)

The focus/problem statement for your research report is the same as the focus statement for the proposal. Be sure to change your wording from future to past tense, e.g. "I want to find out" to "I wanted to find out." You may need to make very few changes from the writing in your proposal for the focus, rationale, and theoretical perspective and methodology sections — except to change verbs to the past tense. If your research led you into unforeseen emphases or directions, you need to make whatever changes will explain the precise nature of your project. (Typical page length: one-half pages.)

Rationale

The description of the rationale in the proposal serves you well here. However, if there were other purposes or perspectives that influenced your research, include them as well. Again, check to see that your verb tense makes sense. (Typical length: 3-6 pages.)

SECOND CHAPTER OR MAJOR SECTION:

Theoretical Perspective/Literature Review

The literature review from the proposal is the basis for this section. However, as you refine the design of your inquiry, begin to collect and analyze data, and discuss your findings, you might well discover additional topics of importance to your study and therefore, the need to review and include supplementary literature. This section thoroughly explores the discussion and research related to your topic, enhancing the analysis that has begun in your preliminary work. In the literature review, you discover and describe the background in which your topic is embedded. This is also the place in which you identify why this issue may also be important to others, perhaps because the topic raises controversy. You can deepen the analysis of key concepts and consider the historical pendulum swings in e.g., school reform or learning theory.

The literature review is a description of the scholarly print or electronic books, articles, and other resources such as Internet sites, videotapes, and compact discs that have provided and heightened your ideas about the research focus and methodology, and your

action initiative. If you have attended presentations or workshops, or have interviewed people who have expertise in your area of study, you may want to include these resources as well.

The review should be organized on the basis of issues, purposes, concepts, perspectives, and/or research findings. The different parts of the literature review represent points that are returned to later, usually in the “Discussion” section of the inquiry report.

Some inquiry projects draw from a great body of literature, e.g., on constructivism, or may have somewhat limited numbers of resources, e.g., substitute teachers. You will have to figure out a way to read with breadth and depth but also make your literature review manageable. Typically, an inquiry report will draw upon about 25 different resources, about half or more of which will be research-based as opposed to conceptual in nature.

All books, articles, etc., that are mentioned in the literature review should appear in the report’s “References” section in APA style, fifth edition. However, you do not have to synthesize or discuss all your references in detail. Often, several authors who have done research in an area that is of interest to your literature review might be “cited” rather than discussed. Or, you might cite authors who have written on research methodologies in your “methodology.”

Keep these suggestions in mind as you write up your literature review:

- Organize this section around topics, concepts, and perspectives rather than producing an annotated bibliography. The literature should be organized and synthesized around subthemes and subtopics. You want to avoid a “laundry list” of disconnected and disorganized literature.
- The literature review does not have to be a stifling account of “this famous researcher states that....” In the process of representing historical grounding of your topic and up-to-date thinking and research, you can also take the opportunity to respond critically to the sources, noting how they help you to understand your inquiry.
- It might help to think of a literature review as a writer facilitating a respectful dialogue with a group of scholars, who were chosen for their expertise regarding a specific topic. Throughout the dialogue, the writer/facilitator tries to ask probing questions of the scholars, calls attention to points of similarity, contestation, and confusion, adds clarification or paraphrase where needed, keeps the dialogue on track, and provides a summation.
- Be aware of jumping to conclusions, e.g. even though Johnson, Johnson, and What’s-his-name tell you that their strategies are very helpful, unless you speak from experience, avoid writing that “Cooperative learning will help my students.” Rather, try “Research (Johnson, et al.) suggests that”, or “I question or am eager to find out if cooperative learning will be helpful to my students.”

- Most importantly, frame the review of literature in a way that introduces questions to you as a researcher and as a teacher and return to these questions as you write your interpretation. Also, consider sources of which you are critical; you may have opportunities to critique or take issue with their conclusions in your discussion of your findings.
- Be sure you do not over-quote directly from the literature, thus obscuring your own voice. Quote only what is truly quotable (something particularly well said, memorable, or lyrical); otherwise summarize and paraphrase.

(Typical page length: 15 – 25 pages)

Statement of Bias

All research design and outcomes are affected by the prior knowledge, beliefs, values, worldviews, philosophical perspectives, and professional responsibilities and obligations of researchers (e.g., in almost all teacher action research, teachers are doing the study on a project that has goals in whose accomplishment they are very invested personally, professionally, and as members of a school staff). In qualitative research, the researcher's biases are acknowledged up front and shared in the research report, so they become known factors in the researcher's decision-making and interpretation of data. Providing this important information is critical to establishing the validity of the research results.

THIRD CHAPTER OR MAJOR SECTION:

Methods/Description of the Application Project

The methods part of the proposal can be duplicated here, but as you refine your ideas and gain more knowledge about particular research methods, you may need to increase this section considerably. *You should do more reading particularly on the research approach that you are using, e.g., reading more on narrative research or on interviewing. You can also review materials read for ED 601 and ED 603, e.g., examples of research studies that use methodologies similar to yours.* Be sure to scrutinize this section so that you have completely conveyed your research design, data collection methods, data analysis methods and reasons for choosing your research methods. Revise your writing if you need greater clarity or precision; this section also makes sense written in past tense.

For a project, describe any data collection or analysis you have undertaken. Explain the purpose of the project, how you developed it and whether or not you have had a chance to pilot it or present it to an appropriate audience. Describe the strengths of the project and the challenges encountered while developing or administering it. Tell how you will use this project in the future and how you will adapt or modify it based on the responses and outcomes of the participants who you present it to.

(Typical length: 5-8 pages)

FOURTH CHAPTER OR MAJOR SECTION:

Findings & Analyses

This section contains the dynamic elements of the research experience—what the researcher (and others) did and observed. In short, it portrays the project as a story unfolding. Although concentration is placed on what the data show and what this signifies in terms of patterns and themes and change over time, it is important that a sufficient description of the action component or initiative is given. With this description, the data findings and their analysis will be comprehensible and make sense. The research should be vivid to the reader, with many details highlighted and the human side emphasized. Often this section is presented chronologically and organized in terms of time periods that are demarked by culminating events or activity milestones.

In addition to the paragraph above, describe the development of the product, the strengths and challenges of the product, how you applied it (audience, context, time, etc.), and the participants' responses/engagement in the presentation. If you have not presented this, provide your plans for doing so and for using feedback to adapt and revise this version.

In this section, many examples and direct excerpts from the original data are offered to help lend vividness and to provide substantiation for the later discussion of interpretations. It is important to set out excerpts from interviews, journals, field observations, documents, photographs, tapes, and examples of products, as well as tables with quantitative results. In many cases, up to one-half or more of the total text of words is made up of excerpts from the original data.

In this part of your project, interweave specific examples so that when you write interpretations you have provided enough description for substantiation. Have you provided excerpts from interview transcripts that capture the meaning of points of view? Have you given explicit descriptions of behaviors or dialogue that you observed so you can later justify your interpretations?

This description is important not only to validate your interpretations but also to give you understanding. Become sensitive to the insights that come during this process. A brief glance at the information that you collected may yield some interesting perceptions, but with the totality of the information before you, you may reach more conceptual understandings of yourself and your teaching, your classroom, learning environment, or community. Moreover, sharing the findings section with colleagues may reveal additional meaning.

And as you narrate the process of your research, it makes little sense to try to hide your presence as an observer. If you observed an event or participated in a conversation or interview, tell the reader "I observed...." or "I asked...." Research in education involves human beings engaged in their work and learning. You don't need to refer to yourself as an inanimate object in order to give your writing scholarly authority. Judith Beth Cohen (1989) writes that college students who "have moved beyond a purely subjectivist orientation...tend to be highly suspicious of the personal voice" (p. 6).

They often defer to reason so exclusively, they mistrust their own voices...while they may be able to produce competent papers praised by

teachers, there is something mechanical and perfunctory in what they write. They aren't connected with what they're saying (Cohen, 1989, p. 6).

There is a price to be paid for loss of your presence: your lack of connection to your work and dull writing. Personal voice continues throughout the documentation of your research, including your discussion of findings.

(Typical page length 25 – 40 pages)

FINAL CHAPTER OR MAJOR SECTION:

Discussion/Conclusions/Reflections

This section allows the writer to clearly articulate what was discovered in doing the project: research component, and action component where applicable. Often the section begins by summarizing what the researcher now thinks about the question(s) or points of interest/goals that have guided the project from the beginning. It is important to comment on the most compelling patterns and themes that emerged, and changes in them for individuals, groups, or settings over the course of the study. As this discussion proceeds the researcher can share what she has learned about the improvement or best potentials for educational practice.

This section allows you to clearly ascertain what you discovered by doing your research project. You may want to begin this section by summarizing what you now think you know about the question or questions that guided your study. Also, comment on the compelling patterns and issues that you recognized. Did change occur for individuals or in the social setting or culture of the school or workplace? Share with your audience what you learned about the improvement of educational practice.

The discussion does not have to explore everything you discovered in the findings section. Rather, you should consider issues that you find particularly interesting. For some researchers, the discussion is a time to consider the structures of educational settings and what changes would be necessary to foster, e.g., teacher empowerment or curricular reform.

You should not “surprise” your reading by raising issues in the discussion that were not introduced in the findings. Your findings should have already provided evidence that will be the basis of your discussion. However, it is perfectly appropriate to discuss *what you did not find*. For example, if you were interviewing teachers about their practice and they all told you that they believe in a certain approach, but you did not find evidence of this approach each time you observed their teaching, that certainly would be an interesting point for your discussion – one that might lead you to pose more questions.

An important aspect of the interpretation section is your understanding of your findings in the context of the information obtained in the literature review. What questions stemming from the literature review can you now answer for yourself? What question remain unanswered or would need further research to help answer them? How has your study contributed to the discussion of other researchers and educators? Does your study confirm any ideas or challenge existing beliefs? You may also want to comment on the

learning and occurrences that took place beyond the scope of the original project and what research questions your study might stimulate.

Also, in your discussion, you may want to include a reflection on what was personally learned from doing the inquiry project. What did you learn about being a researcher? What did you learn about your involvement in research (and taking an action initiative) that might profoundly affect your practice as an educator? What would be done the same or differently in future research - and action - projects? What was learned about the process of creating change, and about educator-conducted research as an instrument of change?

This is how Harry Wolcott (1990), an ethnographer, answers the question, "How do you conclude a qualitative study?" He says..."You don't" (p. 55):

Give serious thought to dropping the idea that your final chapter must lead to a conclusion or that the account must build toward a dramatic climax. In the dichotomous thinking said to be typical of Americans, research is sometimes portrayed as being either decision-oriented or conclusion-oriented. Clearly some research is decision-oriented but I am not sure that "conclusion-oriented" is adequate to describe the rest of it. (Wolcott, 1990, p. 55)

Certainly, try to bring closure to your inquiry. Nonetheless, by doing research in education, you may not be in a position to prove a hypothesis or to obtain an enduring answer to a question that will pertain to all educators for all times. (Typical page length: 4-8 pages)

References

This section is a bibliographic listing of *all resources and references* contained in the inquiry report, not limited to those cited in the literature review. References may be print, electronic, media, or from personal interaction, and include published (copyrighted) and unpublished sources. It is important that all references and citations be documented using the form of the APA (American Psychological Association Sixth Edition) guidelines. Typically, inquiry reports have *approximately 25 total citations of references and resources* in the References section, at least *half of these being research-based*. *Do not place sources in the references unless you cite them within your inquiry report.*

Appendix

You can create an appendix or appendices as needed. The appendices contain materials supplemental to the main text, including copies of research instruments and protocols, examples of data (such as student work, e.g., children's drawings) and documents, photographs and media.

Final Comments

We hope that you think about your research as a beginning, not an end. Working as an educator means that you will perpetually be a researcher. You will continue to systematically make sense of your experiences and those of your students or clients in order to help them become better learners and to help you become a better educator. Research is part of the process of life-long learning and for that reason we encourage you not only to use this project as a springboard for your future work but as a process for engaging your colleagues and students in thinking about the purposes, experiences, and effects of educational practice.

REFERENCES & USEFUL SOURCES

- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research for education: An introduction to theory and methods* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Burnaford, G. E., Fischer, J., & Hobson, D. (Eds.). (2001). *Teachers doing research: The power of action through inquiry* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
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- Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York, NY: MacMillan.
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- Merriam, S. B., & Simpson, E. L. (1995). *A guide to research for educators and trainers of adults* (2nd ed.). Malabar, FL: Kreiger Publishing Company.
- Miles, M. B., & Huberman, A.M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Patten, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage Publications.
- Rossmann, G. B., & S. F. Rallis (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage Publications.
- Spradley, J. P. (1979). *The ethnographic interview*. Fort Worth, TX: Harcourt Brace Javanovich College Publishers.
- Wolcott, H. F. (2001). *Writing up qualitative research* (2nd ed.). Thousands Oaks, CA: Sage Publications.

APPENDICES

- A. APA CITATION GUIDE
- B. IRB Information
- C. CITI Information

APA CITATION GUIDE

Introduction

This guide is based on the *Publication Manual of the American Psychological Association, 6th ed.* (Washington D.C. American Psychological Association, 2009).

Reference items are listed alphabetically at the end of the paper. These same items are referred to in the body of the paper using the In-Text style.

For additional examples, please refer to the *Publication Manual of the American Psychological Association, 6th ed.* available in the Reference collections in at the UAF library or can be located at the APA website:

<http://www.apastyle.org/apa-style-help.aspx>

Also see:

Schwartz, B. M., Landrum, R. E., Gurung, R. A. R., (2012). *An easy guide to APA style*. Thousand Oaks, CA: Sage Publications.

Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/560/09/>

Please note:

- *APA* now uses **hanging indent formatting** in the reference list
- For In-Text **direct quotes**, add page numbers: e.g., (Komisar, 1991, p. 13)

Book (one author)

Reference:

Patten, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage Publications.

In-Text:

(Patten, 1990)

Book (two to more authors)

Reference:

Miles, M. B., & Huberman, A.M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications.

In-Text: (two authors):

(Miles & Huberman, 1994)

In-Text (three or more authors):

(Miles & Huberman & Smith, 1994)

In-Text (subsequent references):

(Miles et al., 1994)

Book Chapter

Reference

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Moore, S. (2007). Teaching every student in the digital age: Universal design for learning. In D. H. Rose & A. Meyer (Eds.), *Educational Technology Research & Development* (pp. 521-525). Ipswich, MA.: Springer Science & Business Media B.V.

In-Text

(Moore, 2007)

Encyclopedia Article

Reference

Warren, S. A. (1977). Mental retardation and environment. In *International encyclopedia of psychiatry, psychology, psychoanalysis, and neurology* (Vol. 7, pp. 202-207). New York, NY: Aesculapius Publishers.

In-Text:

(Warren, 1977)

Journal Article (one author)

Article From an Online Periodical

Bernstein, M. (2002). 10 tips on writing the living Web. *A list apart: For people who make websites*, 149. Retrieved from <http://www.alistapart.com/articles/writeliving>

Article From an Online Periodical with DOI Assigned

Musher-Eizenman, D. R., Boxer, P., Danner, S., Dubow, E. F., Goldstein, S. E., & Heretick, D. L. (2004). Social-cognitive mediators of the relation of environmental and emotion regulation factors to children's aggression. *Aggressive Behavior*, 30(5), 389-408. doi:10.1002/ab.20078

Article From a Database

Underwood, M. K., Beron, K. J., & Rosen, L. H. (2009). Continuity and change in social and physical aggression from middle childhood through early adolescence. *Aggressive Behavior*, 35(5), 357-375.

In-Text (one):

(Bernstein, 2002)

In-Text (two authors):

(Hall & Degenhardt, 2009)

In-Text (three to five authors):

(Hall, Degenhardt, & Teeson, 2009)

In-Text (subsequent references):

(Smith et al., 2009)

In-Text (six or more authors):

(Hall et al., 2009)

In-Text (subsequent references):

(Hall et al., 2009)

In-Text (subsequent references in the same paragraph): (Hall et al.)

Newspaper Article (one author)

Reference:

Lean, R. (2012, February 7). Fairbanks school board gets an earful about budget issues. *Daily News Miner*. Retrieved from http://www.newsminer.com/view/full_story/17436235/article-Fairbanks-school-board-gets-an-earful-about-budget-issues?instance=home_most_popular1

In-Text:

(Lean, 2012)

Specific Internet Site

Reference:

Electronic reference formats recommended by the American Psychological Association. 2000, October 12). Retrieved January 3, 2001 from <http://www.apa.org/journals/jwebref.html>

In-Text:

(American Psychological Association [APA], 2000)

In-Text (subsequent references):

(APA, 2000)

Other Electronic or Internet Resources

Refer to: *Electronic Reference Formats Recommended by the American Psychological Association* <http://www.apastyle.org/apa-style-help.aspx>

The Institutional Review Board (IRB): Ensuring the Rights and Welfare of Human Research Participants

<http://www.uaf.edu/irb/>

Applied Research Ethics

Protecting human participants in research involves, first and foremost, adherence to the basic ethical principles for the conduct of research. Everyone engaged in human subjects research is expected to read and understand the Belmont Report (click on the Professional Standards) and apply these principles to every aspect of their work. The three core principles identified in the Belmont Report form the basis for the federal regulations protecting research participants and provides the framework for IRB protocol review.

- * Respect for persons (autonomy)
- * Beneficence
- * Justice

Knowledge

All individuals working on a UAF IRB Protocol must have a demonstrated knowledge of human subject protections. To learn about human subject protections and to document that you have completed a formal educational program please enroll and complete the required modules in the CITI Educational Program (click on the Training button). The IRB requires that the Principal Investigator and, if the work will be included in a graduate degree, the graduate student whose project it is complete the training requirement for all exempt research projects. The entire research team must successfully complete the required CITI training for projects requiring expedited or full board review; final approval will not be issued until all training requirements have been completed.

Protocol Review

The UAF Institutional Review Board is an independent body comprised of scientists, non-scientists, and members who are not affiliated with the university in any way. This body reviews all UAF research projects involving human subjects by applying the three ethical principles mentioned above. This review process is quite different from peer review; therefore, to assist you in your application the IRB has developed a form that you must complete and submit (click on Forms and Instructions). Although this is different from a peer review process the IRB requires that you clearly state your research objectives and methodology because it is an integral component of evaluating risk versus benefit. If the research is funded by the U.S. Public Health Service it is required that a copy of the grant be included with the IRB Protocol application.

Understanding the Program

This web site provides the basic information and guidance for UAF faculty, staff and students conducting or planning to conduct human subjects research (a.k.a. research with human participants). The first step the Office of Research Integrity takes when reviewing proposed work is to determine whether or not it constitutes "research" as defined in 45 CFR 46.102(d) and, if it is research, whether or not it involves "human subjects" as defined in 45 CFR 46.102(f).

Many activities that involve interaction with living human beings and considered to be "research" within a specific discipline do not constitute research with human subjects under 45 CFR 46. This is not a judgment as to the validity and value of these activities! It simply means that these activities are not subject to this particular set of Federal regulations; for example, interviews conducted for journalistic (web, print, radio or television) purposes are not subject to 45 CFR 46 despite the fact that they may be considered "research" for an article or feature. Many program assessment activities, although similar in format to research, are also not subject to 45 CFR 46 if they are conducted solely to improve or evaluate an existing program and no identifiable personal information is being collected. If you have specific questions whether the work proposed is "research" or "program assessment", quality assurance or quality improvement, review the guidance document. Note: At UAF only the Office of Research Integrity has the authority to determine whether or not an activity is human subject research.

If you have any questions, concerns or suggestions be sure to contact the staff in the Office of Research Integrity at 907-474-7800

UAF-IRB Approved Human Subjects Protection Training Program

<http://www.uaf.edu/irb/training/>

The Office of Research Integrity, University of Alaska Fairbanks has arranged access for all researchers, staff, and students to the Collaborative IRB Training Initiative (CITI) Human Subjects Research Educational Program. This program provides the opportunity for UAF personnel engaged in research activities involving human participants to properly document their knowledge and understanding of the basic ethical principles and regulations governing our activities.

Program Registration

Instructions:

- * Select University of Alaska Fairbanks as "your institution".
- * Register for the "Basic" CITI course for social and behavioral research or biomedical research as appropriate.
- * Retain your username and password so that you may re-enter the CITI site to complete or update your training.

Contact the Office of Research Integrity (x7800) or e-mail the Research Integrity Administrator if you have any questions or problems registering.

Note: CITI has recently (January '07) launched two new training programs, so it is sometimes difficult to access their server (limited to 450 people at a time). The busiest time is during the morning here in Fairbanks, when users from across the country may be logged in.

General Information

All members of the research team, (anyone collecting or analyzing data), working on expedited or full review protocols must complete the basic core course of the CITI training. Training requirements for exempt protocols are different in that only the PI, and student for student projects, must complete the CITI course.

There are 9 required (8 with quizzes) and 8-9 optional modules. One or more optional modules may be required depending on the type of research to be conducted (i.e. research involving children or prisoners).

Each module has 3-5 quiz questions associated with the readings. The first module on the history leading to the development of the current human research protection regulations is the lengthiest. However, you do not have to finish all modules at one time, rather CITI saves your scores each time you log-out so you can restart where you left off. You must complete and submit a quiz in order for the score to be saved. The time required is dependent upon your reading speed and familiarity with the material. Most people take 2-6 hours to complete the required modules.

You must receive a cumulative score of 75% or greater to be certified. You may retake any quiz to improve your score.

Confused about training requirements? Check out the FAQ page (Personnel Training) or contact the Office of Research Integrity.
Training Records

Completion of the CITI training program is automatically recorded and can be documented through the UAF Office of Research Integrity. The CITI program automatically sends a verification record to the individual and the Office of Research Integrity. Please save a hard copy or electronic copy of your verification letter.

Other Training Sites

These training programs are very informative, but may not be substituted for the CITI training program to fulfill your UAF human subject protections education requirement.

Human Subjects Assurance Training

- * A three module tutorial, offered by the Office of Human Research Protections (OHRP), providing the basics (no quizzes). Easy to review and fairly informative. A good starting point!
- * Will issue a training certificate.

Human Participant Protections Education for Research Teams

- * This is a nice tutorial made available by the National Cancer Institute, NIH. Brief quiz at the end of each section.
- * Will issue a training certificate.