DEPARTMENT OF TEACHER EDUCATION

Graduate Student Handbook of Policies and Procedures for Masters of Arts Candidates

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Brigham Young University
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**Preface**

This handbook has been prepared to assist you as a graduate student in understanding the requirements, policies, and procedures for the graduate program in the Department of Teacher Education. Additional information about university resources, policies, and procedures is available through the Graduate Studies website ([graduates.byu.edu](http://graduates.byu.edu)). Use the *New & Current Students* tab for access to forms and information and the *policies and procedures* link for current details about Graduate Studies.

We invite you to take advantage of faculty expertise, and the other resources available to you as you complete your graduate program. Work closely with your graduate committee in understanding program requirements and in planning and completing your thesis. We trust that our association with you during this experience will be rewarding and satisfying and wish you success in this professional endeavor.
Master of Arts in Teacher Education

The aim of the Master of Arts (MA) in Teacher Education program is to provide a rigorous program focused on inquiry that prepares candidates to improve their practice as teachers, become teacher leaders in schools, districts, and other educational agencies, and prepare for doctoral studies or other advanced scholarship.

Intended Learning Outcomes
The intended learning outcomes of the MA in Teacher Education program are grounded in the five commitments of the BYU-Public School Partnership. That is ...

- We commit to prepare educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society. (Civic Preparation and Engagement)
- We commit to develop educators who are competent and caring, and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships. (Engaged Learning Through Nurturing Pedagogy)
- We commit to develop educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skill. (Equitable Access to Academic Knowledge and Achievement)
- We commit to assist educators in becoming responsible stewards in their schools and communities by dedicating themselves to shared purpose, renewal, and high standards of educator competence and learner performance. (Stewardship in School and Community)
- We commit to foster in educators a commitment to renewal through consistent inquiry, reflection, and action within their professional practice, resulting in continuous improvement. (Commitment to Renewal)

Candidates completing the MA program will be prepared to serve as expert teachers in classrooms, teacher leaders in various educational settings, and to complete doctoral-level studies.

- **Effective Analysis and Problem Solving**
  Candidates will develop their ability to analyze complex educational problems and marshal the resources and evidence to improve practice by engaging in rigorous inquiry.

- **Effective Communication**
  Candidates will develop their ability to make sound arguments grounded in relevant literature and evidence.

- **Research Ethics**
  Candidates will develop their ability to recognize and address ethical concerns related to conducting research with human subjects.

- **Education and Lifelong Service**
  Candidates will develop their ability to recognize and strengthen the link between education and participatory democracy.
**Graduate Committee**

Upon admission to the program, you will be assigned an “orientation advisor,” a graduate faculty member who will assist you as you begin your graduate work. Your orientation advisor can answer your questions about graduate work in general, and will help you identify “good-fit” possibilities for your graduate committee chair, the faculty member who will work most closely with you throughout your graduate program.

During your graduate studies you will work directly with a committee of at least three faculty members. This graduate committee will include a chairperson (chair) and at a minimum, two other members. All members of the committee must be graduate faculty, and the chair must be from the Department of Teacher Education. The graduate committee member's major role is to guide you through the program and assist in the preparation, implementation, and evaluation of your thesis research.

The selection of your committee chair is ultimately your responsibility. Therefore, early in the program, we encourage you to get to know the faculty by attending orientation events, consulting with your orientation advisor, visiting faculty members, discussing their research interest, and exploring a range of possibilities of faculty to serve on your graduate committee. For further information on the graduate faculty and their research interests, you can read their brief biographies [here](#). Once you have selected a committee chair, requested that he/she serve as your chair, and the faculty member has agreed to serve, you will work with her/him to select at least two committee members whose interests and expertise will complement one another, and who will help you conduct your thesis research.

You will officially submit the names of your graduate committee when you submit your Program of Study (see Program of Study section below). If the need arises to make a change to your graduate committee you will need to complete a Program of Study Change ([ADV Form 3b](#)) and submit it to the department graduate coordinator for approval.

**MA Program Courses**

The MA in Teacher Education program is a two-year, full-time evening and summer-intensive program. Classes are scheduled so that you may continue your work as a teacher while completing your master’s degree. The courses you will take during your master’s program are designed to both broaden and deepen your knowledge about teaching, learning, and education. In order to complete the MA in Teacher Education program, you must successfully complete four core courses (3 credits each), three research courses (3 credits each), two elective courses (3 credits each), and six hours of thesis credit, for a total of 33 credit hours.

**Core Courses**

The core courses will provide a thorough understanding of theories and practices related to your educational practice and will provide opportunities for considering your role in supporting and sustaining democratic social aims:

- T Ed 610 **Foundations of Teacher Education** (3 credits) *A course that will engage candidates in the study of issues and the contending viewpoints about those issues that currently shape the discourse about teaching and teacher education in America*
- T Ed 611 **Theories of Learning and Teaching** (3 credits) *An examination of seminal theories of learning in relationship to the practice of teaching and schooling*
- T Ed 612 **Teacher Learning, Development, and Mentoring** (3 credits) *An examination of teacher learning, development, and mentoring across disciplinary literatures*
- T Ed 613 **Curriculum Theory, Design and Assessment** (3 credits) *An examination of the nature of curriculum design for potentially educative environments*
Research Courses
The research courses will prepare you for conducting your own research and completing a thesis:

- T Ed 691 Introduction to Educational Research (3 credits) An exploration of the processes of educational research; provides a survey of educational research methodologies
- T Ed 692 Quantitative Data Analysis (3 credits) An introduction to quantitative data analysis that prepares candidates to design, conduct, and interpret statistical analyses in educational research
- T Ed 693 Qualitative Data Analysis (3 credits) Introduction to methods of qualitative inquiry for teachers studying their own and others' practice or other issues in education

Elective Courses
Elective courses will allow you to tailor your program of study to your interests and needs. With the help of your chair, you will select at least two 3-hour graduate-level courses, either from within or outside the Department of Teacher Education, to complete your study list.

Thesis Credits
Thesis credits are awarded when you have successfully proposed and conducted an original research study, prepared a formal report of your research (your thesis), and defended that written report of your study.

- T Ed 699R Master’s Thesis (6 credits) Formal report and defense of substantive original research that makes a contribution to the field of education

Projected Schedule of Courses
MA in Teacher Education
2016-2018

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| Total scheduled credits | 9 credits | 6 credits | 3 credits | 4 credits | 1 credit |         |        |         |         |
Program of Study

No later than the third week of fall semester following your admission, you must submit a Program of Study to Graduate Studies (ADV Form 3). This form lists the courses you will complete during the program and the names of your graduate committee members. (See Appendix A for a sample copy of ADV Form 3: the Program of Study.) The required core and research courses, along with the required thesis credits will be listed on the form. Additionally, you and your chair should explore possible elective courses to be included on your Program of Study (ADV Form 3). Once your Program of Study is completed, submit it to the graduate secretary so it can be entered into the university AIM system. The Program of Study document sets forth the approved courses that you must complete to qualify for graduation.

Pacing and Time Limit

University policy requires completion of the program of study for a master’s degree within five years of the first admission date. However, you are entering the program with a cohort group who is expected to complete the program in about two years. Extending your program beyond the suggested two-year time period will increase the overall cost of your degree.

Once admitted to the Department of Teacher Education MA program, you should register for and complete the core and research courses taught each semester. These required courses will be offered during the first year of your program, and each of these courses is scheduled to be taught only once in a two-year cycle (see Projected Schedule above). You will also enroll in the elective courses of your choice when those courses are available. The timing of those courses will vary. Finally, you should enroll in thesis credits when appropriate, usually during the second year of your program, though you can begin work on your thesis research before you enroll in T Ed 699R. Work with your chair to create a schedule for taking the elective courses and the thesis credits, setting a pace that will work for you. Keep in mind the university requirement that you register for at least 6 credits each academic year of your graduate program, with 2 credits the semester you defend your thesis (see Minimum Registration Requirement section below).

We encourage you to work on your thesis at a reasonable pace, designing and conducting your study as you complete your coursework. Working too quickly may compromise the quality of your work, but working too slowly may delay your graduation within the expected time period. You will find that engaging in research and coursework simultaneously will enrich your experience with both. Because Graduate Studies requires you to enroll in at least six credits each academic year you are in the program (see minimum registration requirements section below), you will want to be strategic about the semesters in which you enroll in T Ed 699R.

Graduate Studies may grant a leave of absence for the following reasons: medical, military, or mission. While on leave, you would be excused from minimum registration requirements (i.e., 6 credit hours per academic year; 2 credits of TED 699R in the semester you defend your thesis) and from reviews of your progress toward graduation. However, the five-year time limit for the MA will still apply. To request a leave of absence, you would need to submit (ADV Form 5) along with the appropriate supporting documents.

Minimum Registration Requirement

All degree-seeking graduate students are required by BYU Graduate Studies to meet minimum registration requirement. That is, the university requires you to register for and complete with acceptable grades at least six semester hours during each academic year to avoid being dropped from the program. Further, you must be registered for two credits of TED 699R (Thesis) the semester you defend your thesis. Therefore, it is important to plan you Program of
Study carefully, and to make every effort to stay on the schedule you set. If you extend your coursework or thesis beyond your projected graduation date, you must continue to register for at least two thesis credit hours each semester. During this extended period of time, if you do not meet minimum registration requirements, Graduate Studies will drop you from active status and you will be required to apply for readmission. In order to resume work on your program, you would then need to submit GS Form 6. Your previous work will be re-evaluated, and readmission would not be automatic.

Assessing Student Performance

The Department of Teacher Education uses several methods to assess your performance and progress as you complete your MA program. Specifically, those methods include your Graduate Progress Report, Evaluation of Student progress, your Student Self-Assessment, and your course grades. Your growing proficiency in academic writing is also evidence of your progress as a graduate student.

Graduate Progress Report (AIM)
Your Graduate Progress Report is maintained by Graduate Studies on the university’s AIM system. You may access it any time through MyBYU. Your Progress Report compares your individual Program of Study with the courses you have completed and provides a summary of your progress to date (i.e., classes completed, current registration, needed classes, academic standing, and grade point average). In addition, the progress report will alert you to possible problems with academic status, GPA, grade errors, current registration, minimum registration requirements, time limit, and courses.

The Progress Report is updated by Graduate Studies three times a year (fall, winter, and spring). At the end of each of these semesters, you will receive an e-mail from the university giving you directions for accessing your Progress Report. It is important for you to check your Progress Report on a regular basis, so any errors can be promptly corrected.

Student Rating Report
The Office of Graduate Studies requires the department to monitor your progress and submit a student rating report at least twice each year. For each report, your graduate committee chair must evaluate your academic status as Satisfactory, Marginal, or Unsatisfactory based on the criteria listed below. In January and September of each year, your committee chair will complete the Student Rating Report form (see Appendix B: Student Rating Report), and will then report on your current progress in a graduate faculty meeting. With your chair, you will then discuss the rating and any actions you may need to take to improve your performance, and sign the form signifying that you have read and understood the evaluation. The department will report your current academic status to Graduate Studies and it will be recorded on your Graduate Progress Report on AIM.

Criteria for a Satisfactory rating include (a) successful completion of courses on your study list (maintaining a 3.0 GPA or better and earning at least a B- in each course); (b) regular contact (e.g., face-to-face meetings, email, telephone conversations) with your committee chair; (c) consistent progress toward completion of your thesis (e.g., prospectus, IRB clearance, data collection and analysis, written drafts, committee meetings/defense); (d) timely submission of required paperwork and forms (e.g., self-evaluations, study list, application for graduation).

If you receive two Unsatisfactory ratings, or an Unsatisfactory and Marginal in a row, your program of study will be terminated at the end of the semester. In order for you to be allowed to continue, the department must file a Petition for Exception with Graduate Studies presenting a convincing case that you be given another semester to demonstrate satisfactory progress. A copy of a contract to completion listing student and faculty responsibilities and a timeline must be attached. This document will include the signatures of you and your graduate committee. It is important to note that if the exception is granted, the original five-year deadline for completion of your degree will be shortened based on the contract to completion.
Student Self-Assessments

Twice a year, you will complete a self-assessment of your progress, and then use that self-assessment as a guide in a conversation with your graduate committee chair. Your chair will report on the self-assessment and conversation to the Graduate Faculty as part of the process of preparing your Student Rating Report (described above). Students who fail to complete a self-assessment and/or meet with their graduate committee chair may receive an Unsatisfactory rating on their Student Rating Report.

Course Grades

Your instructors will evaluate you as you complete your course work and your thesis. A minimum GPA of 3.0 in your graduate work is required to continue in any graduate program. No "D" credit may be applied toward your MA degree.

If your overall GPA on your Program of Study courses falls below 3.0 during your program, your case will be carefully reviewed by faculty and you may be dropped from the program. Further, a grade lower than B- in any course may result in a rating of Marginal on your Graduate Student Rating and a failing grade in any graduate class will result in a rating of Unsatisfactory.

Scholarly Writing Proficiency

Scholarly writing will play a major role in your graduate program at BYU, and many people will evaluate your writing ability. By attending carefully to feedback you receive from course professors and your graduate committee members, you will become better at communicating your ideas in clear, concise written language. If you need help in developing your writing proficiency, you should seek out that help. Expect to produce multiple drafts of major writing projects, recognizing that careful revising and editing is fundamental to the process of writing in an academic setting. Of course, to become a better writer, you must engage in the act of writing. Procrastinating written assignments leaves little time for refining your initial ideas and only makes things worse.

All writing within the department, including your thesis, is to conform to the Publication Manual of the American Psychological Association (6th ed.; APA). You must purchase a copy of this manual for use throughout your graduate program. APA style is required for all theses in the McKay School of Education, and is recommended by many professional journals in which education faculty and students publish the results of their work. These style guidelines should be used in the preparation of written class assignments, term papers, class projects, proposals, as well as your master’s thesis.

Graduate Student Enrollment in Religion Courses

Graduate students are eligible to attend religion courses on a space-available basis without incurring any additional tuition costs. To qualify for this privilege, do not formally register for a religion course. If you formally register, tuition will be assessed. Instead fill out ADV Form 6, Graduate Request for No-Cost/No Credit Religion Course. Note: No credits are earned or grades received. Details about this privilege are available from Graduate Studies, 105 FPH, (801) 422-4091.

Available Resources

Writing Assistance

Academic writing is challenging. Because this type of writing may be somewhat new to you, we suggest you begin early to improve your academic writing skill. Avail yourself of resources available through BYU or elsewhere:
• The BYU Writing Center is one place for you to obtain writing help. For information about tutorial appointments, online and video support materials, or obtaining online assistance, visit the Writing Center website at: http://writingcenter.byu.edu/

• BYU has provided an online general guide containing basic strategies and guidelines to help all students with the basics of academic writing. It is available online or as a PDF document that you can download and use as a reference (See http://writing.byu.edu/wac/brief-guide-writing). The bibliographic information for this guide is:


• The McKay School of Education has provided a similar online writing guide, but this one is tailored to the style of academic writing that will be expected of you as a graduate student. It is also available online as a document that you can download and use as a reference in your writing. (See Dissertation Aids.) Bibliographic information for this guide is:


BYU ID
Graduate students who are registered for at least 2.0 credit hours per semester or 1.0 credit hour per term receive a university activity card (ID card) and are eligible for all on-campus privileges afforded students who are registered full time (i.e., library privileges, on-campus employment, student housing, student insurance, intramurals, use of physical education facilities, graduate parking permits, and discount admission to sporting and cultural events). You can obtain your ID card at BYU ID Center (2310 WSC). You can access their website at http://idcenter.byu.edu/.

McKay Building Facilities
The second floor of the McKay Building (MCKB) is almost entirely available for department use. Faculty and secretarial offices are located in 205 MCKB on the second floor. A student lounge area containing several tables and vending machines is available on the first floor of the building. The Technology Education Computing lab (TEC Lab) is located on the first floor of the MCKB. It has approximately 6,000 sq. ft. of space and includes a computer lab and technology classroom. This facility is available for student and faculty use. See http://education.byu.edu/teclab for current information about the services and resources available. Conference rooms are also available in different locations in the MCKB.

Library
The Harold B. Lee Library (HBLL) at Brigham Young University is a remarkable resource to the entire university community. President Gordon B. Hinckley remarked, “A library is the very heart and substance of a university. Without access of vast quantities of information, neither faculty nor student can do an accurate job. It is the foundation of research. It is the source of information, both old and new. It is a place for the ever-present challenge to dig for knowledge beyond that which is given in the classroom.” (at the dedication of the addition to the HBLL, November 15, 2000)

The HBLL currently has more than 8 million items in its various collections including 3.3 million books, 27,000 journal titles, 250,000 maps, 3 million microfilms and more than 1 million photographs and prints. The library is 665,000 square feet in size, has seating for nearly 5,000 patrons including 800 computer stations, and is the equivalent of 2½ football fields from North to South. Over 15,000 patrons enter the building each day. Group study rooms of various sizes can be reserved through the library website (see http://lib.byu.edu/).
As a graduate student, you will do well to become acquainted with the variety of resources available through the HBLL, particularly the reference materials available through the library website [http://lib.byu.edu/](http://lib.byu.edu/).

The Education Librarian, Rachel Wadham, is knowledgeable about the availability of resources within the library, and the process for obtaining additional reference materials. She can be contacted by email at Rachel_wadham@byu.edu or by phone at 801-422-6780.

**Funding**

The department has limited funds available for graduate students. Some funds are made available for student tuition, reimbursement for required books, assistance with out-of-pocket costs for thesis research, and for graduate students to travel to conferences to present their work. The amount of funding varies from semester to semester. Receiving funding one semester does not guarantee funding for subsequent semesters. You will need to demonstrate that you are making satisfactory progress in your program to receive graduate funding. Those who receive ratings of Marginal or Unsatisfactory progress may not be eligible for graduate funding. The department will notify you when funds have been approved and/or allocated to your student account.

For additional information to help you locate other graduate grants and scholarships, see [http://www.byu.edu/gradstudies/grantsfellowships/grantsfellowships.php](http://www.byu.edu/gradstudies/grantsfellowships/grantsfellowships.php).

**Student loans.** Two types of student loans are available to graduate students who qualify: BYU loans (short-term; see [BYU Financial Aid](http://www.byu.edu/financialaid/)) and Federal Stafford Loans (see [BYU Financial Aid](http://www.byu.edu/financialaid/)). Only degree-seeking students who are making satisfactory academic progress will be considered for loan approval. International students are not eligible for Federal Stafford Loans.

**Research presentation awards.** Graduate Studies provides funding annually to assist qualified graduate students in presenting research and/or creative works at conferences or other forums. Research Presentation Award applications are solicited twice yearly, in Fall and Winter Semesters. If you present your research between January 1 and June 30, you apply at the beginning of Winter Semester. If you present between July 1 and December 31, apply at the beginning of Fall Semester. Interested students may complete a Research Presentation Award Application online at the Graduate Student Society page of the Graduate Studies website [http://gss.byu.edu/](http://gss.byu.edu/). Each application must be accompanied by an online recommendation completed by a professor of your choice. Each application is reviewed by members of the GSS Council and your graduate coordinator. Award recommendations are made to the Dean of Graduate Studies at the Graduate Studies website [http://gss.byu.edu/](http://gss.byu.edu/).

**Student Health Plan**

Graduate students with at least 9.0 credit hours per semester or 4.5 credit hours per term are automatically enrolled in the Student Health Plan. If you have health insurance and do not want to be enrolled in the BYU Student Health Plan, you will need to opt out by accessing your health insurance account through MyBYU (My financial center>My accounts> Health insurance). Graduate students with at least 2.0 hours of credit are eligible for student health insurance but are not automatically enrolled. Rates for all graduate students are not included in the price of tuition and fees, but require additional funds. Information describing the Student Health Center and the Student Health Plan is available from the Health Center (1750 North Wymount Terrace Drive) and online at [http://health.byu.edu/](http://health.byu.edu/).

**Graduate Student Society**

All BYU graduate students are automatically members of the BYU Graduate Student Society (BYUGSS), a university-wide organization that operates in conjunction with department organizations. Presiding officers work directly with the Assistant Dean of Graduate Studies to represent graduate student needs and concerns. The purposes of the BYUGSS are as follows:

- Enhance the graduate student culture by integrating graduate students into the larger BYU intellectual community
• Advise the Dean of Graduate Studies, Assistant Dean, and Graduate Council in matters of policy affecting graduate students
• Inform graduate students of research grants, seminars, and journals
• Advocate graduate students’ needs with administration
• Offer workshops on professional and academic topics
• Connect with department graduate student

The BYUGSS provides workshops and symposia throughout the year. They solicit proposals and recommend funding for research presentation awards provided by Graduate Studies. The BYUGSS Council, comprised of a student representative from each department, meets regularly to discuss the needs and concerns of graduate students. The BYUGSS Presidency consults with and makes recommendations to the Dean and Assistant Dean of Graduate Studies.

Your Thesis Research: Overview

A major element of your MA in Teacher Education program is the thesis. You will conduct an original research study as a culminating activity in your graduate program, and your thesis is the written report of your original research. The thesis generally provides an opportunity for a disciplined experience in observing, gathering, interpreting, and reporting data.

Your thesis work is completed under the direction of your graduate committee. Members of your committee, especially your chair, will help you at all stages of your research. Coursework across the program will also provide instruction and support as you engage in your thesis work.

A formal proposal, called the prospectus, and a final written report of the thesis is required (see sections below for details about writing both your prospectus and your thesis). By its excellence and uniqueness, your thesis research and writing experience impressively demonstrates your achievement, knowledge, and skills. Your research may be conducted in conjunction with your employment or other association in school settings.

Quality of Written Work

Both your prospectus and your thesis must be well written, and the thesis should lead directly to a publishable piece of work:

• The thesis topic should be one of consequence that makes substantial contributions to some aspect of education, and one that the graduate committee chair is well prepared to direct.

• The thesis must represent your own research.

• The written work and content is expected to be of high quality, demonstrating thoughtfulness, logical organization, control of academic writing style, and mature written expression.

• The quality of the written work is your responsibility, not that of the chair of your graduate committee or the committee members.

• Your chair and committee should encourage you to publish your work and assist you in your efforts to do so.

Graduate Committee Relationship During Research and Writing

In all stages of research and writing, you should maintain regular contact with your graduate committee, particularly the chair. They will provide guidance in such matters as selection of topic, research design, organization, direction, coherence, style, and formatting of your writing. Such contact may save the time and frustration of redoing work. It is
important to remember that your committee chair is willing to help you, but cannot do so without regular communication.

In your work with your committee, especially with your chair, be respectful of faculty members’ time. When you make appointments, keep them. When submitting your work for review, do not expect instantaneous feedback. Each faculty member will have preferences about such things as meeting schedule, mode of communication, and length of turnaround time for drafts. You should talk explicitly about the ways in which you can most effectively work together.

As you proceed through the process of planning, conducting and reporting your research, your written work will be reviewed many times and by many people. In each instance, the feedback you receive is intended to enhance your skill in academic writing and to improve the quality of your written work.

**Thesis Format Options**

There are two basic formats for a thesis in the Department of Teacher Education. The most commonly selected is the traditional *five-chapter format* described below. You also have the option of preparing a journal-ready manuscript as the centerpiece of your thesis. This option, also described below, is sometimes called the *hybrid format*. It combines the traditional thesis format with a journal-ready manuscript. You should discuss both options with your committee chair as you begin to design your thesis research, and consider your choice of thesis format throughout the process.

**Traditional thesis format: Five-chapter thesis.** The traditional five-chapter thesis contains a full reporting of your research. Traditionally, a thesis in this format consists of (a) *preliminary pages* (i.e., title page, abstract, acknowledgements, table of contents, list of tables and figures), (b) the *body of the thesis*, (c) a *reference list*, and (d) *appendices* to the body of the thesis (optional). The five chapters in the body of this format include (a) Introduction, (b) Review of the Literature, (c) Methodology, (d) Findings, and (d) Discussion.

**Hybrid thesis format: Journal-ready article.** The only alternative format to the traditional five-chapter format of a thesis approved by the McKay School of Education is the hybrid, or journal-ready article format. A journal-ready article (hybrid) thesis is similar in many ways to the traditional five-chapter thesis. It contains (a) *preliminary pages*, (b) a journal-ready article that serves as the *body* of your thesis, (c) a *reference list* for both the article and for the thesis, and (d) at least two required *appendices* (i.e., an extended literature review and a full method section if different from the methods section of the article). Sections in the body of the article will generally mirror the chapters in the five-chapter thesis format. Any additional findings not included in the article as part of your thesis are also included in an appendix. A more detailed description of the hybrid thesis format can be found in Appendix C: MSE Guidelines for the Journal-Ready Option.

If you choose the Hybrid format option, you will need to work closely with your chair to select an appropriate peer-reviewed professional journal as an outlet for your work, one with a solid scholarly reputation in the field related to your thesis research. You should then become familiar with recently published articles in the journal and examine the requirements and guidelines for contributors to that journal. Working within those guidelines, (e.g., manuscript length; significant contribution to the field; clarity of writing style; organization) prepare a manuscript reporting your thesis research that is of sufficient quality to be submitted to the editors for review.

**General Formatting Guidelines**

The *Publication Manual of the American Psychological Association* (6th ed.) is your primary source of information about how to format your thesis documents. Refer first to the APA manual for questions about formatting your academic writing. Graduate Studies and the McKay School of Education require only a few modifications to APA Style. You are responsible for the correct formatting of your documents. Attend to the following specific guidelines in both the prospectus and thesis:
• **Margins**
  - Margins must be one inch on all sides throughout the document.
  - Use a ragged right margin rather than a justified right margin. Using a justified margin alters the spacing of words in the document, and is not acceptable.

• **Font**
  - The font to be used is black, Times New Roman (not Times). This helps with the consistency of all papers from this department.
  - Font size should be 12 point for the body of your text, including titles and headings. You may use 10- or 11-point font within tables and figures when it facilitates the display of information. Table numbers and titles should still be 12-point font.
  - Do not use boldface fonts in the preliminary pages, including the Table of Contents. (note: Preliminary pages are all pages that precede the body of the work.)
  - In the body of your document, use boldface fonts in the headings as appropriate in APA style. (See p. 62 of the 6th edition of the APA manual for information about the use of boldface fonts in headings.)

• **Headings**
  - Use headings to help you organize your ideas and to communicate those ideas clearly to the reader. There are five possible formatting arrangements of headings that you will use to indicate levels of subordination of ideas in your text. (See p. 62 of the 6th edition of the APA manual.)
  - The title of each chapter in your document, the references, and appendices should be a level 1 heading. Subsequent headings should follow the progression as indicated in the 6th edition of the APA manual (See p. 62).

• **Spacing**
  - All text, including the reference list, is to be double-spaced. Only the abstract of your thesis is to be single-spaced. (note: some of the elements of tables and figures are to be single-spaced in APA style.)
  - Avoid adding blank lines that cause extra white space in your document. This includes extra lines after tables or figures and between paragraphs.
  - Indentation for paragraphs should be set at ½ inch.

• **Page numbers**
  - Page numbers are to appear in the upper right-hand corner of all pages where numbers are required.
  - Use lower-case Roman numerals (iv, v, etc.) on the appropriate preliminary pages and Arabic numerals (1, 2, 3, etc.) beginning with number 1 on the first page of the body of the document. Number all remaining pages consecutively, including References and Appendices. (if you have any) in the consecutive numbering.
  - Preliminary pages are to be counted in the pagination and, except for the first three preliminary pages, numbered with lowercase Roman numerals. (Begin numbering on the Table of Contents with either iii—if no acknowledgement page is included—or iv—if an acknowledgement page is included.)
  - Begin each chapter of the document, the references, and each of your appendices on a new page.

• **Other general formatting guidelines**
  - Do not use a running head in the preliminary pages or the body of the document.
  - Widow and orphan lines are not allowed. These are single lines of text (including headings) at either the bottom or the top of a page.
  - In the reference section, a single reference must not extend from the bottom of one page to the top of the next. In other words, individual references must appear on only one page.
Use complete names (including initials) for the professors on the title page and the optional signature page of your prospectus and thesis (e.g., Leigh K. Smith, Kendra M. Hall-Kenyon, Timothy G. Morrison). Your name on the cover sheet of your thesis must match your University Record.

The date on your prospectus is the month and year the prospectus is approved by the department. The date on your thesis is the month and year the thesis is approved by the Dean’s office as evidenced a Dean’s signature on Form 8d. There should be no comma between the month and year.

The Prospectus: Planning Your Research

Prior to undertaking intensive research work on your thesis, you will prepare a proposal for the study called a prospectus. This document lays the foundation for your thesis research and should reflect careful consideration of theoretical and methodological aspects of your thesis.

Purpose of the Prospectus

Intended to eliminate major problems in your research, the prospectus is a written proposal submitted to the department, which is carefully reviewed by your graduate committee and the department graduate coordinator. Because the prospectus is a proposal for research that has not yet been conducted, use future tense in preparing this document. Once the prospectus is approved, it serves as a contract of sorts for your thesis work.

Content of the Prospectus

Your prospectus will include preliminary pages, an introduction to your research, an extended literature review, a description of your research method, and a reference list of works cited in the prospectus. Depending upon your study, you may also include appendices in the prospectus. Whether you intend to produce a traditional five-chapter thesis or a hybrid (journal-ready article) format thesis, your prospectus should adhere to the following guidelines.

Preliminary pages. Preliminary pages for the prospectus include the title page, a table of contents, and a list of tables and figures (if needed). See Appendix D for sample preliminary pages to a prospectus.

- **Title page.** The title page of the prospectus includes the title of the project, the author's name, the degree requirement being fulfilled, the name and location of the university awarding the degree, and the month and year of submission of the prospectus. The title should be brief, and at the same time it should describe the purpose of the study as clearly as possible.

- **Table of contents.** The prospectus needs a table of contents. Contents are listed in the following order: (a) Table of Contents, (b) List of Tables and List of Figures, (c) chapter titles and headings used in the body of the prospectus for chapters 1-3, (d) reference list, (e) appendices if included in the prospectus, and (f) timeline. Include heading levels 1-3 in the table of contents, and see that the page numbers are right justified.

- **List of tables and figures.** Tables and figures are not always included in a prospectus. If your study requires such support material, include a listing of them on a separate page immediately following the Table of Contents. (See APA guidelines for preparing tables and figures.)

Body of the prospectus. The body of the prospectus consists of three chapters: Chapter 1: Introduction, Chapter 2: Review of Literature, and Chapter 3: Methods. See Appendix E for sample headings found in the body of a prospectus.

- **Chapter 1: Introduction.** Chapter 1 of the prospectus provides the reader with background for your research. This section typically consists of five sections, (a) a statement of the problem, (b) a statement of the purpose,
(c) research questions or hypotheses, (d) limitations, and (e) definition of terms. These sections are typical, and may be adapted to fit your particular research study.

- **Statement of the problem.** Provide the reader with a context for your research. Write a statement of the problem that generally describes the phenomenon, the variable(s), or the construct(s) under investigation. Define the phenomenon, the variables, or the constructs under investigation in operational terms as plainly as you can at the outset of the research. An exception would be if you were conducting an ethnographic study, where elements to be investigated are not necessarily specified from the outset of the research. The statement of the problem in all types of studies should be accompanied by a presentation of the background of the problem and should highlight the importance of the problem. This section provides the rationale for conducting the study and builds an argument for your study.

- **Statement of the purpose.** Clearly state the intent of the study and how it will address the problem you have identified. Also, explain how it will extend the body of knowledge in the field it addresses. The statement of purpose provides justification for the study by explaining how your research addresses the problem you have identified. This section need not be lengthy, but should lead to the research questions or hypothesis(es) you will address in your study.

- **Research questions or statement of the hypothesis(es).** Your choice to use hypotheses or research questions will depend upon the type of study you are undertaking. Generally an experimental design will have hypotheses. A descriptive or an evaluation study will have research questions. A qualitative study will also have research questions or objectives.

  Be as clear and concise as possible when you state the question(s) your study is attempting to answer. Your questions will focus the study, and all sections will align with these questions.

  If you write a hypothesis, make the relationship (or differences) between variables explicit, and define those variables in operational terms. If your study is investigating more than one set of variables you need a research hypothesis for each set of variables.

- **Limitations.** Each research study has limitations. Describe the factors in your proposed study that you (the researcher) cannot control. For example, you cannot typically control the ability levels or other characteristics of students who populate two classrooms you plan to compare.

- **Definition of terms.** This section will vary depending on your particular topic and theoretical frame. It may not be necessary at all for your study. However, include this section if you find that you need to define for the reader particular terms or constructs important to the proposed study, and that such definitions are best provided explicitly. Do not turn this section into an extensive glossary of terms used in the thesis. Rather, identify key terms that might cause confusion, words that might have commonly understood meanings that differ from your intended meaning, or terms that may be used in a variety of ways in the research literature.

- **Chapter 2: Review of literature.** Your review of literature should describe what is already known about your problem. Do not write a series of abstracts, connected quotes, nor annotations. Rather, analyze the literature, paying close attention to the relationships and differences among relevant studies and other reputable literature. Present a critical, integrative discussion of previously completed research related to your problem, carefully citing your sources.

  In your literature review, identify and clarify unresolved issues that need further study. In this way, Chapter 2 of your prospectus supports and clarifies the introduction to your research found in Chapter 1. It may also build background for the methodology you will describe in Chapter 3. One way to do this is to craft a review
of literature that flows from the general to the specific, discussing the broadest, or least-related ideas first and more closely related references last.

Your literature review for your prospectus should be thorough, and demonstrate that you have read and reflected on the existing literature in sufficient depth to ground your proposed research. It is very likely that that your review of literature will continue to develop as your research unfolds.

- **Chapter 3: Method.** In the method section, describe in detail how you plan to conduct the study. Your description will enable your committee to evaluate the appropriateness of your method. You should provide the reader with sufficient detail about your method to allow replication of the study if desired.

Divide the method section into labeled subsections. Consider the following subsections carefully when writing Chapter 3 of your prospectus. Depending on the research tradition you choose to follow, you may alter the terminology or change the order of presentation to suit clear communication. Delete a section only when it clearly does not apply to your proposed study.

  - **Context.** In most studies, it is important to understand the place, time, and circumstances surrounding the study, including the participants and researchers. If you plan to conduct your research in a school or a school-related setting, you will need to provide background information to contextualize your proposal for your readers. The ways in which you present details about the context of your study, however, must not breach the confidentiality agreements you will make with any participants.

  - **Participants.** Define and describe the individuals in your study. If your participants will be chosen to represent a larger population, describe the target and available populations from which your sample will be selected. Include pertinent information about your participants. Depending on the type of study you have designed you will need to include various characteristics (e.g., age, grade level, ability level, socioeconomic status).

    You may describe the method you will use in selecting the sample (participants) here or in the procedure section, whichever seems to work best for your study. In either case, be very specific. For an experimental design, report information about any variables that might be related to performance on the dependent variable.

  - **Data sources.** Many factors will dictate the types of data you will need to answer your research questions. Disclose in as much detail as possible the quantitative (numerical) and the qualitative (non-numeric) information you will employ in your research. Consider the idea that in some studies the observer might serve as an instrument of data collection. If that is the case, describe the observer, giving details such as gender, appropriate experience and background, and potential biases that the observer may have that may be relevant to the study. If this information is extensive, you may decide to include it in an appendix in order to preserve the flow of Chapter 3 of the prospectus.

    Describe each instrument you will use to collect data pertinent to the study (e.g., test, questionnaire, interview form, observation form). Describe the function of the instrument in the study, what the instrument is intended to measure, and report data related to validity and reliability of each instrument. Report advantages and disadvantages of each instrument and your rationale for selecting it over others that you may have considered.

    If you intend to develop an instrument as part of your study, your description needs to relate details about the way you will develop it, including the literature or other sources that will inform the process, along with validity and reliability studies you expect to do on the instrument. Describe procedures for piloting and revising the instrument.
Design. You should identify the name and description of the basic design or variation of a basic design you plan to employ in your study (e.g., correlational study, quasi-experiment, experiment, survey, case study, narrative). Include a rationale for your selection of the design, a discussion of sources of invalidity associated with the design, and how you intend to minimize these sources in the study you propose. Identify the research tradition that most closely aligns with your study and give a description of its characteristics as well as your rationale for your selection. Include information about how you have enhanced the trustworthiness of the findings of your study.

Procedures. Describe each step you plan to follow in conducting your study in chronological order, in sufficient detail to permit the study to be replicated by another researcher. If you have not done so already, tell how you will select your participants, assign them to groups, or other pertinent details. Describe time and conditions of pretest administration (if appropriate), followed by a detailed explanation of the study itself.

Data analysis. Describe in as much detail as you can the steps you will follow in analyzing qualitative data. If you plan to use a priori categories in your analysis, explain where those categories originated and how you will use them to make sense of your data. Include your plans for increasing the reliability/trustworthiness of your coding (e.g., using a second coder to validate coding of a portion of the data).

Delimitations. Choices that set the boundaries of your study are the delimitations of your research. Unlike the limitations of your study, these decisions are under your control. In this section, include a brief explanation of research decisions such as the scope of your study, your selection of research context or participants, research design, or other elements of your study that might be significant to the reader, particularly if there are reasonable alternatives to your choices.

References. List all the sources that appear in the written prospectus in alphabetical order by the first letter of the last name of the first author. Every source cited in the report must be included in the references, and every entry listed in the references must appear in the body of the paper. Use the Publication Manual of the American Psychological Association (6th ed.) as a guide in formatting the references. See Appendix F for examples of various types of sources in a reference list. Note: if you use an electronic research management tool (e.g., RefWorks, EndNote), you cannot rely solely on the program to generate your reference list correctly. You are ultimately responsible for the APA formatting of your citations and references.

Appendices. If you have data collection instruments, forms, lesson plans, informed consent or assent letters, or other related information your committee will need in order to evaluate your research proposal, include them as appendices to the prospectus. In your prospectus, there may be no need for any appendices. On the other hand, you may find that there are documents or other items that would disrupt the flow of the writing if you included them in the body of the prospectus, and yet you want to provide access to those items to enhance the clarity of your proposal.

Timeline. The purpose of the timeline is to help you think through the phases of the project and the time it will require to complete these phases. It also enables the members of your graduate committee to review your plan and help you make realistic estimates of how long activities will take.
List the major activities or phases of the proposed research, and project an expected completion time for each activity. You may use any format for your timeline. One timeline format that has proven helpful for other graduate students is included in Appendix G.

**Obtaining Approval of Your Prospectus**

Once you have prepared your prospectus, there are several levels of approval required before you can begin your research. See Appendix H for a listing of six steps for beginning your thesis research.

**Prospectus meeting and department approval.** You and the chair of your graduate committee should determine when you are ready to present your research proposal (your prospectus) to your committee for critique and approval. At that time, it will be your responsibility to negotiate a time for a prospectus meeting and to provide a reading copy of your prospectus to each committee member well in advance of the prospectus meeting.

At the prospectus meeting, your graduate committee will review your proposal and give you helpful feedback to make the study better. The committee must approve your prospectus before you can begin to carry out the study. During or after the prospectus meeting, when the committee determines that your prospectus is sufficiently developed, obtain all signatures required on the Department Prospectus Approval Form (see Appendix I for a copy of the Department Prospectus Approval form), and submit the form along with an electronic and a hard copy of your prospectus to the graduate coordinator for department approval. Once the prospectus has been approved by the department, the hard copy will remain in your file in the department office as a record of your approved proposal.

At this level of review, the committee and the graduate coordinator will evaluate the prospectus in light of the following:

- clearly articulated rationale for your study
- coherent and sufficiently extensive review of professional literature relevant to your topic
- realistic and clear research question(s) or hypotheses
- research method matched to the question(s) you have posed or hypotheses you have formulated
- feasible timeline for completing your thesis research
- appropriate formatting of the prospectus

**Institutional Review Board approval for the use of human subjects.** Many (but not all) thesis studies involve the use of human subjects (participants). If data for your research are to be generated through interactions (e.g., observation, survey, interview) with either children or adults in any setting, you will be required to obtain approval from the university’s Institutional Review Board (IRB). Prior to submitting your IRB application, you must complete training through Collaborative IRB Training Initiative (CITI). Select the option for “Social & Behavioral Research Investigators” and complete all required modules.

If your study involves human subjects, you must NOT begin data collection until you have received clearance from IRB. Prior to data collection you will prepare an IRB applications. Application materials and other information about IRB clearance can be found on the IRB website at https://orca.byu.edu/irb/index.php. Submit one (1) printed unstapled copy of your Application for Human Subjects to the Office of Research and Creative Activity (ORCA, A-285 ASB). Consult with the chair of your graduate committee in preparing to submit your IRB application.
School and district approval. For research conducted in school settings in any of the BYU-Public School Partnerships (and likely in other school districts, as well), you will need to obtain permission to conduct research in that district. Contact the district office for procedures required in that district. You will also need permission of the principal of any school where you intend to conduct research.

Implementing your prospectus. Following approval of your prospectus, execute your proposed research, allowing yourself ample time for data analysis and writing up the results of your research. During the implementation of your proposal, including data collection and data analysis, maintain close contact with your thesis chair. Depending on the particulars of your study, the time devoted to implementation will vary.

The Thesis: Reporting Your Research

Clarity in writing should govern the content and formatting of your thesis. Do not use a past work submitted to your department as your guide. Rather, refer to current standards and guidelines, and check your work carefully against these university documents before submitting your thesis to your committee, department, and the Dean’s Office for final approval.

Planning ahead is an important tool for completing your thesis. Setting forth a reasonable plan for the writing of your thesis, then pacing yourself through that plan will increase your chances of finishing your thesis on time. Allow ample time for analyzing data and writing your report with enough time to meet the Graduate Studies submission deadline for your intended graduation date. Refer to Form ADV 8 available on the Graduate Studies website at [https://graduatestudies.byu.edu/content/advisement-forms-adv](https://graduatestudies.byu.edu/content/advisement-forms-adv) for the current deadline dates.

Writing your thesis is an iterative process of writing and revising that will result in multiple drafts of your work. For some, that process may begin even as data collection continues. For others, the majority of the writing will occur at the end of the study. Whatever your situation, you would be wise to write as much as you can as soon as you can. This will not only reduce the amount of writing you have left to do at the end of your study, but it will also reduce your anxiety about the overall task to be done. Sharing the early products of your work with your committee chair will alert you to problems early in the writing process while making adjustments is easier.

Your prospectus will serve as a base for your thesis, but you will need to update all three chapters to reflect your current knowledge and the ways your research actually unfolded. For example, your literature review should continue to evolve as the research process proceeds, and the methods section of your thesis must reflect refinements or changes you made to the procedures in your prospectus. You will also need to report the results of your study and discuss your findings in two final chapters. Because the thesis is a report of research that has already been conducted, use past tense when referring to background, methods and procedures of your study.

Content of the Traditional Five-Chapter Thesis

While your thesis may vary slightly in the organization of your ideas, the following sections should appear in your document.

Preliminary pages. Preliminary pages of the five-chapter thesis generally follow the same format as those of the prospectus, although there are additional pages that were not required as part of your prospectus. Graduate Form ADV 11 provides a list of the university’s formatting requirements, along with useful links to YouTube videos that provide training in how to format your thesis as well as a link to a template (ADV Form 11b) you can use to format the preliminary pages of your thesis. (See Appendix J for a copy of ADV Form 11). The formatting of preliminary pages, including numbering the pages, is governed by university guidelines, so you must attend carefully to those guidelines. These preliminary pages are essentially the same for both traditional and hybrid thesis formats.
• **Title page.** The title page of the thesis is similar to that of the prospectus, but includes the names of your committee and your copyright information. **ADV Form 11b** is a PDF document containing a template for the preliminary pages. Use your official name as it appears on university records, and see that there is an exact match between your name on the author line and the copyright line.

• **Abstract page.** The abstract is a summary of your thesis with emphasis on the findings of the study. Your abstract must be 350 words or less, and fit on a single page. The abstract is single-spaced and printed in the same font and size as the rest of the work. At the bottom of the abstract page, include no more than six keywords. These should be words that are indexed through ERIC at [http://eric.ed.gov/](http://eric.ed.gov/), words that would help someone locate your work when doing a topical search in a database.

• **Acknowledgements page.** You may wish to express appreciation to those who have helped you in your graduate studies. The content of this page allows for individual expression, but should be simple and in good taste. This page is optional.

• **Table of contents.** The contents, order, and formatting of the table of contents is the same for the prospectus and the thesis, however, there is no timeline in the thesis. Include all headings level 1-3 in the table of contents in your thesis. Indent subheadings under their respective headings, and see that the page numbers are right justified.

• **List of tables and figures.** If your study requires tables and/or figures as support material, include a listing of the tables, then the figures, on a separate page for each list. These are placed immediately following the Table of Contents.

**Body of the thesis.** For a traditional five-chapter thesis, the body of the thesis contains: Chapter 1: Introduction, Chapter 2: Review of Literature, Chapter 3: Method, Chapter 4: Findings and Chapter 5: Discussion. The content of Chapters 1–3 will be essentially the same as for the prospectus, so a description of those chapters will not be repeated here. See description of the contents of the prospectus beginning on p. 12 of this handbook for details.

You will need to update Chapters 1–3 to reflect the new understandings you have developed as your study has unfolded. You will likely need to adjust (e.g., extend, shift focus, refine) your review of the literature based on your experiences in data collection and analysis. You will also need to revise your methods chapter, substituting past tense for future tense and providing additional detail about your context, participants, and procedures as they actually occurred.

In addition to updating the content of your prospectus, you will need to prepare the following chapters:

• **Chapter 4: Findings.** In the findings section of your thesis you will report what you learned through your study. Your research question(s) should guide your presentation of the results of your research. Clearly describe what you found about each question.

The organization of your findings is very important to the clarity of your report. Use headings and subheadings to alert the reader about the structure of your written report. Subheadings within a given section should be grammatically parallel. Do not use a single subhead within a section—you need at least two subheads within any given section of your findings. It is not necessary to have the same number of heading levels for each section of your thesis. The format for all headings should follow the guidelines of the *Publication Manual of the American Psychological Association* (6th ed.).

The design of your study and the method you select to address your research questions will influence the structure and content of the findings section. If your study is qualitative, you will need to provide sufficient detail about the context of your findings, present examples or quotes, or use other means to establish the trustworthiness of your findings. If your study is quantitative, you will need to present the results of the
statistical techniques that were applied to the data and the results of each analysis. Include appropriate descriptive and inferential statistics to clearly convey your findings. For each statistical hypothesis make a summary of findings and a statement indicating whether the hypothesis was supported or not. Do not report conclusions or recommendations in this chapter.

Use tables or figures to present findings in summary or graph form only if the tables or figures add clarity to the presentation. (See APA guidelines for preparing tables and figures.) Be cautious when deciding how many tables or figures you include in your thesis. The purpose of any graphical element is to facilitate understanding of your ideas, so you should carefully consider the contribution of each table or figure. Graphic displays should supplement rather than duplicate information in the text.

Tables usually present numerical data in rows and columns and may include descriptive statistics, such as means and standard deviations, and the results of tests of significance. Other tables may include exclusively verbal information. In either case, tables should facilitate comparison and reveal relationships.

Figures are any non-tabular presentation of information such as a diagram or chart. Figures in the results sections are usually graphical presentations of data. Figures and tables must follow guidelines found in the Publication Manual of the American Psychological Association (6th ed.).

An important point to remember is that the narrative in the findings section should refer to each figure or table and draw the readers’ attention to important aspects of the findings reported there. Always tell the reader what to look for in tables and figures and provide sufficient explanation to make them readily intelligible.

Tables and figures should be inserted into the text as closely as possible following the paragraph containing the first reference to that table or figure. If there is insufficient space for the entire table or figure immediately following the paragraph in which you first refer to it, you should insert the table or figure at the end of the first paragraph on the following page. If you refer several times to the same table, you need only include the table or figure after the first reference to it.

**Chapter 5: Discussion.** In the discussion section of your thesis, interpret the results of your study, draw conclusions and implications, and make recommendations. Also discuss the theoretical and practical implications of the findings and make recommendations for future action. In this part of the report you may express ideas, explore opinions, and examine implications of your study in more breadth. You may want to discuss possible revisions or additions to existing theory and encourage future studies designed to extend theories in ways suggested by your findings. In this section of the thesis, you may also discuss any unforeseen events which occurred which might have affected the results in terms of their seriousness and probable consequences.

You may find it helpful to discuss your findings in light of your original hypothesis(es) or research questions. You should also discuss your findings as they relate to previous results obtained by researchers in other studies. It is often useful, then, to explore congruence and/or contrasts with the existing literature.

It is easy to stretch beyond the findings of your study in the discussion section. Do not over-generalize your findings or draw conclusions that are not supported by the evidence of your study. Similarly, do not wander into a discussion of issues or topics that might be related to your research, but are not directly drawn from your evidence. Keep your discussion directly tied to the findings of your study.

In Chapter 5, also discuss implications of your findings for educational practice. The implications of your study may be difficult to identify. When searching for implications of your work, you might find it helpful to ask yourself “so what?” or “who cares?” questions.
It is common to end Chapter 5 with recommendations. Depending on your topic and the method used in your study, your recommendations might focus on practices, policies, or other education-related areas of interest. Share any insights regarding ways to improve procedures so that other researchers may profit from your experiences. Recommendations can take the form of calls for future research, suggesting next-step studies designed to investigate another dimension of the problem you investigated. You can suggest studies designed to replicate your study in other settings, with other subjects, and in other critical areas, in order to extend the application of your findings.

References. Just as in the prospectus, you should list in the reference section all the sources that you directly used in writing your thesis. See that every source cited in the body of the thesis is included in the references, and every entry listed in the references appears in the body of the paper. When you have finished writing all sections of the thesis, you should check to see that this correspondence is still correct. Because your work will proceed through many iterations, it will be easy to overlook new references you have added or those you have omitted in the process. As in every other phase of the thesis process, use the *Publication Manual of the American Psychological Association* (6th ed.) as a guide in typing references. Do not include secondary sources in the reference list.

Appendices. You may include appendices in your thesis, but these are not required in the traditional five-chapter thesis as they are in the hybrid journal-ready article thesis option. Appendices include information and data related to the study that either are not sufficiently integral to the study to be included in the main body of the report, or are too lengthy. Documents or other items should be placed in an appendix when they would disrupt the flow of the writing if you included them in the body of the prospectus, and yet you want to provide access to those items.

It should be noted that not every piece of documentation related to your project should be included in the appendices. Select items carefully. Worksheets, records of calculations, printouts, or similar items may be carefully filed away for future reference, but need not always be included in an appendix.

Content of the Hybrid Journal-Ready Article Thesis
The content of the hybrid journal-ready article thesis varies slightly from the traditional five-chapter thesis. (See Appendix C for a copy of the MSE Guidelines for the Journal-Ready Option.) The following sections should be included:

Preliminary pages. Preliminary pages of the journal-ready article thesis follow a similar format as those of the traditional five-chapter thesis (see description of preliminary pages above).

- **Title page.** The title page of the journal-ready article thesis is similar to that of your prospectus, and identical to that of the traditional five-chapter thesis. It includes the names of your committee and your copyright information. *ADV Form 11b* is a PDF document containing a template for the preliminary pages. Use your official name as it appears on university records, and see that there is an exact match between your name on the author line and the copyright line.

- **Abstract page.** The abstract in the preliminary pages of the hybrid journal-ready article thesis should summarize the entire thesis, including the appendices containing the Review of Literature and the expanded Methods. This will likely overlap the abstract you will submit to the journal as part of your manuscript, but will be more extensive. As in the five-chapter thesis, your abstract must be 350 words or less, and fit on a single page. The abstract is single-spaced and printed in the same font and size as the rest of the work. At the bottom of the abstract page, include no more than six keywords. These should be words that are indexed through ERIC at [http://eric.ed.gov/](http://eric.ed.gov/), words that would help someone locate your work when doing a topical search in a data base.
• **Acknowledgements page.** The acknowledgements page of the journal-ready article thesis is identical to that of the traditional five-chapter thesis. Here, you may express appreciation to those who have helped you in your graduate studies. The content of this page allows for individual expression, but should be simple and in good taste. This page is optional.

• **Table of contents.** The content, order, and numbering of the table of contents for the journal-ready article thesis is slightly different than that of the traditional five-chapter. See **Appendix K** for a sample **Table of Contents for a journal-ready article thesis** format.

• **List of tables and figures.** The lists of tables and figures of the journal-ready article thesis are identical to that of the traditional five-chapter thesis (see description above). Include all headings level 1-3 in the table of contents in your thesis. Indent subheadings under their respective headings, and see that the page numbers are right justified. List tables and figures found in both the journal-ready article as well as any additional tables and figures appearing in the appendices of the thesis.

**Body of the thesis.** Page 1 of the body of the journal-ready thesis is a “Description of Structure and Content.” Begin use of Arabic numbers in the upper right-hand corner on this page. Describe the structure of your thesis here. Explain the hybrid format (e.g., that the preliminary pages reflect requirements for submission to the university; that the thesis report is presented as a journal article, and conforms to length and style requirements for submitting to your selected journal). Include information about the journal; explain that the literature review is included in Appendix A and that this thesis format contains two reference lists—the first reference containing references included in the journal-ready article only and the second includes additional citations used in the Appendix entitled “Review of the Literature.” You may want to comment on how the content of your thesis fits within current research/practice in the field. You will want to refer your readers to your other appendices on this page. (Consult with your chair about referring to your appendices in your journal-ready article as well. If you do that, you will have to remove references to the appendices when you submit your manuscript.)

The body of the journal-ready article thesis is the manuscript you have prepared for submission. Regardless of the style required by the journal you have selected (e.g., MLA, Chicago), your thesis must adhere to the style guidelines for headings, citations, and formatting of tables and figures found in the *Publication Manual of the American Psychological Association* (6th ed.). You can make adjustments to the style of your manuscript prior to submitting it for review. See that the article meets the guidelines for publication in the targeted journal, including organization, clarity, writing style contribution to the field, and page length. Headings in the body of the article should include two to four levels in APA style. Be sure headings accurately represent what will be covered in each section. Do not use questions or complete sentences as headings.

Include the abstract you will submit with your manuscript on the page following the Description of Structure and Content if it is different from the thesis abstract. Begin the journal-ready article with a heading (e.g., title of article, background, context) to signal the start of the body of the thesis.

**Reference list.** The reference list placed in the article will include only the sources cited in the article. As with other parts of the article, format the references using APA formatting. You will attach a second reference list that includes only references in the appendices that were not included in the article’s reference list.

**Appendices.** An in-depth review of literature must be included in the journal-ready thesis. Label this literature review as Appendix A. The extended description of your research method should be included as Appendix B. This section will be informed by Chapter 3 of your prospectus, but will be presented in past tense. Include additional detail about your method and procedures that unfolded as your research proceeded.

A reference list entitled “Thesis References” should be part of Appendix A. This list should contain entries for literature used in the extended literature review that does not appear in the previous reference list, including any references cited
in the overall abstract, the Description of Structure and Content, other appendices, and other places not included within the journal-ready article.

**Review of Your Thesis**

Once you have prepared a draft of your entire thesis, there are several levels of review of your work. Your chair, your thesis committee, the department graduate coordinator and the MSE associate dean will all review your thesis, some multiple times. With each review there will be forms to be signed and deadlines to meet. The details can be confusing, but your chair can help you work through the review process step by step. For additional help in tracking the steps in the approval process see **Appendix L: Ten Steps for Finishing Your MA** in the Department of Teacher Education. To locate university deadlines related to your graduation, see the current version of ADV Form 8 at [https://graduatestudies.byu.edu/content/advisement-forms-adv](https://graduatestudies.byu.edu/content/advisement-forms-adv)

**Pre-defense meeting.** When you and the chair of your graduate committee determine that you are nearing completion of your thesis, you will confer with your committee in a meeting called the *pre-defense meeting*. The purpose of the pre-defense meeting is to examine the findings and discussion chapters of your thesis and to determine if you are ready for the final defense of your thesis. Your graduate committee will provide feedback and guidance in the final stages of preparing your full thesis. You may not schedule a final defense of your thesis until you have held a pre-defense meeting.

During the pre-defense meeting, committee members will focus on both the content of your thesis and your formatting of the document. In addition to the criteria applied to the prospectus, committee members will evaluate the clarity, organization, depth and coherence of the results or findings of your study, as well as the grammar, punctuation, style and quality of your writing throughout the document. Your committee will also focus on the discussion section of your thesis, including your conclusions, implications, and recommendations. Allow enough time following your pre-defense meeting to revise your work and prepare the *reading copy* of your thesis well in advance of the published university deadlines. The reading copy is the copy you will provide to your graduate committee members prior to the final defense of your thesis.

**Clearance to schedule the thesis defense.** When you have made any changes required by the committee and you and your committee determine that you are ready to schedule the final defense of your thesis, usually referred to as the *thesis defense*, obtain their signatures on ADV Form 8c. (See **Appendix M** for a copy of **ADV Form 8c**.) Note: Members of the committee sometimes sign this form at the end of the data review meeting if they determine that your thesis is close to meeting the standards expected of the reading copy. In that case, the chair of your committee will not sign the form until you have applied the suggestions or made the changes required by the committee at your data review meeting.

Submit an electronic and a hard copy of your thesis to the department graduate coordinator, along with the **ADV Form 8c** signed by your graduate committee. The graduate coordinator will review the thesis for formatting and sign **ADV Form 8c**. At that point you are cleared to officially schedule your thesis defense. It is your responsibility to contact each member of your graduate committee to find a suitable time to hold the defense. You must also schedule a room for that defense with the assistance of your chair and the department graduate secretary. *Note: you cannot schedule your thesis defense until you have applied for graduation online*. Go to [MyBYU](https://mybyu.byu.edu) to apply.

When the department graduate coordinator has signed **ADV Form 8c**, the department graduate program manager will notify Graduate Studies of the date of your final defense of the thesis. *This notification MUST occur at least two weeks in advance of the defense date.* The hard copy of the thesis you provide will be placed in your file and will be made available to interested individuals not on your committee for review prior to the defense.

**Final defense of the thesis.** Two weeks prior to your scheduled defense, provide each member of your committee with a hard copy of the reading copy of your thesis. The committee members will carefully review your work prior to the
date of the defense. They will evaluate the thesis for both content and format.

The final examination or the defense of the thesis is a public meeting. This means that other faculty members, students, or others are welcome to attend the meeting, to listen to the presentation, and to ask questions or make comments during your presentation of your thesis research. The meeting is conducted by the chair of your graduate committee who calls the meeting to order and oversees the proceedings. Commonly, your chair will ask you to make a short presentation of your study, and invite you to make a thoughtful statement about how the program and coursework has impacted your professional knowledge and practice.

After your presentation, guests will be dismissed and the members of your graduate committee will ask you questions about your work. Once questions have been asked and answered, you will be asked to leave the room while the graduate committee deliberates about your performance. Committee members vote to (a) pass, (b) pass with qualifications, (c) require modifications, (d) recess, or (e) fail. Once the decision has been made, you and your guests will be invited back into the room to discuss the decision and recommendations. If the changes required by your committee are relatively minor, committee members (except the chair) may opt to sign ADV Form 8d at the conclusion of the thesis defense meeting (See Appendix N for a copy of ADV form 8d). Your committee chair should retain the signed ADV Form 8d until you have made all required changes and the thesis is ready for further review. At that time, the chair will sign.

**Department and MSE review.** Submit the signed ADV Form 8d, a completed copy of the two-page checklist found in the MSE Thesis Checklist document (required by MSE), along with an electronic copy of your thesis to the department graduate coordinator. The department graduate coordinator will review the thesis, this time for content as well as for format. (see Appendix O for a copy of the MSE Thesis Checklist document.)

Once you have completed any changes required by the department graduate coordinator, and he/she has signed ADV Form 8d, you will submit the signed ADV Form 8d, a completed copy of the MSE Thesis Checklist, and a paper copy of your thesis to the Dean’s Office for approval. Again, once you have completed any changes required by the associate dean, she will sign ADV Form 8d, and you are then ready to submit your thesis electronically for final approval.

**ETD approval.** Prepare a PDF version of your thesis and upload it to the university electronic thesis and dissertation (ETD) website (http://etd.byu.edu). You can find helpful guidelines and links to a series of YouTube videos to help you prepare your ETD on ADV Form 11. Once your ETD has been submitted, you will receive electronic notification of each step in the ETD approval process. If your ETD is disapproved at any level of the review, you will need to remove your document from the website, make corrections, then upload it again to the ETD website for a new round of reviews.

You will be notified when the department graduate coordinator and the associate dean have approved the ETD. Once you have final approval, take the signed ADV Form 8d, and a hard copy of your title page to the Graduate Studies Office in 105 FPH. Your thesis will then be complete.

Bound copies of your thesis are not required by the university or the department, but you may opt to prepare a bound copy for yourself or others. The chair of your graduate committee might appreciate receiving a bound copy of the thesis, so you may wish to discuss that with your chair as you prepare final copies of the thesis. Information on how to order bound copies of your thesis can be found on the final page of ADV Form 11.

**Application for Graduation**

Graduate Studies sets the deadline to apply for graduation. These deadlines vary from year to year. Exact deadlines can be found on the current ADV Form 8 available on the Graduate Studies website (see
https://graduatestudies.byu.edu). You must apply for graduation before you schedule your final oral examination of your thesis. The usual deadlines for applying for graduation are:

- December graduation—September
- April graduation—January
- June graduation—April
- August graduation—May

Apply for graduation through MyBYU (School>Apply for Graduation). The GRADAPP page will appear and you should read it carefully. Click on the link to review your graduate Progress Report and make sure it is correct, and type in your name exactly the way you would like it to appear on your diploma. Click on Submit Application to complete the process. You must have a valid ecclesiastical endorsement to apply for graduation. Applications received after the deadlines will be processed for the next graduation, and students who do not meet graduation deadlines will be withdrawn from graduation and must reapply. When ordering your cap, gown, and hood for graduation ceremonies, see that your hood and tassel are white. This is the appropriate color for the MA degree. Probably because your degree is an MA in Teacher Education, there is sometimes confusion, and someone may try to convince you that your hood should be light blue in color. Not so. The light blue color represents the Master’s in Education (MEd) degree.

**Publication of Journal Articles**

Your thesis should be suitable for publication as a journal article, allowing the research report to be shared and to contribute to the educational literature. We encourage you to co-author articles with the chair of your graduate committee as a culminating part of the study. The journal-ready article hybrid thesis format combines the traditional chapter format with journal-ready manuscript as the core of the thesis. This alternative format may facilitate the publication of your research. Consult with your thesis committee about the feasibility of the hybrid format for your thesis.

**Changes in Policies and Procedures**

The policies and procedures described in this document are those that were in place when the handbook was prepared. There are sometimes changes in policies, procedures, and programs. The department will make every effort to keep you up to date on any changes that may occur, but you are also responsible for current information available through the Graduate Studies website (see https://graduatestudies.byu.edu).
# Appendix A
## ADV Form 3: Program of Study

### Student Information

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
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<tr>
<td>BYU ID</td>
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<tr>
<td>City</td>
<td>State of Province</td>
</tr>
<tr>
<td>Postal Code</td>
<td>Country</td>
</tr>
<tr>
<td>Country</td>
<td>Program Type (Dissertation, Thesis, Project, Non-Thesis)</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>Email Address</td>
</tr>
<tr>
<td>Semester/Term and Year Admitted:</td>
<td>Master’s credit hours to apply toward doctorate:</td>
</tr>
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</table>

### Course Work Information

<table>
<thead>
<tr>
<th>Department and Course Number</th>
<th>Requirement Type*</th>
<th>Requirement Satisfied By*</th>
<th>Credit Hours</th>
<th>Course Title</th>
</tr>
</thead>
</table>

*See page 2 for Program Type, Requirement Type, and Requirement Satisfied By descriptions.*

Total Hours

Total must include at least the minimum credit hours required for the degree, calculated from major, minor, elective, and thesis hours. (Do not include prerequisites or skill hours.)

Doctoral Skill Requirements

(See Item 4 on page 2.)

### Graduate Committee Approval

Master’s committees must consist of at least 3 graduate faculty. Doctoral committees must consist of at least 5 graduate faculty. If a minor has been approved, one of the committee members must be from the minor department.

<table>
<thead>
<tr>
<th>Printed Name of Graduate Committee Chair</th>
<th>Original Signature of Graduate Committee Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Name of Graduate Committee Member</td>
<td>Original Signature of Graduate Committee Member</td>
<td>Date</td>
</tr>
<tr>
<td>Printed Name of Graduate Committee Member</td>
<td>Original Signature of Graduate Committee Member</td>
<td>Date</td>
</tr>
<tr>
<td>Printed Name of Graduate Committee Member</td>
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<td>Date</td>
</tr>
<tr>
<td>Printed Name of Graduate Committee Member</td>
<td>Original Signature of Graduate Committee Member</td>
<td>Date</td>
</tr>
<tr>
<td>Printed Name of Graduate Coordinator of Department Chair</td>
<td>Original Signature of Graduate Coordinator of Department Chair</td>
<td>Date</td>
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</table>
# Appendix B

## Student Rating Report

**Department of Teacher Education**

**Graduate Student Rating Report**

<table>
<thead>
<tr>
<th>Semester or Term of Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Submitted:</td>
</tr>
<tr>
<td>Graduate Student:</td>
</tr>
<tr>
<td>Committee Chair:</td>
</tr>
<tr>
<td>Briefly describe the students’ progress toward completion of the thesis during the last Term of Evaluation.</td>
</tr>
</tbody>
</table>

Evaluate the graduate student on the following criteria (as appropriate for this term of evaluation):

<table>
<thead>
<tr>
<th>a) Successful completion of courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Regular contact with chair</td>
</tr>
<tr>
<td>(c) Consistent progress toward completion of thesis</td>
</tr>
<tr>
<td>(d) Timely submission of required paperwork and forms</td>
</tr>
</tbody>
</table>

Rate the graduate student’s overall progress this term:
(S=Satisfactory, M=Marginal, or U=Unsatisfactory)

<table>
<thead>
<tr>
<th>Rate the graduate student’s overall progress this term: (S=Satisfactory, M=Marginal, or U=Unsatisfactory)</th>
</tr>
</thead>
</table>

Is there additional information that has bearing on this evaluation?

<table>
<thead>
<tr>
<th>Is there additional information that has bearing on this evaluation?</th>
</tr>
</thead>
</table>

Student Signature ___________________________________________________________________________

Updated May 2016
Appendix C

MSE Guidelines for the Journal-Ready Option For the Thesis (MA in TEd)

The hybrid thesis brings together graduate thesis and journal publication layouts by combining a traditional five-chapter thesis format with a journal-ready manuscript as the core of the thesis.

- The preliminary pages frame the thesis and are not really part of your article. These pages must be formatted in accordance with university guidelines that apply to all theses.
- The article within the hybrid thesis must be formatted according to APA format, regardless of the style requirements of the selected journal.

**Preliminary Pages.** As instructed by Graduate Studies, use all caps and number pages with small Roman numerals. The thesis abstract will summarize your entire thesis, including the appendices containing the Review of Literature and the expanded Methods. For content of these preliminary pages, follow instructions given by Graduate Studies.

**Description of Structure and Content.** Briefly explain how the hybrid thesis is set up. Identify the target journal for the article and explain how the content fits within current research/practice in the field. Refer to the content in the Review of Literature and the Methods appendices (see sample content below).

**Article as You Will Submit to a Journal.** Using APA formatting and conventions. Begin Arabic numerals on the first page of the article. This abstract will refer only to the article you will submit to the journal. It may overlap the earlier abstract, but it will likely be less extensive. Do not include an exact copy of the earlier abstract.

APA no longer labels introductions as introductions. By using "Background" or another such title, you can provide a listing for your introductory section.

**Headings.** Include two to four levels in APA style. Be sure headings accurately represent what will be covered in each section. Do not use questions or complete sentences as headings.

**Reference List.** The reference list place at the end of the article will include only the sources cited in the article. It will be submitted to the journal.

**Appendix A.** This is a comprehensive, in-depth review of literature, and should be more extensive than the literature review in the article. Provide a reference list containing works that are not included within the article, and are therefore not in the prior reference list.

**Appendix B** may be more extensive than the method section of the article. It may be similar to the methods section of the prospectus (include this only if differs from the Methods section in the article).

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**Table of Contents**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td></td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td></td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td></td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td></td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td></td>
</tr>
<tr>
<td>DESCRIPTION OF STRUCTURE AND CONTENT</td>
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</tr>
<tr>
<td>Article Abstract</td>
<td></td>
</tr>
<tr>
<td>Background</td>
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<tr>
<td>Heading 1</td>
<td></td>
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<tr>
<td>Heading 2</td>
<td></td>
</tr>
<tr>
<td>Method</td>
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<td>Heading 1</td>
<td></td>
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<td>Heading 2</td>
<td></td>
</tr>
<tr>
<td>References</td>
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</tr>
<tr>
<td>APPENDIX A: REVIEW OF LITERATURE</td>
<td></td>
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<tr>
<td>APPENDIX B: METHODS</td>
<td></td>
</tr>
<tr>
<td>THESIS REFERENCES</td>
<td></td>
</tr>
</tbody>
</table>
Criteria for Journal-Ready Thesis Approval

- Present a thorough literature review and detailed methods at prospectus defense.
- Include a literature review as an appendix in the prospectus to ensure the quality of the ETD.
- Revise and edit a journal-ready article for the final oral defense.
- Keep the journal manuscript succinct and clear. Stay within the limited page length of the targeted journal.
- The journal-ready manuscript should be presented at the defense of the thesis.
- Include an in-depth literature review as an appendix for more detailed scrutiny as needed.

Sample content for DESCRIPTION OF THESIS STRUCTURE

Describe the structure of your thesis here. It may be something like this (don’t use these exact words – paraphrase): This thesis, Name of Thesis Here, is written in a hybrid format. The hybrid format brings together traditional thesis requirements with journal publication formats.

The preliminary pages of the thesis reflect requirements for submission to the university. The thesis report is presented as a journal article, and conforms to length and style requirements for submitting research reports to education journals.

The literature review is included in Appendix A. Refer your readers to your other appendices in this paragraph or in a separate paragraph. Ask your chair if s/he wants you to refer to your appendices in your journal article as well (you will have to remove references to the appendices for journal publication purposes).

This thesis format contains two reference lists. The first reference list contains references included in the journal-ready article. The second list includes all citations used in the Appendix entitled “Review of the Literature.”

NOTE: This is merely a framework for this page in a thesis! Use your own words in describing the structure of your thesis. Do not cut and paste this into your work and use it as a template for the completed page of your thesis.
Appendix D
Sample Preliminary Pages for a Prospectus
(note: This page is counted but has no printed number)

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line
and Must Be in the Inverted Pyramid Format When
Additional Lines Are Needed]

[Student Name]

A prospectus submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

Department of Teacher Education

Brigham Young University

[Month prospectus is submitted] [Year]
# TABLE OF CONTENTS

(note: this page is numbered beginning with ii)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Tables</td>
<td>#</td>
</tr>
<tr>
<td>List of Figures</td>
<td>#</td>
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<tr>
<td>Chapter 1: Introduction</td>
<td>#</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>#</td>
</tr>
<tr>
<td>Statement of the Purpose</td>
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<tr>
<td>Research Questions or Statement of the Hypothesis(es)</td>
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</tr>
<tr>
<td>Limitations</td>
<td>#</td>
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<tr>
<td>Definition of Terms</td>
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<tr>
<td>Chapter 2: Review of Literature</td>
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</tr>
<tr>
<td>Chapter 3: Methods</td>
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<td>Participants</td>
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<td>Data sources</td>
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<td>Design</td>
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<td>Procedures</td>
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<td>Data Analysis</td>
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<td>References</td>
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</tr>
<tr>
<td>Appendix A: Title goes here (if you have any in your prospectus)</td>
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</tr>
<tr>
<td>Time Line</td>
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</tbody>
</table>

(note: These headings are suggested. They may need to be adjusted to fit your study.)
LIST OF TABLES

Table 1: (title of Table 1 here) ..............................................................................................................#

Table 2: (title of Table 2 here) ..............................................................................................................#

(note: If you also have figures in your prospectus, create a list on a separate page using a format similar to this template)
Appendix E
Sample Headings Used in the Body of the Prospectus

Chapter 1

Introduction
(note: Begin Chapter 1 with 1 inch top margin and Arabic numbering beginning with 1)

Text starts here.

Statement of Problem

Text starts here.

Statement of the Purpose

Text starts here.

Research Questions or Statement of the Hypothesis(es) (note: Choose the heading that fits your study.)

Limitations

Text starts here.

Definition of Terms

Text starts here. (note: you are not required to include this section if it is not necessary.)
Chapter 2

Review of literature
(note: continuous numbering from Chapter 1)

Text begins here.
Chapter 3

Method

Context

Text begins here.

Participants

Text begins here.

Data Sources

Text begins here.

Design

Text begins here.

Procedures

Text begins here.

Data Analysis

Text begins here.
Appendix F
Sample Reference List with Various Types of References


Appendix G
Sample Timeline for a Prospectus

(Sample time line: Use any format you wish and tailor it to your study.)

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<thead>
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Appendix H

Six Steps for Beginning your Thesis Research (Prospectus Stage)
Department of Teacher Education

☐ Step 1: Work with your committee, directed by your chair, to prepare your prospectus

☐ Step 2: Schedule your prospectus meeting
  ▪ Under the direction of your chair, distribute reading copies of your completed prospectus to the committee well ahead of the meeting.
  ▪ Arrange for a room and time for the meeting (contact your committee members to find a time; the Graduate Secretary can help you schedule room 221 MCKB).
  ▪ Obtain a copy of the Department Prospectus Approval Form from the Graduate Secretary.

☐ Step 3: Attend prospectus meeting
  ▪ Obtain signatures of your committee on the department prospectus approval form (required before submitting IRB). No formal oral presentation of your work is required at this meeting, but committee members may have questions.
  ▪ Following the meeting, make changes/edits to your prospectus suggested by your committee.

☐ Step 4: Submit your prospectus to the department
  ▪ Submit the signed approval form and a hard copy of your updated and corrected prospectus to the Department Graduate Coordinator.
  ▪ Feedback from the Graduate Coordinator will accompany notice of department approval of your prospectus (required before collecting data).

☐ Step 5: Obtain IRB approval (if applicable)
  ▪ Prepare IRB application and submit it to Office of Research and Creative Works.
  ▪ Make required changes for final IRB approval (required before collecting data).

☐ Step 6: Obtain school district approval for conducting research in schools (if applicable)
  ▪ Obtain approval from district and school administration before collecting data.

You are now ready to begin data collection. Work closely with your Chair throughout this process!

Updated May 2016
Appendix I
Department Prospectus Approval Form

DEPARTMENT OF TEACHER EDUCATION
THESIS PROSPECTUS APPROVAL FORM (Master of Arts)

The School of Education and the Department of Teacher Education are concerned about quality in theses as well as all other aspects of graduate work. Students are expected to do high quality work especially in the culminating experiences associated with their thesis, and the faculty should provide students with high quality instruction and guidance. Most theses should be worthy of publication.

This form is intended to help ensure that the prospectus is given the attention it deserves. Students should not begin their study until they have a signed copy of the Thesis Prospectus Approval Form. Proceeding before the signing of the Prospectus Approval Form may lead to complications and serious delays in the degree program.

Name of Student ___________________________ RTU ID Number ____________ Specialty Area

Proposed Thesis Title: ___________________________

The proposed thesis will be submitted in the following format:

_________ Five-chapter format (traditional) ___________ Journal-ready article format (alternative)

Graduate Committee Content and Format Approval

We, the undersigned, have met as a group on ___________ (date), reviewed the proposed prospectus, counseled with the student and now submit the attached prospectus certifying that it meets departmental standards of thoroughness and quality of scholarship. We further agree to conduct a preliminary examination of the thesis prior to scheduling a date for the final oral defense to determine the readiness of the candidate for the defense.

Committee Chair __________________ Committee Member

Committee Member __________________ Committee Member

Department Content and Format Approval

The Department has approved the attached prospectus. The student may proceed with the study as proposed and approved.

Graduate Coordinator __________________ Date ____________

Graduate Student: Please submit this form (signed) and a hard copy of your prospectus to the Department of Teacher Education Graduate Secretary (205 MCKB) for department approval.

Institutional Review Board Clearance

Is IRB clearance required for this research? ___________ Yes ___________ No __________________ Date ____________

Graduate Student: Please notify the Department of Teacher Education Graduate Secretary (MCKB 201.9) when the IRB Human Subjects Research Committee has granted IRB clearance. The date of that approval must be entered on your online profile.

Revised January 2015
Appendix J
ADV Form 11: Checklist for Preparing ETD

Graduate students must submit their dissertation or thesis electronically. The ETD website, http://etd.lib.byu.edu, has detailed information on the electronic submission requirements and formatting guidelines. It also has comprehensive tutorials to help you prepare your electronic document. Topics covered in the tutorials include headings, page numbering, generating an automatic table of contents, and converting to PDF (two methods). These tutorials can be found on two playlists, one for PC users and one for Mac users:

- Youtube Playlist for PC
- Youtube Playlist for Mac

To ensure the uniformity and continuity of style and format of all dissertations and theses submitted to the university, please follow the university requirements listed here as well as the guidelines in the style manual required by your department. The work’s citations, references, and bibliographic style are to be consistent and follow the department’s or the discipline’s style guide. Please do not use a past work submitted to your department as your guide. Check your work carefully against the following university format requirements before submitting it to your committee, department, and college for final approval.

### A. University Format Requirements

**MARGINS**

- 1. Margins: 1 inch on all sides. (Change automatic margins and spacing set by Microsoft Word.)

**FONT**

- 1. Font should be black, a standard size (12 point for text, including titles and headings and 10 or 11 point for tables and figures).
- 2. Use a standard, easily readable serif typeface such as Times New Roman or Palatino. Ornamental typefaces, including script, may not be used.
- 4. When converting your work to a PDF, embed all fonts, using the full professional version of Adobe Acrobat. Failure to embed all fonts will result in many font errors in a printed and bound document.

**SPACING**

- 1. See the sample for correct spacing: Sample Preliminary Pages for Dissertations and Theses (ADV Form 11a).
- 2. Use the correct template (choose thesis or dissertation).
  - Preliminary Pages Template - Thesis (ADV Form 11b)
  - Preliminary Pages Template - Dissertation (ADV Form 11d).
- 3. The title page is a combination of single and double-spaced lines, evenly spread from top to bottom with 1” margins (please use sample and template to ensure correct spacing).
- 4. The abstract is single-spaced with a double space between each paragraph.
- 5. The body of the work is double-spaced.

**PAGE NUMBERING**

All pages are counted and numbered correctly according to the following:

- 1. No roman numeral page numbers are to be on the first three preliminary pages (title page, abstract, and optional acknowledgements page).
- 2. Preliminary pages are to be counted in the pagination and, except for the first three preliminary pages, numbered with lowercase roman numerals.
- 3. The body of the work should be numbered consecutively with arabic numerals, beginning with 1 and continuing into any appendices (1a, 1b, B1, etc., are not acceptable).
- 4. Pages should be numbered according to the following sequence, with a page number included on the page as indicated:
**Title page**

No number, but counted; begin with roman numeral i, number consecutively.

**Abstract**

No number, but counted.

**Acknowledgments (if included)**

No number, but counted.

**Table of Contents**

Number; continue with lowercase roman numerals as appropriate (iii or iv).

**List of Tables (if included)**

Number.

**List of Figures (if included)**

Number.

**Body of work and appendices**

Number; begin with arabic numeral 1, continue consecutively.

---

**TITLE**

Use the [Sample Preliminary Pages for Dissertations and Theses (ADV Form 11a)](ADVF11a) and [Preliminary Pages Template - Thesis (ADV Form 11b)](ADVF11b) or [Preliminary Pages Template - Dissertation (ADV Form 11d)](ADVF11d).

1. The title on the title page PDF is double-spaced and in an inverted pyramid format.
2. The title on the abstract page PDF is single-spaced and in an inverted pyramid format.
3. The words and capitalization of the title must be exactly the same on the title page and on the abstract page.
   a. Capitalization is correct.
      i. Capitalize both words in hyphenated words (i.e. Reversed-Phase Liquid).
      ii. Capitalize prepositions 5 letters or more (i.e. After, Between, Through).
   b. Spelling is correct.
   c. Punctuation is correct (i.e. no period at end of title; capitalize the first letter after a colon; include commas and periods inside quotation marks; and colons and semicolons come after quotation marks).
   d. Italicize titles of books, periodicals, movies, and plays.
4. The title on the title page PDF matches the title on the ETD metadata online.

---

**ABSTRACT**

1. The title and body of the abstract are single-spaced with a double space between each paragraph.
2. Add keywords at the bottom of your abstract. Key words should include pertinent place names and full names of persons as well as descriptive words useful in automated retrieval. Capitalize proper nouns only. (See template for abstract spacing.)

---

**NAME OF STUDENT**

Enter your official name as it appears on your university record and include appropriate punctuation. Please note that your official name must be the same in the following places:

1. Approval for Final Dissertation or Thesis (ADV Form 8d)
2. Title page PDF in two places: a) after the title; b) after copyright (Copyright © 2014 David A. Hill).
3. Abstract PDF
   Note: If you made an official name change after you applied for graduation, contact Graduate Studies when you are in the ETD system.

---

**COMMITTEE MEMBERS**

The committee members must be the same people on all of the following:

1. ADV Form 8d signature page
2. Title page PDF
3. Progress Report online

---

**TITLES OF COMMITTEE MEMBERS**

1. "Dr." or degree titles (PhD etc.) are not used with any committee member’s name.
2. "Chair" is listed after committee chair’s name following the comma (i.e. John R. Smith, Chair).

---

**DATE**

The month and year of the Dean’s signature must match on all of the following:

1. Title page PDF
2. ADV Form 8d

---

**RELEASE STATUS**

Release status/availability (secured is for patents or export controls only) must match on the following:

1. ETD metadata online
2. ADV Form 8d

---

**OTHER**

1. Copyright year and name on title page PDF are in correct order (Copyright © 2014 David A. Hill).
2. All signatures on ADV Form 8d must be original and on one page; if you have any electronic signatures, obtain them first (see Echosign Instructions: http://graduatestudies.byu.edu/content/electronic-thesis-and-dissertation-information).

3. Bookmarks are listed on left-hand side of the PDF and open automatically.

4. ADV Form 8d must be original, not a copy.

B. Preparing Your Work for Approvals

1. Give a copy of your entire work, following the university format requirements specified, to each member of your committee two weeks prior to your oral defense.

2. After your defense, complete Approval for Final Dissertation or Thesis (ADV Form 8d), pages 1 and 2. This form will be provided by your department and is also available online at the Graduate Studies website.

3. Once your work has been defended, corrected, and approved, present your work and the completed ADV Form 8d to each member of your graduate committee and to your graduate coordinator or department chair for final approval and signatures. Signatures should be in black or blue ink so they image properly. All signatures on ADV Form 8d must be original, on one page, with electronic signatures obtained first (see Echosign Instructions: http://graduatestudies.byu.edu/content/electronic-thesis-and-dissertation-information).

4. After obtaining the signatures of your committee and your graduate coordinator or department chair, present your work to the dean or associate dean in your college who is designated to review and sign the ADV Form 8d. Allow enough time to meet the submission deadline for your intended graduation. Refer to the Graduate Studies website for the current deadline dates: Graduation Deadlines (ADV Form 8d).

C. Preparing and Submitting Your ETD and Forms

All dissertations and theses must be submitted on the ETD website: http://etd.byu.edu.

1. After your content has been approved by all levels, including correctly formatted preliminary pages, convert your work to PDF format using the full professional version of Adobe Acrobat, embed all fonts, add bookmarks, and save your document. The Multimedia Lab in the Library (422-8827) has computers with Adobe Acrobat and can assist in converting files.

2. Log in to the ETD website and complete the required metadata information about your work and desired level of access.

3. Upload your work and submit for approval. An email is sent to your department approver, who will then log into the ETD website and review your document. If it is approved, it moves on to the college approver. If your document is disapproved for any reason, at either level, you will receive an email about the disapproval. You must make the requested changes, convert to PDF, embed fonts, add bookmarks again, and resubmit for another review cycle. Be sure to only use one account on the ETD website.

4. After your document is approved by the college, your ETD status will display “Grad Office Review.” At this status, you must take your ADV Form 8d to Graduate Studies (105 FPH). Graduate Studies will review and approve each ETD for cataloging in the digital library. If Graduate Studies finds errors in the first three preliminary pages (title page, abstract, or acknowledgements), they will need to be corrected. Please bring a thumb drive with your ETD, just in case you have to make minor edits.

DOCTORAL STUDENTS ONLY

Complete this step once your ETD has the status of “Grad Office Review” before bringing ADV Form 8d to Graduate Studies. Submit your ETD to UMI by going to: http://www.etdadmin.com/buy for Proquest/UMI Dissertation Publishing. Follow the instructions to login, upload your ETD on the UMI website, and print the confirmation email verifying the completed submission. If you wish UMI to register your copyright, you may do so in the UMI website. See Publishing Your Doctoral Dissertation with UMI Dissertation Publishing (ADV Form 13)

Complete Survey of Earned Doctorates (SED) and print off SED certificate. See Survey of Earned Doctorates (ADV Form 14)

Deliver your copy of the UMI confirmation email, SED certificate, and ADV Form 8d to Graduate Studies (105 FPH).

5. If you need bound copies (departmental or personal) you may submit a PDF to gradworksonline.com.

NOTE for all ETDs: The BYU library catalogs and preserves the digital ETD. The library will print a single copy from the submitted ETD PDF file, bind it, and deposit that copy in Special Collections (Archives). There will not be a bound copy on the library shelves for check out.

- 3 -
Appendix K
Sample Table of Contents for Journal Ready Article Format

TABLE OF CONTENTS

ABSTRACT ........................................................................................................................................... #
ACKNOWLEDGEMENTS ................................................................................................................... #
TABLE OF CONTENTS ..................................................................................................................... #
LIST OF TABLES ............................................................................................................................. #
LIST OF FIGURES ............................................................................................................................ #
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APPENDIX A: REVIEW OF LITERATURE (include thesis references at the end) ..................#

APPENDIX B: METHODS .............................................................................................................#

APPENDIX C: ADDITIONAL FINDINGS (if applicable) ..........................................................#
Appendix L

Ten Steps for Finishing Your MA in the Department of Teacher Education

☐ Step 1: Apply for graduation (online)

☐ Step 2: Pre-Defense meeting (under the direction of your chair)
  ▪ At the Pre-defense meeting, review your thesis with the committee and obtain signatures of the committee members on Form 8c if they decide you are ready to schedule your defense.
  ▪ After the meeting, prepare the reading copy of your entire thesis that reflects all changes required by your full committee.

☐ Step 3: Department clearance for final defense
  ▪ Submit Form 8c (signed by your committee), an electronic and a hard copy of your thesis (for your file) to the Department Grad Coordinator for review of formatting and completeness, then sign Form 8c.

☐ Step 4: Schedule final defense (at least 2 weeks in advance of the defense)
  ▪ Work with your committee chair and committee to find a date you can meet for your final defense. Enter that date on Form 8c.
  ▪ Once Form 8c is completely signed, the graduate secretary will notify Graduate Studies that you have been cleared to defend your thesis. This MUST be done 2 weeks in advance of your selected date. A room can now be scheduled for your defense. (contact the graduate secretary in 205 MCKB)
  ▪ Distribute reading copies (hard copy) to your committee two weeks in advance of the meeting.

☐ Step 5: Final defense (under the direction of your Chair)
  ▪ All members of the committee must be physically present at the meeting unless permission from Grad Studies is obtained.
  ▪ The department will advertise the defense about a week in advance.
  ▪ The final defense is a public meeting. During your presentation of your thesis and a summary of what you have learned in your graduate program, attendees may ask questions. Following your presentation guests will be excused for the remainder of the defense.
  ▪ The committee may choose to sign Form 8d at the defense, but the chair will not sign until any required changes to the thesis are completed.

☐ Step 6: Make changes to the thesis as required by the committee
  ▪ Obtain your chair’s signature on Form 8d when you have completed all changes.

☐ Step 7: Department review of the thesis
  ▪ Submit signed Form 8d, the completed MSE checklist, an electronic and a hard copy of the revised thesis to the Department Graduate Coordinator for department review of the content and form of your thesis.
  ▪ Make any changes required by the department review.
  ▪ Obtain the Department Graduate Coordinator’s signature on Form 8d.

☐ Step 8: Dean’s office review of the thesis
  ▪ Submit signed Form 8d, the MSE checklist, and an electronic copy of the revised thesis, to the Dean’s Office.
  ▪ Make any changes required by the Dean’s Office review.
  ▪ Obtain Dean’s Office signature on Form 8d.

☐ Step 9: Electronic Thesis submission (ETD) and approval
  ▪ Prepare your thesis for electronic submission. (see ADV 11 for instructions and links to YouTube videos)
  ▪ Upload your thesis to the ETD website.
  ▪ This will automatically send a notice to the Department Graduate Coordinator that your thesis is available on ETD for department review.
  ▪ Department approval will trigger notice to the Dean’s Office that your thesis is available on ETD for Dean’s Office approval.
  ▪ Dean’s Office approval will trigger a notice to you that your ETD has been approved.

☐ Step 10: Finalizing the thesis submission
  ▪ Take the signed copy of Form 8d and a hard copy of your cover sheet to the Graduate Office (FPH 105).
Appendix M
ADV Form 8c: Scheduling of Oral Defense of a Thesis

Departmental Scheduling of Final Oral Examination
ADV Form 8c

Student Instructions
In order to schedule your final oral examination, you must:
1. Apply for graduation (GRADAPP in AIM).
2. Submit copies of your work to each member of your graduate committee, your Graduate Coordinator or Department Chair.
3. After obtaining approval to have a final oral examination, work with your major department to arrange the date, time, and location of the exam.
   (Final oral examinations may not be held during semester breaks.)
Note: All members of the academic community will be invited to attend the examination.

☐ The Graduate Committee names listed below match the approved committee on my progress report.

This work: ☐ involves a patent OR ☐ has export control restrictions

Student Information

Name
Graduate Department
BYU ID number

Graduate Committee Recommendation
The graduate committee has reviewed and read the manuscript and certify that the student is ready for the final oral examination.

Printed Name of Graduate Committee Chair
Original Signature of Graduate Committee Chair
Date

Printed Name of Graduate Committee Member
Original Signature of Graduate Committee Member
Date

Printed Name of Graduate Committee Member
Original Signature of Graduate Committee Member
Date

Printed Name of Graduate Committee Member
Original Signature of Graduate Committee Member
Date

Printed Name of Graduate Committee Member
Original Signature of Graduate Committee Member
Date

Note: Only graduate committee members may question the candidate or vote on performance at the examination.

Examination Information for Publication
Proposed title of dissertation or thesis (use uppercase and lowercase letters):

Date of Examination
Time
Place

Note: All graduate committee members as well as the student must be physically present at the oral defense.

Department Approval
☐ I have confirmed, on behalf of the department and the University, that (1) the work's format, citations, and bibliographic style are consistent, acceptable, and fulfill university style requirements; (2) its illustrative materials, including figures, tables, and charts, are in place; and (3) the manuscript is satisfactory to the graduate committee, thus suggesting that the student is ready for the final oral examination.

☐ I have discussed with the student the needed form, Request to Secure Dissertation or Thesis (ADV Form 8e).

Printed Name of Graduate Coordinator or Department Chair
Original Signature of Graduate Coordinator or Department Chair
Date

Department Instruction
Provide a copy of this form to the student and keep the original for department records. If you need assistance, contact Graduate Studies at 422-4541.

☐ Check ADV/08 to verify or update correct committee names.

Office Use Only
Distribution of Copies: ☐ Department (original) ☐ Student (copy) ☐ ADV/08 Indicia: ☐ Date: 12/15
Appendix N:
ADV Form 8d: Approval for Final Thesis

**Student Information**

1. **Name** (as it appears on your university record; please include appropriate suffixation)
   
   [ ] First
   [ ] Middle or Initial
   [ ] Last or Surname

2. **BYU ID number**

3. **Graduation Date**
   (month/year)

4. **Email**

**Dissertation or Thesis**

5. **Type of Submission**
   [ ] Dissertation
   [ ] Master's Thesis

6. **Department**

**Select a Release Status**

My graduate committee and I agree that my work should be placed in the ETD archive with the following status [choose one]:

- [ ] Release the entire work immediately for worldwide access.
- [ ] Delay release of the entire work for up to one year for publication purposes. After the one year delay, automatically release the work for worldwide access.
- [ ] Secure the entire work for **patent purposes** or **export controls**. The Request to Secure Dissertation or Thesis (ADV Form 8e, available on the Graduate Studies website) must be submitted to the Dean of Graduate Studies, 105 FPH, before submitting ADV Form 8d to Graduate Studies. The copyright owner also agrees not to exercise his or her ownership rights, including public use in works, without prior authorization from BYU. At the end of the secure period, the work will be released for worldwide access.

- [ ] I have approval from my Committee Chair to request secure status and have completed ADV Form 8e, indicating
  - [ ] patent
  - OR
  - [ ] export control restrictions

- [ ] Creative Works. This is an English MFA Creative Writing ETD and I have approval of my committee chair to select this status.

**Doctoral Students**

- [ ] I have also submitted my ETD to ProQuest/UMI Dissertation Publishing online (see ADV Form 13)
- [ ] I have filled out the Survey of Earned Doctorates online (see ADV Form 14)

**Note:** Student is responsible to order and pay for bound copies (personal and department). See gradworksonline.com.

Office Use Only:

Graduate Studies Date: ___________________________ Initials: ___________________________

[ ] ADV 06 / [ ] ADV 01 / [ ] OP / [ ] Update Metadata / [ ] UMI Tracker (doc) Initials: ________________ Date: ________________

-1-

12/15
ADV Form 8d p. 2

---

**Student Agreement**

I hereby certify that, if appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of each third-party copyrighted matter to be included in my dissertation or thesis and will allow distribution as specified on ADV Form 8d, page 1. I certify that the version I am submitting is the same as that approved by my graduate committee.

I hereby grant to Brigham Young University and its agents the non-exclusive license to archive and make accessible, under the conditions specified on page 1, my dissertation or thesis in whole or in part in all forms of media, now or hereafter known. I retain all other ownership rights to the copyright of the dissertation or thesis. I also retain the right to use in future works (such as articles or books) all or part of this dissertation or thesis.

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<th>Name</th>
<th>Original Student Signature</th>
<th>Date</th>
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**Committee, Department, and College Approval**

As the candidate’s graduate committee, department chair or graduate coordinator, and college dean, we have read the dissertation or thesis in its final form and have found that it meets university and departmental content and format requirements. Its format, citations, and bibliographic style are consistent and acceptable; its illustrative materials including figures, tables, and charts are in place; the final manuscript is acceptable and is ready for submission to the university library as an ETD.

Signatures must be original or electronic through EchoSign.

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<th>Printed name of graduate committee chair</th>
<th>Original signature of graduate committee chair</th>
<th>Date</th>
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<td>My department will pay for its copy</td>
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| Printed name of committee member          | Original signature of committee member        | Date |

| Printed name of committee member          | Original signature of committee member        | Date |

| Printed name of committee member          | Original signature of committee member        | Date |

| Printed name of committee member          | Original signature of committee member        | Date |

**Accepted by the Department:**

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<th>Printed name of graduate coordinator or department chair</th>
<th>Original signature of graduate coordinator or department chair</th>
<th>Date</th>
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<td>My department will pay for its copy</td>
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</table>

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<tr>
<th>Printed name of college dean or associate dean</th>
<th>Original signature of college dean or associate dean</th>
<th>Date</th>
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</thead>
</table>

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Appendix O
MSE Thesis Checklist

Checklist for Formats and Conventions of Theses and Dissertations
McKay School of Education
Brigham Young University

**Directions.** You are responsible for checking your thesis/dissertation to be sure that formats and conventions follow your program/department requirements, BYU Graduate Studies guidelines, and the sixth edition of the *Publication Manual of the American Psychological Association (APA)*. This checklist highlights some of the most critical formatting elements and common errors; refer to the following pages and the APA manual for more information. Submit this completed checklist to the dean's office with the paper copy of your thesis/dissertation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Submitted</th>
<th>Date Returned</th>
</tr>
</thead>
</table>

**BYU Format for Preliminary Pages and Organizational Components**
- □ Line spacing
- □ Spelling of committee members’ names and department name
- □ Chair identified; committee members just listed
- □ Date thesis/dissertation approved by the dean’s office (not graduation date)
- □ Completeness of abstract
- □ Table of contents, list of tables, list of figures; correlation between table and manuscript (wording, page numbers); hanging indent, subheading indentation, number alignment
- □ Description of thesis structure (if needed); title of thesis italicized, appendices referred to in order

**Numbers and Other Conventions**
- □ 1-inch margins
- □ Double-spacing
- □ Times New Roman 12-point font, including page numbers
- □ Half inch paragraph indentation (5 to 7 spaces)
- □ Items centered on the page appropriately (e.g., Level 1 headings centered without indentation)
- □ Page headings
  - ○ Running head (if required by department)
  - ○ Preliminary pages unnumbered
  - ○ Page numbers at top right corner of each subsequent page
  - ○ Lowercase Roman numerals on pages beginning with the table of contents
  - ○ Arabic numerals on all pages of the body of the thesis, including appendices
- □ Double spaces after periods ending sentences
- □ Widows and orphans corrected

**Headings**
- □ Up to five levels of headings formatted correctly
- □ Subheadings that are clear divisions of sections (at least two for each area subdivided)
- □ No stacked headings (subheadings are introduced with text after each main heading)
- □ Designated chapters (if used) on the same level as chapter titles
Tables and Figures
- Tables displaying substantial amounts of data to supplement written text
- Table titles above (left side for sideways table); figure captions beneath
- Large tables displayed on separate pages
- Tables placed as close to the in-text reference as possible (or according to department standard)
- Tables and figures mentioned in the text and displayed in chronological order (e.g., 1, 2, 3)
- Single or double spacing on tables (see APA manual for other formatting instructions)

Seriation
- Use of (a), (b), (c) for horizontal lists
- Use of Arabic numerals followed by period for vertical (hanging-indented) lists

References
- Double spacing, hanging indent form on reference list
- Alphabetical and chronological placement on reference list
- DOI, as available
- Consistency between citations in the text and items on the reference list
- Citations in text and items on reference list formatted according to instructions in the APA manual

Writing Style and Mechanics
- Abbreviations
- Acronyms
- Capitalization
- Grammar and usage
- Italics
- Numbers
- Punctuation
- Quotations
- Spelling
- Statistical and mathematical copy
- Writing style

Appendices
- Clear mention of all appendices in text for traditional theses/dissertations or in “Description of Thesis/Dissertation Structure” for journal-ready theses/dissertations
- Listing in text and placement at the end of text designated in alphabetical order
Information in these guidelines, which is drawn from BYU Graduate Studies and from the *Publication Manual of the American Psychological Association (APA), 6th edition*, is intended to be a reference for graduate students and a helpful refresher for faculty as they prepare manuscripts for submission to professional journals. These guidelines cover the most common format and convention issues; however, writers should consult the APA manual for more specific and detailed information. Also, refer to your program/department for specific thesis/dissertation requirements.

**Manuscript Components**

The contents of your thesis/dissertation must conform to the standards determined by your department and those published by BYU Graduate Studies as well. However, most theses and dissertations include the following sections and materials:

**Preliminary Pages**

1. *Title Page*

2. *Abstract*
   a. Single-space and indent each paragraph. Use active voice, emphasize verbs, use digits for all numbers, use present tense for results/conclusions, use past tense for study procedures and outcomes, emphasize study findings.
   b. The following content will be expected:
      - Description of the problem (in one sentence)
      - Description of the participants (with pertinent characteristics)
      - Description of the study method (include key measures)
      - Report of the findings (the 4 or 5 most important findings, including significance levels)
      - Report of conclusions
      - Report of implications or applications
   c. At the bottom of the page include no more than six keywords. Find keywords that are indexed through ERIC at [http://eric.ed.gov/](http://eric.ed.gov/). You can also find keywords through BYU’s paid version of EBSCO, from the center box on the education subject guide at [http://guides.lib.byu.edu/education](http://guides.lib.byu.edu/education). (Link to the thesaurus containing keywords at the top left.) Also look for terms that appear after the word subjects when you are looking at search results.

3. *Optional Acknowledgment Page*

**Organizational Components**

1. *Table of Contents*
   a. Be sure the page numbers are right aligned.
   b. Do not put “page #” or “page” as a column header for the page numbers.
   c. Include in the Table of Contents all of Headings 1-3 in the work.
   d. Assure that the sub-headings are indented under their respective headings.
2. *List of Tables*, with tables names listed exactly as they appear in the body of the work, title case
3. *List of Figures*, with concise summary of each figure caption, sentence case
4. *Description of Thesis/Dissertation Structure* (only for theses and dissertations with journal-ready article(s), not for traditional 5-chapter theses/dissertations)

**Body of Thesis/Dissertation**

1. *Introduction*
2. *Method*
3. *Results*
4. *Discussion*
5. *References*
6. *Appendices* (may include extended review of literature and associated references, annotated bibliography, consent forms, instruments, and other related information)

**Manuscript Formatting**

APA style requires specific formats and conventions regarding numbers and other conventions, headings, tables/figures, and seriation. See the APA manual for specific instructions and examples.

**Numbers and other conventions** (APA 8.03, pp. 228-231)

1. Margins should be one inch all around.

2. The entire text should be double spaced.
   a. Double spacing includes blocked quotations, reference list(s), headings, footnotes, and figure captions.
   b. MS Word has an option for an extra half line space default after each paragraph. Change this default to consistent double spacing (Mac: *Format/Paragraph/ Don’t add space between paragraphs of same style*; PC: *Home/Paragraph/Remove Space After or Before Paragraph*).

3. Use the Times New Roman typeface and a 12-point font.

4. Indentation for paragraphs and footnotes should be set at ½ inch.

5. Some journals require authors to identify their manuscript with a running head (see p. 230 and sample manuscript p. 41); for theses/dissertations, this is only required if this is the department standard.

6. Page numbers are placed in the top right corner of every page, with the following exceptions.
   a. Do not number preliminary pages.
   b. Starting with the Table of Contents, number the pages in lowercase Times New Roman numerals.
   c. Beginning with the body of the thesis, use Arabic numerals, beginning with page 1. See the BYU Graduate Studies Preliminary Pages Template, Form 11b or Form 11d for an example.
7. Eliminate all widows and orphans in your document. Widows and orphans are words or short lines at the beginning or end of a paragraph that are separated from the rest of the paragraph by page division (top of the page – widow; bottom of the page – orphan).

**Headings** (APA 3.03, pp. 62-63)

1. Use headings to identify the logical progression and relationships of sections and subsections. Use the five levels as shown below. Make sure the descriptions are parallel within their sets: all Level 1 headings, all Level 2 headings under the each Level 1, all Level 3 headings under each Level 2 heading, etc.

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Level 1: Centered, Bolded, Initial Caps

Level 2: Left Margin, Bolded, Initial Caps

Level 3: Indented, bolded, paragraph heading, first word capitalized, followed by period.

Level 4: Indented, bolded, italicized, paragraph heading followed by a period.

Level 5: Indented, italicized paragraph heading followed by a period.
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2. Whenever you break information from a section to another level of headings/subheadings, be sure there are at least two. You can’t break something down and come out with just one.
   a. If you have only one subheading in a section and it is near the beginning, it may be just a slightly more specific rewording of the section heading. Just make it the section heading.
   b. If you have just one subheading and it is close to the middle, it may be that the material preceding it is really a subsection and needs a subheading designating it as a unit as well. Give the earlier material the subheading that it needs.

3. If your document has chapters designated as Chapter 2, Chapter 3, etc., the chapter designation should be on the same level as the chapter title (e.g., Level 1).

**Tables and Figures** (APA 5.01-5.30, pp. 125-167)

1. Use tables and figures purposefully.
   a. Use tables only when you have substantial amounts of data (more than one or two columns or rows).
   b. Use a table to supplement, not duplicate, the written text.

2. Follow placement and format conventions of APA, as well as those required by your department.
   a. Check on your departmental standard for placement of tables and figures (e.g., within the body of the text, following the reference list, in appendices).
b. Short tables appear on a page with text; do not have a short table on a page with blank space. Long tables and figures are placed on a separate page immediately after the page on which the table or figure is first mentioned.

c. Tables may be single spaced to enhance clarity. Place sideways tables with the top on the left.

d. Font size may be reduced in tables or appendices. A sans serif type may be used in figures.

3. Be sure that numbers and titles are handled correctly.

a. The number of the table goes above the table, flush left. The title of the table goes next, double spaced under the table number, flush left, italicized. If the title is more than one line, it can be single spaced.

b. The number of the figure goes under the figure, flush left. The figure caption goes next to the number (APA 5.23, pp. 158-160) and is double-spaced (APA 8.03, p. 229).

c. Tables and figures are numbered in Arabic numerals consecutively according to their first reference in the text, even though they may be further discussed in a later section (APA 5.05, p. 127).

d. See the APA manual for additional formatting instructions: table titles, headings, notes and canonical (standard) table forms; and figure types, standards, legends, and captions (APA 5.01-5.30, pp. 125-167).

**Seriation** (APA 3.04, pp. 63-65)

1. When a series occurs within a sentence or paragraph, set off series items with lower case letters in parenthesis: (a), (b), (c), etc.

   a. Separate items with a comma, unless there is already a comma within one of the items.

   b. If one of the items includes a comma, separate the elements with semicolons.

2. When items are set off as a formal series, introduce the series with a complete statement plus a colon.

   **Incorrect:** The four suggestions are:
   **Correct:** Four suggestions are given:

   **Incorrect:** To complete the procedure, teachers must:
   **Correct:** To complete the procedure, teachers must do the following:

   USE A COLON ONLY AFTER A COMPLETE STATEMENT.

   a. If ordinal position is important (e.g., sequence indicates importance or process), use Arabic numerals followed by a period. Do not use parenthesis with an indented series.

   b. If ordinal position is not important, use bullets.

   c. Use MS Word’s automatic numbered (or bulleted) list format; set the number indent the same as for a paragraph (usually 0.5 in.); if sentences run over one line, they must be in hanging indent form.

   d. If series items are complete sentences, punctuate them as sentences: Begin each with a capital and end it with a period.
Positive behavior support is evidence based:
1. Diagnostic data guide selection of intervention.
2. Data are collected to track student progress.
3. Changes and adaptations are made in accordance with data collected.

Series is formally introduced with a complete statement and a colon.
Series items are fragments; they all begin with a capital but do not end with a period.

3. A series of very short, simple, and closely related items can be set off with a sentence stem, which embeds them in a sentence structure.
   a. The stem is not a complete sentence, the items are considered as embedded in the sentence, and NO COLON IS USED.
   b. Series items are not capitalized and are punctuated as if they were part of the sentence: Each ends with a comma (or semicolon if there are commas within the items), the second to last item is followed by and or or, and the last item is followed by a period.

After appropriate screening, students were grouped as
1. not at risk for EBD,
2. at risk for EBD, or
3. currently showing symptoms of EBD.

Series is set up with a sentence stem, so items are considered to be within the sentence. No colon is used.
Series items are not capitalized and are punctuated as if they were part of the sentence.

Note that length, complexity and relationship of items determine which form of seriation is used. If material is complex or important, it needs a formal series introduced by a complete statement and a colon. If items in the series are short, direct, and very closely related, the structure with the sentence stem can be used.

References

Handling of references, including citations and reference lists, is among the most conspicuous aspects of APA format—for many students, the most frustrating. Two chapters of the manual are devoted primarily to these challenges. Keep the manual close by to help you with the nitty-gritty specifics.

Citations
1. When more than one source is given in the same parentheses, arrange them in the sequence they appear on the reference list: in alphabetical order by the first author’s surname (APA 6.16, p. 177-178).

2. When a work being cited has two authors, give both names every time. In the text, use and between the names; in parenthesis (as on the reference list) use ampersand (&) (APA 6.16, p. 177-178).

3. When citing a work with between three and six authors, use all names on the first reference, then use the surname of the first author followed by et al. (two separate words, PERIOD ONLY AFTER AL.).

4. When citing a work that has six or more authors, use the surname of the first author and et al. and the year in the first citation as well subsequent citations. The year should always appear inside a parenthetical citation and the first time the author is cited outside the parenthetical in a given paragraph, even if it has already been mentioned inside parentheses. The year may be omitted when the author appears later in that paragraph only if the source can’t be confused with another (APA 6.11-6.29, pp. 174-185).

Reference List (APA 6.01- A7.07, pp. 169-224)
1. References in the text must match references in the reference list (APA p. 174). Check this very carefully.

2. The reference list must be double-spaced with hanging indentation (approximately 5-7 spaces) (APA 2.11, p. 37).

3. Be sure that authors are listed correctly.
   a. Use the first and middle (if any) initials of all authors; do not write out the first name. There should be a space between the initials. Use the ampersand (&) rather than and between two authors or before the last author if there are more than two. Separate all authors with commas.
   b. All authors must be listed unless a work has eight or more; for works with eight or more, list the first seven, after the comma use ellipsis [. . .], then give the last author (APA 6.27, 7.01, pp. 198-199, example 2).
   c. When there is more than one work by the same author, the author’s name must be written out for each listing, and the listings should appear in chronological order, earliest first (APA 6.25, p. 182).

4. Titles for books, journals, and journal articles are all handled differently.
   a. For book titles, use italics and capitalize only the first word of the title, any proper nouns, and the first word following a colon which indicates the subtitle (e.g., Writing from A-to-Z: The easy-to-use handbook).
   b. For the titles of journal articles, capitalize only the first word of the title, any proper nouns, and the first word following a colon (subtitle) (APA 7.01, p. 198, example 1). Italics, of course, are not used; neither are quotation marks.
   c. The titles of journals are italicized and capitalized using title case (APA 7.01, p. 198, example 1).
5. Formatting is strict and specific for publication information.
   a. The abbreviations *Vol.* and *No.* are not used in identifying journals. The volume number should be italicized, and the issue number (for a journal without continuous pagination) should be in parentheses, followed by a comma and the page numbers. Include the issue number only if the journal is paginated separately by issue. (APA 6.30, p. 186).
   b. Page numbers of journal articles, WHICH MUST BE INCLUDED, should not be preceded by “p” or “pp” (APA 6.30, p. 186).
   c. Provide the city and state (or country) of publication followed by the publisher's name.
      • The standard two-letter U.S. Postal Service abbreviation should be used for the state (APA 6.30, p. 187). States must now be given for all US cities.
      • Two-letter postal abbreviations can be found online for other countries.

6. Retrieval date is no longer required on electronic sources unless the source is subject to frequent change.
   a. Do not use a period after the URL on the reference list. (It might be misinterpreted as part of the URL.)
   b. Remove all hyperlinks from citations.

7. Include the digital object identifier (DOI) for items that have this identification number, which will help readers find valuable materials online. The following example is quoted directly from the sixth edition of the APA manual (APA 7.01, p. 198).

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   a. Do not place a period after the DOI. As with the URL, readers might misinterpret the period as part of the DOI
   b. If an electronic source has a DOI, you need no further retrieval information.

**Writing Style and Mechanics**

APA does not treat a wide swatch of mechanics and style in depth and specificity, as does the 1026-page tiny-print *Chicago Manual of Style*. But the points that are treated by APA are points on which you need to be particularly careful. Although common problems with usage, grammar, punctuation, and basic accuracy are treated here, the manual should be consulted for ways in which these practices should be specifically applied.

**General Items of Usage**

1. **Abbreviations**
   a. Statistical abbreviations are usually italicized: *n, t, SD, p.* etc. Uppercase *N* is total sample; lowercase *n* is subsample. The correct form is *t* test—no hyphen, italicized *t*. 

2. **Acronyms (APA 4.02, p.88)**
   a. When using the acronym for the first time, write the words out completely and follow this with the acronym in parentheses (APA 4.23, p. 107).
   b. Afterward, use the acronym alone (don’t toggle back and forth).

3. **Capitalization (APA 4.15-4.20, pp.101-104)**
   a. Do not capitalize job titles unless they immediately precede a person’s name (John Doe, a professor; Professor John Doe).
   b. Do not capitalize the names of models, laws, hypotheses, theories, disorders, or diseases, but in most cases capitalize terms taken from a personal name (e.g., Down syndrome).
   c. If a complete statement (which could stand alone as a sentence) follows a colon, capitalize it (APA 4.14, p. 101).

4. **Italics (APA 4.21, pp. 104-105)**
   a. Italicize (not quote or bold) a key word or term introduced for the first time in the text.
   b. Italicize titles of long works (books, plays, journal titles (not article titles).
   c. Italicize words that anchor a scale \[1 (~never~) to 5 (~almost always~)\].

5. **Numbers (APA 4.31-4.38, pp. 111-114)**
   a. Write numbers below 10 as words. Write numbers 10 or above as numerals unless they begin a sentence (avoid this). Exceptions include a series including numbers both under and over 10 and numbers preceding elements of time or measurement (unless approximate). Other exceptions are found in (APA 4.31, 4.33-4.34, pp. 111-114).
   b. Use numerals in numbers like 6 million.
   c. Use a comma in numbers like 2,396.
   d. The percent symbol (%) is used only if it follows a numeral. If no number is involved, use the term percentage (APA 4.45, p. 118).

**Writing Style (APA 3.05-3.23, pp. 65-86)**
1. **Use gender-neutral language (APA 3.12, pp. 73-74).**
2. **Be sure that verbs and pronouns agree with their subjects.**
   a. Verbs must agree with their subjects (singular or plural). Data and media are plural nouns. (The data are. . . ).
   b. Pronouns must agree in number and in gender with the nouns they replace (APA 3.19-3.20, pp. 78-79). Remember that the words each and every are singular; they can often be replaced with all, which is plural.

**Punctuation (APA 4.01-4.11, pp. 87-96)**
1. Placement and spacing of punctuation involve specific conventions.
   a. Commas must be used to separate items of a series consisting of three or more (including before and and or when they join series items) (APA 4.03, p. 88).
   b. Periods and commas go inside closing quotation marks (double or single); colons and semicolons go outside. Question marks and exclamation points go inside the quotation marks only when they refer directly to the quoted material. They go outside when the entire statement containing the quotation is a question or exclamation.
   c. Double space after periods ending sentences and after colons that are followed by a complete statement. Space once (a) after commas and semicolons, (b) after periods within a reference citation, (c) after the period before a page numbers (p. 21), and (d) after periods which follow the initials in personal names (e.g., J. F. Smith).
   d. Avoid common errors with apostrophes.
      • Add an apostrophe + s to form a possessive of a singular noun (e.g., Jones’s study, the child’s desk).
      • Add an apostrophe after the existing s to form possessives of plurals ending in s (e.g., the students’ projects) (APA 4.12, p. 96).
      • Do not use an apostrophe with plurals that are not possessive (not “assessments’ were completed” or “teachers’ were prepared”).
      • Do not use an apostrophe when forming the plural of a number (e.g., 1990s, 40s).

2. Distinguish between various formats for handling quotations (APA 6.01-6.05, pp. 170-172).
   a. Use double quotation marks around words taken directly from other sources, and cite the page of the text from which they were taken (APA 4.08, p. 92). DO NOT TAKE EVEN TWO SIGNIFICANT WORDS IN SEQUENCE WITHOUT QUOTATION MARKS; this is plagiarism. Use citations to indicate authors of ideas that are not your own but are in your own words. Failing to credit the original author is also plagiarism (APA 6.01, p. 170 and APA 1.10, pp. 15-16). Plagiarism is a serious violation of scholarly and professional ethics. Careers have been ruined when plagiarism has been found.
   b. Use single quotation marks for a quotation within a quotation that is in double quotation marks (the author you are quoting quotes someone else) (APA 4.08, p. 92).
   c. Put quotations of 40 or more words in double-spaced block form, indenting the block the same width as a new paragraph (about .5 in.) (APA 6.03, p. 171).
   d. Following a block quotation, place the citation after the closing period (APA 6.03, p.170).
   e. To indicate you have omitted words in a quotation, use ellipsis (three spaced periods). If the omission occurs between two sentences, use four periods (the fourth representing the period that was omitted). Do not begin or end a quotation with ellipsis (APA 6.08, pp. 172-173).

3. Avoid common misuses of hyphens (APA, 4.13, p. 97).
   a. A hyphen is used for a compound modifier that precedes a noun—except when it includes an ly adverb or a comparison or superlative. So typically developing child does not take a hyphen, but ten-year-old child does. An at-risk child includes a hyphen, but a child who is at risk does not, since the phrase does not precede a noun.
   b. Some words, such as the self- words (self-concept, self-conscious, etc.), always use a hyphen no matter where they are or what they do (APA 4.13, pp. 97-100).
   c. If a compound adjective cannot be misread or if its meaning is established (widely known), a hyphen is unnecessary (e.g., health care reform, grade point average) (APA 4.13, p.97).
d. Compound modifiers that share a base word can be placed in a series preceding the base word with the hyphens indicated (full- and part-time employees) (APA 4.13, p.97). e. Many prefixes do not require hyphens, including *anti*, *non*, *inter*, *intra*, *extra*, *semi*, *mini*, *pseudo*, and *under* (e.g., nondisabled, extracurricular, international, pretest, posttest (APA 4.1-4.2, pp. 98-99).

e. Do not confuse hyphen, dash, em dash, en dash (APA 4.13, p. 97).

- Use a hyphen (shortest line) to divide a word, indicate a relationship between parts of a compound adjective preceding a noun (e.g., “an at-risk child”); do not space before or after a hyphen.
- Use an en dash (about the length of an *n*) between equivalent words constituting a compound adjective; it has no space before or after (e.g., “an APA–MLA format question”).
- Use an em dash (about the length of an *m*) to set off an item for emphasis or to digress from the main clause; do not space before or after an em dash (e.g., “like this—or that”).

**Style Matters**

1. Paragraphing (APA 3.05-3.11, pp. 65-70)
   a. Paragraphs should be longer than a single sentence and no longer than one page (APA 3.08, p.68).
   b. Paragraph length should vary.

2. Attend to standards and clarity with regard to statistical and mathematical materials (APA 4.41-4.49, pp.116-124).

3. Appendices should be designated alphabetically in the text in the same order they appear in the Appendices section. Appendix A should be mentioned first in your text, followed by Appendix B, Appendix C, and so forth.

**Completion**

After you have completed your thesis/dissertation and have it approved by your advisory committee, graduate coordinator, and dean, you will upload it to the Electronic Theses and Dissertations website. Support is available for you as you prepare your work for approval and dissemination.

**Electronic Theses and Dissertations**

All theses and dissertations must now be submitted as Electronic Theses and Dissertations (ETD). See the BYU Graduate Studies Checklist for Preparing ETD (PDF) for Submission (ADV Form 11) for details.

**Available Support**

In addition to the sixth edition of the *Publication Manual of the American Psychological Association*, you can consult the following:

1. [American Psychological Association style manual website](#) for APA style products, free tutorials, and an online course.
2. Other universities' websites (e.g., excellent online writing labs at Purdue and Indiana University)


4. Citation Builders: EndNote, RefWorks, Son of Citation Machine

5. MSE departments’ and programs’ graduate handbooks and web pages

6. Harold B. Lee Library resources, including the Education librarian, Rachel Wadham.

7. External editors, who have volunteered themselves to be employed to edit theses and dissertations, posted on the McKay School Website.
   a. Not endorsed by the MSE, but listed for students’ convenience
   b. Communicate thoroughness of edit desired