



STUDENT HANDBOOK

BYU McKay School
TEACHER EDUCATION

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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 (graduatestudies.byu.edu). Use the *Prospective Students* and *Current Students* tabs to access information. Use the *Resources* tab for access to the [forms](#) and [policies and procedures](#) links, 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 to understand program requirements and plan and complete 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.

University Statements

Further information about the following statements can be found at <https://aims.byu.edu/> and a full list of university policies can be found at <https://policy.byu.edu/>.

Mission of the University

The mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

Aims of a BYU Education

BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all education at BYU. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision. A BYU education should be:

- Spiritually Strengthening
- Intellectually Enlarging
- Character Building
- Leading to Lifelong Learning and Service

BYU Strategic Objectives

1. Strengthen the student experience.
 - a. *Build faith in Jesus Christ and His restored gospel and testimony of living prophets and apostles.*
 - b. *Pursue the Inspiring Learning Initiative.*
 - c. *Advance student-centered mentoring and scholarship.*
 - d. *Increase the number of students receiving a BYU education.*
 - e. *Admit students who are committed to the type of education described in the BYU*

mission and aims and who are willing and eager to learn in an environment of study and faith.

- f. *Eliminate gaps in graduation rates.*
- 2. Retain a focus on undergraduate teaching.
 - a. *Advance faith-based, high-quality teaching and learning*
 - b. *Leverage the strengths of online learning to enhance the student learning experience.*
 - c. *Improve access to limited-enrollment programs.*
- 3. Foster BYU's double heritage.
 - a. *Enhance the BYU Foundations for Student Success course (UNIV 101).*
 - b. *Develop disciple-leaders among faculty, staff, administrative employees, and students.*
- 4. Develop the courage to be different.
 - a. *Elevate BYU's unique message to key audiences.*
- 5. Build a covenant community.
 - a. *Promote a sense of covenant belonging among all members of the campus community consistent with BYU's Statement on Belonging.*
- 6. Invest in mission-inspired scholarship.
 - a. *Increase the investment in mission-inspired scholarship.*
- 7. Focus on mission-aligned hiring.
 - a. *Reinforce mission-aligned hiring.*

For the Benefit of the World

We believe a world yearning for hope and joy needs the graduates of Brigham Young University (BYU). As disciples of Jesus Christ, BYU graduates are motivated by love for God

and His children. BYU graduates are directed by living prophets and prepared to serve, lift, and lead. This preparation demands a unique university model: at BYU, belief enhances inquiry, study amplifies faith, and revelation leads to deeper understanding.

At BYU, helping students to develop their full divine potential is central to both our teaching and our scholarship. As the flagship higher education institution of The Church of Jesus Christ of Latter-day Saints, BYU strives to emit a unique light for the benefit of the world—a light that will enable BYU to be counted among the exceptional universities in the world and an essential example for the world.

The University's Statement on Belonging

We are united by our common primary identity as children of God (Acts 17:29; Psalm 82:6) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement). We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement);
- We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12–27);
- Our interactions create and support an environment of belonging (Ephesians 2:19); and
- The full realization of each student's divine potential is our central focus (BYU Mission Statement).

College Statements

McKay School of Education Diversity, Inclusion, and Belonging Statement

The David O. McKay School of Education is committed to fostering an environment that values diversity, promotes equity, and invites belonging for all students, faculty, and staff as we strive to fulfill Brigham Young University's mission "to assist individuals in their quest for perfection and eternal life."

We recognize the divine worth of each child of our Heavenly Parents, and we endeavor to accept each other with understanding and respect for our differences. Christ's example inspires our approach to learning, teaching, and leadership. As educators, we actively seek to overcome biases that limit people's educational opportunities. As fellow human beings, we consciously seek to embrace all people "regardless of their race, gender, sexual orientation, or other distinguishing feature."

Recognizing there is work to do, the McKay School of Education invites all students, faculty, and staff to join in our commitment to a culture of love and unity. Together, we must humbly heed our prophet's admonition "to lead out in abandoning attitudes and actions of prejudice, . . . promote respect for all of God's children," and teach others to do so.

We look forward to living and working in greater harmony with all. We invite you to join us in these efforts in your homes and communities and as part of your profession.

McKay School Mission Statement: For the Benefit of the World

At the BYU McKay School of Education, our inspiration is Jesus Christ, the Master Teacher. We educate for eternity, knowing that every person is a child of God with a divine nature and destiny.

Learning, for us, is life-giving—it's why McKay School students commit to serving in challenging and noble professions, and why McKay School faculty dedicate themselves to being leading scholars, outstanding teachers, and role models of living the gospel.

As faculty, staff, and administrators, we devote our minds and spirits to our work, so we can nurture the full potential in others—for the benefit of the world.

Program Information

Learning Outcomes

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.

The intended learning outcomes of the MA in Teacher Education program are grounded in the following 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)

Therefore, the intended learning outcomes that serve to aid candidates who complete the MA program are as follows:

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

rigorous inquiry.

2. Effective Communication

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

3. Research Ethics

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

4. Education and Lifelong Service

- a. Candidates will develop their ability to recognize and strengthen the link between education and participatory democracy.

5. Professional Development

- a. Candidates can identify changes they have made or actions they have taken to improve schools or their own practice.

Pacing and Timeline

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 that 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. 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 must enroll in thesis credits, usually during the second year of your program, though you can begin work on your thesis research before you enroll in TEd 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 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. See <https://education.byu.edu/ted/graduate/deadlines> for graduation deadlines and timelines.

Table 1 outlines the approximate dates for each semester and term. Exact dates can be found at the BYU academic calendar website (<https://academiccalendar.byu.edu/>).

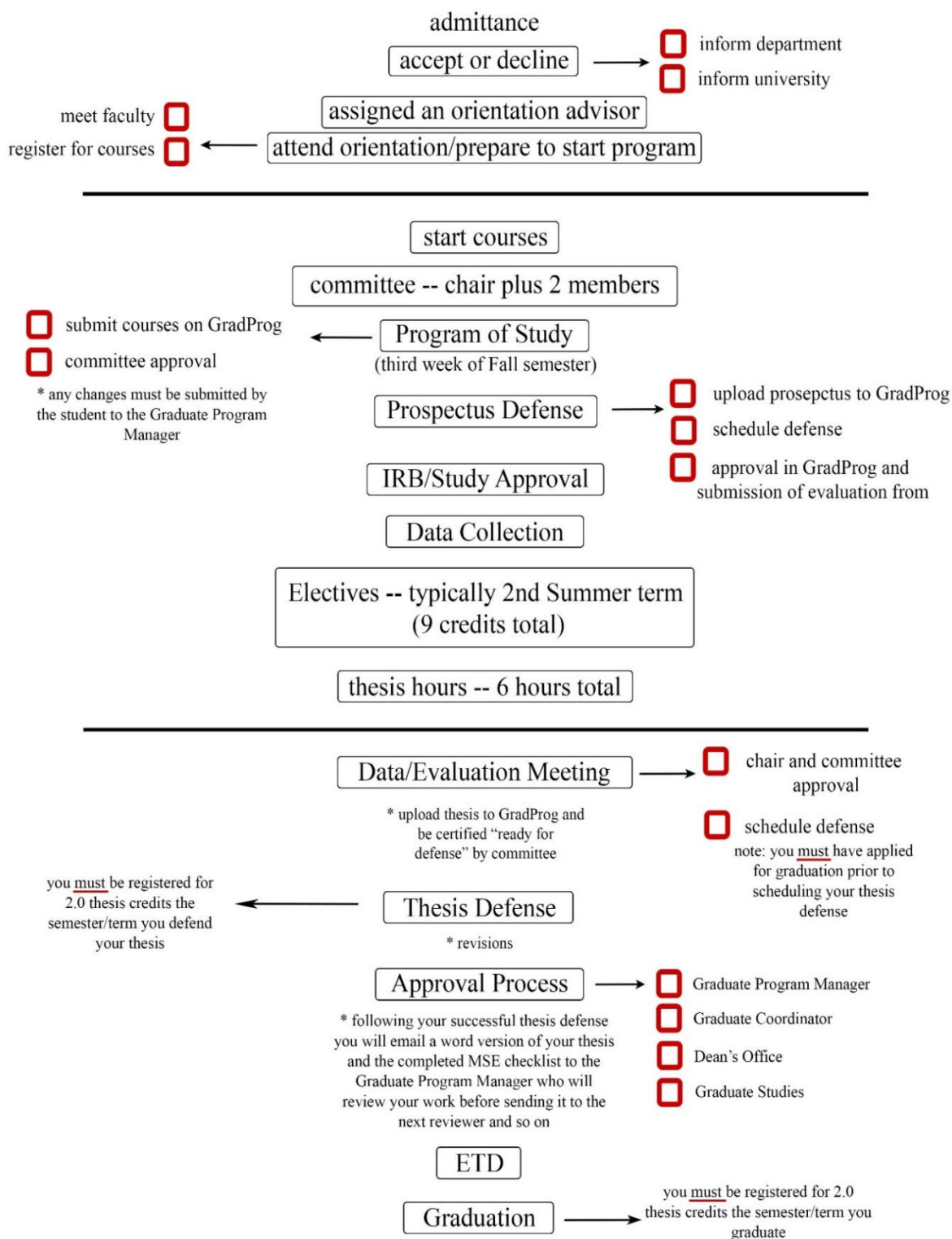
Table 1

Semester and Term Schedule Lengths

Semester/Term	Summer Term (7 weeks)	Fall Semester (14 weeks)	Winter Semester (14 weeks)	Spring Term (7 weeks)
Estimated Time Period	Mid-June – Mid-August	September – Mid-December	January – Mid- April	End of April – Mid-June

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 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.

Program Timeline



Minimum Registration Requirements

All degree-seeking graduate students are required by BYU Graduate Studies to meet the 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 your Program of Study carefully and 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 and maintain the minimum registration requirement. *If you do not meet the minimum registration requirements, Graduate Studies will drop you from active status and you will be required to apply for readmission.* To resume work on your program, you would then need to submit [GS Form 6](#). Your previous work will be re-evaluated, and readmission will not be automatic.

International Students. During the Summer, students are enrolled in 9 credits, which is considered full-time. During the Fall & Winter semesters the program typically only offers and requires students to enroll in, up to 6 credits. International students who are F1/J1 visa holders will have to take additional courses in order to meet the requirement of full-time student status. This must be worked out in a formal agreement between the Department of Teacher Education, the Office of Graduate Studies, and the Office of International Student and Scholar Services. Courses can be taken across departments as long as they are graduate-level offerings and can be justifiable as integral to the MA in Teacher Education. Courses must be approved by the student's committee chair as part of the Program of Study. Responsibility for remaining current in the appropriate amounts of credit (9 F/W, 4.5 Sp/Su) is that of the individual student.

Thesis (or R credits) credits can be accepted as fulfilling full-time requirements if that is the normal program requirement after course work is completed. After the first year of coursework, there is no limit to the amount of R (Thesis) credit a student may enroll in, as long as they are making normal progress toward graduation.

Courses

The MA in Teacher Education program is a two-year, part-time, evening (Fall, Winter

Semesters, Spring Term) and Summer-intensive program (see Table 1 for semester and term lengths). 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. To complete the MA in Teacher Education program, you must successfully complete five core courses (3 credits each), two research courses (3 credits each), two elective courses (3 credits each), and six hours of thesis credit, for a total of 33 credit hours (see Table 2).

Table 2

Projected Schedule of Courses for MA in Teacher Education

Program Requirements	TEd 694	TEd 695	TEd 613	No Required Courses	2.0 Thesis Hours	2.0 Thesis Credits	2.0 Thesis Credits	2.0 Thesis Credits until Graduation (as necessary)
	TEd 612	TEd 611	TEd 624		Elective 1 (3 credits)			
	TEd 610				Elective 2 (3 credits)			
	1 st Summer	1 st Fall	1 st Winter	1 st Spring	2 nd Summer	2 nd Fall	2 nd Winter	
International Student Additional Requirements*		+ 3 credits	+ 3 credits	+ 4.5 credits				

* confirm additional credit requirements with the International Student Office

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:

- **TEd 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*
- T Ed 624 **Academic Writing** (3 credits) *This course is a writing seminar designed to help students learn to prepare for and write a master's thesis and become better academic writers overall.*

Research Courses

The research courses will prepare you for conducting your research and completing a thesis:

- T Ed 694: **Introduction to Inquiry, Part I** (3 credits) *This foundational class is the first in a two-part series that introduces the purposes and processes of research in the context of education.*
- T Ed 695: **Introduction to Inquiry, Part II** (3 credits) *This class is the second course in a two-part series in which the purposes and processes are elaborated on through the application of various methods of inquiry in the context of 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. You must register for 2.0 Thesis hours up through and including the semester that you defend your thesis.

- 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*

Evaluation

Student Rating Reports

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 Fall and Winter semesters of each year, your committee chair and you will meet together to review your progress and complete the form signifying that you have read and understood the evaluation (see Appendix A). Once completed, you will send the report to the graduate program manager. If there are concerns about your progress, your chair will discuss the rating with you and any actions you may need to take to improve your performance. For any ratings other than satisfactory, you and your chair will agree upon steps to be taken to improve your performance and a timeline for completion. The department will report your current academic status to Graduate Studies and will be recorded on GradProg. Failure to submit these reports will result in being denied financial support (departmental, federal, financial institutions, and state aid).

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 and the department; (c) consistent progress toward completion of your thesis (e.g., prospectus, IRB clearance, data collection and analysis, written drafts, committee meetings/defense); and (d) timely submission of required paperwork and forms (e.g., self-evaluations, study list, graduation application). A full rubric for the student evaluation is in Appendix A.

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. 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.

Grades

Your instructors will evaluate you as you complete your coursework 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 Report, 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 are 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 will leave 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* (7th ed., APA). We highly recommend purchasing 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.

Funding

There are several avenues for graduate student 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 for 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. The university also has funds students can apply for each year. Information about university funding can be found at <https://enrollment.byu.edu/scholarships>. Graduate Studies also has a few scholarship options. For information to help you locate graduate grants and scholarships, see <https://gradstudies.byu.edu/page/costs-financial-aid>

University Funding

University Scholarships. We encourage all students to complete the online scholarship application, regardless of their circumstances. To be considered for any scholarship offered through the Financial Aid Office, complete the ‘Period’ section and the first three sections (Personal, Essays, and Need). Additional sections of the application are for more specific awards and for each you complete you will be considered.

You must apply for scholarships on or before posted deadlines, even if you have not yet been admitted to the university. Scholarship applications are reviewed after admissions decisions have been made.

To be considered for scholarships after admission, you must apply by the Continuing Student deadline each year.

To receive full consideration for all university scholarships for which you may be eligible, you must complete the FAFSA (Free Application for Federal Student Aid) and send it to BYU each year by January 20th.

Student loans. Two types of student loans are available to graduate students who qualify: BYU loans (short-term; see [BYU Financial Aid](#)) and Federal Stafford Loans (see [BYU Financial Aid](#).) 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.

Graduate Studies Funding

Professional presentation awards. Graduate Studies provides funding annually to assist qualified graduate students in presenting research and/or creative works at conferences or other forums. Professional Presentation Award applications are solicited twice yearly, in the 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 the Fall Semester. Interested students may complete a Professional Presentation Award Application online at the Graduate Student Society page of the Graduate Studies website <https://gradstudies.byu.edu/page/professional-presentation-award>). 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.

3MT – 3-Minute Thesis Competition. Each year graduate students have the opportunity to participate in the 3 Minute Thesis Competition (3MT). The Three Minute Thesis (3MT) is a research presentation competition that originated at the University of Queensland in 2008. Since then, the program has spread to universities worldwide. Students participating in the 3MT competition have three minutes to give an oral presentation based on their research. The presentation should avoid discipline-specific jargon and be presented so a lay audience can understand the significance of the research.

Competitions are held in graduate departments and at the college level to determine which graduate students will advance to the university-wide competition. The competitor who wins first place will receive \$2,000, second place will receive \$1,500, third place will receive \$1,000, and the Presenter's choice will win \$500. The remaining participants will each receive \$250.

For video examples of past 3MT presentations, visit the [official 3MT website](#).

International Students

International students who are not working in local schools may find work on campus. They are eligible to be Graduate Assistants or Teaching Assistants. The department does not

guarantee GA or TA positions. Students are responsible for finding their own employment on campus if so desired. Student jobs are listed on the YJobs website: <https://yjobs.byu.edu/>.

Additional information and support for graduate students can be found at the Office of International Student and Scholar Services (<https://iss.byu.edu/>).

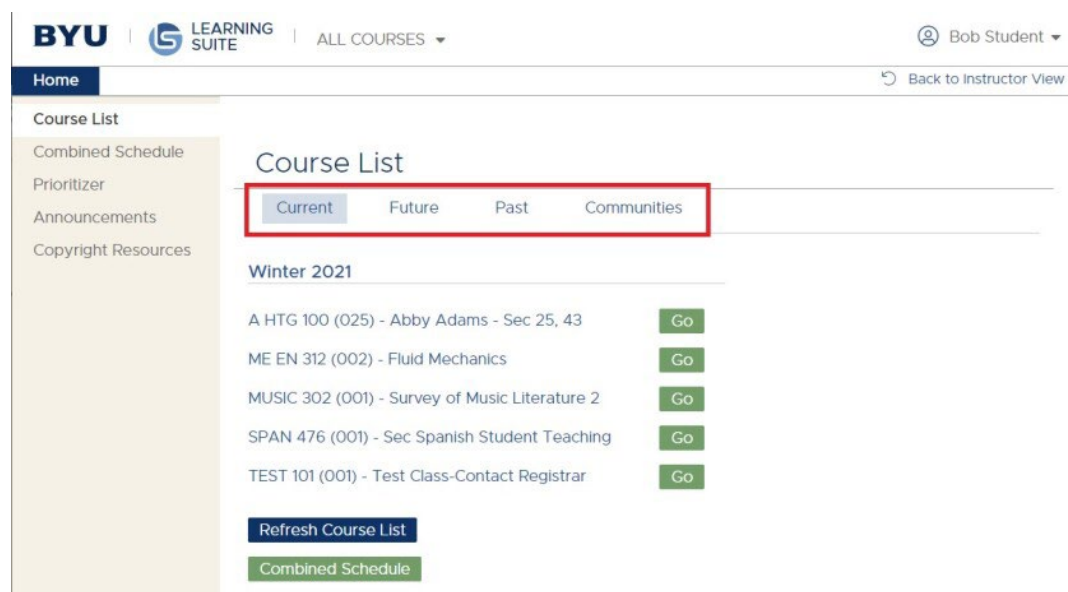
Learning Suite

A majority of our instructors use Learning Suite (<https://learningsuite.byu.edu>) to manage their assignments although on occasion instructors will choose to use Canvas (<https://byu.instructure.com/>) instead. For both Learning Suite and Canvas, you sign in using your student netid and password. Questions about how to use Canvas can be directed to the Program Manager or the instructor. Since the majority of your classes will use Learning Suite here is a short overview of how to navigate Learning Suite. More information can be found at <https://softwaresupport.byu.edu>.

Once you have logged into Learning Suite you will see a screen listing all the courses available to you (Figure 1).

Figure 1

Learning Suite List of Courses



From this list, you would select the class you wish to view. This will take you to the class dashboard which allows you to view current information about that course including

assignments, grades, a syllabus, and sometimes more (Figure 2). Prior to the start of your classes, we encourage you to familiarize yourself with the course information. Questions regarding classes can be directed to the instructor.

Figure 2

Learning Suite Class Dashboard

The screenshot displays the Learning Suite Class Dashboard for a course at BYU. The top navigation bar includes the BYU logo, the Learning Suite logo, the course name "FALL 2020 CH EN 374 – Fluid Mechanics", and the user name "Joe Instructor". Below this is a secondary navigation bar with links for "Home", "Digital Dialog", "Exams", "Grades", and "Schedule". A yellow banner at the top of the main content area contains a proxy message: "Proxy: You are editing as Joe Instructor. Click here to cancel proxy." and links for "Student View" and "Back to Instructor View". The left sidebar lists various dashboard sections: "Dashboard", "Announcements", "Assignments", "Learning Outcomes", "Email", "Library Resources", "Groups", and "Class Info". The main content area is titled "Dashboard" and shows the "Schedule: Oct 17–31, 2020". It lists dates "Sat, Oct 17, 2020" and "Sun, Oct 18, 2020". Under "Column 1", there is a yellow dot icon and the text "Fake Exam Closes". Under "Column 2", there is no content. On the right side, there is a section titled "Announcements" with the text "No Announcements".

GradProg

GradProg is the Graduate Progress Report for BYU. This website is where you will select your committee, create your program of study, receive approval for your thesis, and apply for graduation. The website also has links to resources that you will need as you complete your program. The link for the website is <https://gradprogress.sim.byu.edu/> or you can use the shortcut URL [gradprog](#) when you are logged into MyBYU. Once you log in to GradProg you will see your student information, the program milestones, and tools (see Figure 3). As you complete milestones there will be green checks in the milestone boxes.

Figure 3

GradProg Student View

The screenshot displays the GradProg Student View interface. At the top, a dark blue navigation bar contains the text "BYU Graduate Studies | Committee" and a "Sign Out" button. Below this, a horizontal menu lists several tabs: "My Academic Journey", "My Program Status", "Report Dashboard", "Department Milestones", and "Resources". The main content area is titled "Student Information" and features a search bar. On the left side, there are two vertical menus: "Degrees" with "MA - Teacher Education" selected, and "Tools" with links to "Graduate Progress Report: Teacher Education MA", "Apply for Graduation", "Catalog and Class Schedule", "Academic Calendar", "My Financial Center", "Campus Map", "Directory", and "Petition". The central part of the interface shows a progress bar with eight milestones: "Committee", "Program Of Study", "Prospectus", "IRB Approval", "Data Eval Meeting", "Ready for Defense", "Thesis Defense", and "ETD". The "Committee" milestone is currently active, indicated by a blue box. Below the progress bar, there is a section for "Committee Members" showing "Required: 3" and "Awaiting approval". A table lists "Proposed Committee Members" with "No proposed committee members". At the bottom, a dark blue footer contains the text "BRIGHAM YOUNG UNIVERSITY" and contact information.

Note. Screenshot from GradProg. Personal information has been removed.

Committee

Upon admission to the program, you will be assigned a temporary “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. Additionally, the first Summer term and Fall semester will be spent meeting faculty and crafting your research question. This will

assist in the selection of your chair and committee.

During your graduate studies, you will work directly with a committee. This graduate thesis committee will include a chairperson (chair) and at a minimum, two other members. The chair must be from the Teacher Education department, and we highly recommend that your two committee members are as well. If you wish to have a committee member from outside the department, they must at least be graduate faculty and we would recommend that they serve as an additional member, bringing your total to four. The graduate thesis committee members' 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 to discuss their research interests, and exploring a range of possibilities for faculty to serve on your graduate committee. For further information on the graduate faculty and their research interests, you can read their brief biographies on our website. Students are able to officially request chairs and committee members starting in the Fall semester (Figure 4). No early requests will be approved. 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.

Figure 4*GradProg Chair and Committee Selection Example*

The screenshot displays the GradProg interface for a student named Jerry Student. The interface includes a navigation bar with 'BYU', 'Graduate Studies | Student Progress | Committee', and tabs for 'My Academic Journey', 'My Program Status', and 'Resources'. The left sidebar shows 'Degrees' with 'MISM - Information Systems Management' and 'MS - Exercise Sciences' (selected), and 'Tools' with links like 'Graduate Progress Report: Information Systems Management MISM', 'Graduate Progress Report: Exercise Sciences MS', 'Apply for Graduation', 'Catalog and Class Schedule', 'Academic Calendar', and 'My Financial Center'.

The main content area shows student details: 'Jerry Student', 'janice_robinson@byu.edu', 'Phone:', 'Net Id: js332', 'Degree: MS - Exercise Sciences (MAJOR)', 'No Evaluations', 'Year Term Admitted: Not Set', and 'Completion Deadline: Thursday, 19 Dec 2024 (OPEN)'. Below this, there are buttons for 'Committee' and 'Program Of Study'. A red arrow points from the 'Committee' button to the 'Edit Committee Members' button at the bottom.

The 'Committee Members Required: 3' section lists 'Jim Carlson (MEMBER)'. The 'Proposed Committee Members' section shows a table with one member:

MEMBER	Jim Carlson	jkr42@ad.byu.edu	Approved: Mon, 27 Jan 2020	Invited: Mon, 27 Jan 2020	Accepted: Mon, 27 Jan 2020

At the bottom, there is a button labeled 'Edit Committee Members'.

Note. Screenshot from GradProg. Fake student information is used as an example.

If the need arises to make a change to your graduate committee, you will need to request the change through the graduate program manager. Once approved, the change will be reflected in GradProg. It is the student's responsibility to inform committee members of any requested change.

Here are some things you should consider when choosing your chair and committee members:

- Expertise
 - A chair with expertise in your area of interest can identify difficulties you may run into during your study, direct you toward literature on your topic, and guide your choice of methods for collecting and analyzing data. They will be more naturally invested in your research if it falls in their expertise.
- Accessibility
 - Having an accessible committee chair makes a big difference. Think about whether your potential chair will be available to mentor you throughout your work.
 - Has the faculty member already reached their mentoring limit
 - Is the faculty member involved in a demanding project?

- Do they have commitments that take them frequently away from campus?
- Will they be on campus in spring/summer if that's when you plan to write the bulk of your thesis?
- Are they planning a sabbatical leave soon?
- Are they a new faculty member? (Their advising load may be limited while they learn the ropes.)
- How close are they to retirement?
- Feedback
 - Feedback is so important. Find someone who takes their time. Recognize that good feedback might take longer than you wish it would.
 - Does the faculty's feedback inspire you to be better and work harder?
 - Can you use the feedback to create a better draft?
- Success
 - Are they consistently getting students to successful graduation in a reasonable amount of time? (Newer faculty might not have the same stats, but don't overlook them as a potential chair for that reason.)
- Personality
 - Find a chair whose personality doesn't conflict with your personality to the point of stalling your work. Writing a thesis is a collaborative process; you need someone who you can work well with.
 - Do your mentoring expectations match those of the chair?
 - How closely, or loosely, does the chair monitor student progress?
 - How does the chair communicate their critique of student work?
 - Are there other specific characteristics you are looking for in a chair?
- Attitudes toward methodology
 - Your chair's attitude toward methodology, or preference for a particular data collection and research method, should match your research interests. The issue is not which method is better overall, but which method(s) will best answer your particular research question or direction of inquiry.

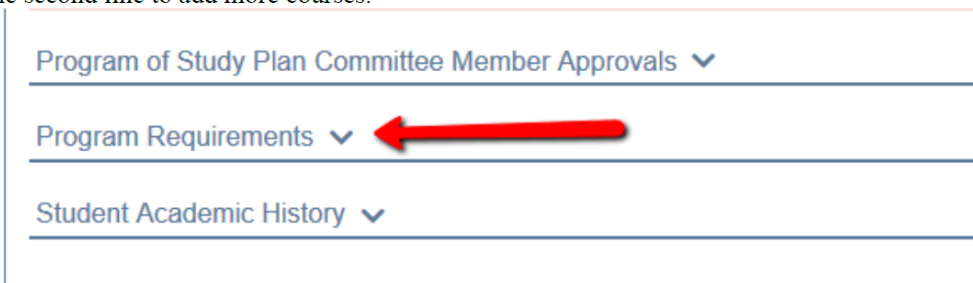
Program of Study

No later than the third week of the winter semester following your admission, you must submit a Program of Study in GradProg. This program lists the courses you will complete during the program and cannot be submitted until your full committee has been selected and they have been accepted. The required core and research courses, along with the required thesis credits will be listed on GradProg. Additionally, you and your chair should explore possible elective courses to be included in your Program of Study. Once your Program of Study is completed, submit it online via GradProg for your committee members and the department to approve (see Figures 5 & 6). The Program of Study sets forth the approved courses that you must complete to qualify for graduation. If you make any changes to your Program of Study, it will need to be requested through the program manager and be approved by your committee on GradProg.

Figure 5

Program of Study GradProg Instructions

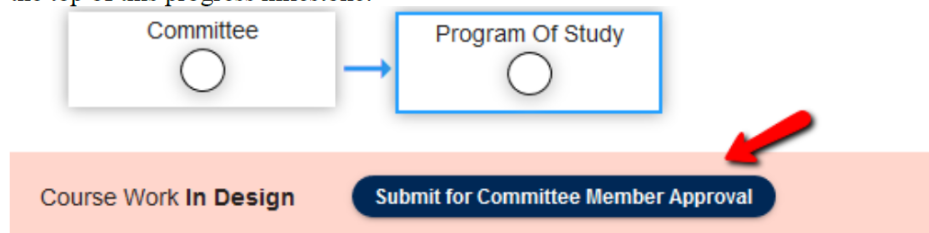
Click on the Program of Study (POS) box to open a new subsection of the page. Some required courses may already be populated if your program has specific courses that everyone must take. Select the second line to add more courses:



Uses these buttons to add and remove courses while you are in the Planning stage.



Once you are satisfied with your POS, submit it to your committee for approvals using this button near the top of this progress milestone:



Note. Screenshots from GradProg.

Figure 6*Completed Program of Study Example*

COURSE PLAN TIME LIMITS & HOURS OTHER REQUIREMENTS

Degree Hours:*33 of 33 required credits planned*

Thesis	<i>6 out of 6 credits planned</i>
--------	-----------------------------------

Course	Approved Credits	Action
T ED 699R -	Y 6 of 6 credits completed	

Core	<i>21 out of 21 credits planned</i>
------	-------------------------------------

Course	Approved Credits	Action
T ED 610 -	Y 3 of 3 credits completed	
T ED 611 -	Y 3 of 3 credits completed	
T ED 612 -	Y 3 of 3 credits completed	
T ED 613 -	Y 3 of 3 credits completed	
T ED 691 -	Y 3 of 3 credits completed	
T ED 692 -	Y 3 of 3 credits completed	
T ED 693 -	Y 3 of 3 credits completed	

Electives	<i>6 out of 6 credits planned</i>
-----------	-----------------------------------

Course	Approved Credits	Action
T ED 661 -	Y 3 of 3 credits completed	
T ED 665 -	Y 3 of 3 credits completed	

ADD NEW COURSE**REMOVE COURSE**

Note. Screenshot of GradProg. An old version of the Program of Study is being used as an example of the screen you will see.

International students must complete the International Student Program of Study form in addition to submitting the Program of Study in GradProg which includes the required program courses as well as the additional required credits needed to maintain full-time status (see Appendix B). This form must be approved by the International Student and Scholar Services

office and the department. Email the Graduate Program Manager for this form.

Prospectus Meeting & 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 upload a reading copy of your prospectus to GradProg well in advance of the prospectus meeting. Note that some committee members may also request a Word document version of your prospectus to give detailed feedback.

At the prospectus meeting, your graduate committee will discuss your proposal and give you helpful feedback to make your study better. During the meeting, the chair will complete a Prospectus Defense Form (See Appendix C). It includes a section for comments and recommendations from the committee. The committee must approve your prospectus (2/3) 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 approval from all members of your committee on GradProg. Additionally, following the meeting the chair will submit the completed prospectus defense form to the graduate program manager, and electronic copies will be distributed to the student and the committee.

IRB

This milestone is a department milestone meaning that it is a department requirement rather than a university requirement. The Ready for Defense milestone cannot be completed until after this step has been approved. This step requires the student to upload one of two things. Either the completed and approved IRB approval email or the completed department IRB Exemption Form (See Appendix D). Regardless of which document is uploaded, this step must be approved by the chair, the committee members, and the Graduate Program Manager.

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 from the principal of any school where you intend to conduct research.

Data 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, or data, 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. It is helpful to determine possible dates and a timeline for the defense at this meeting. Your committee members may request to have up to two weeks to read your thesis prior to the defense date.

During the pre-defense meeting, committee members will focus on both the content of your thesis and the formatting of your 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. Following your meeting, your chair and committee must complete approvals in GradProg before scheduling the thesis defense.

Ready for Defense

When you have made any changes required by the committee, upload a copy of your revised thesis to GradProg. Once your committee has read through the thesis and has determined that you are ready to schedule the final defense of your thesis, usually referred to as the thesis defense, they will record their approval via GradProg.

Once your committee has approved your thesis on GradProg, contact the department graduate program manager to schedule your 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 graduate program manager (see Figure 7). You cannot schedule your thesis defense until you have applied for graduation online through MyBYU.

Figure 7

GradProg Ready for Defense Example

Ready For Defense Approvals

Member	Request Sent	Certified
Alessandro Rosborough (CHAIR)		Certified: Tue, 14 May 2024
Juan Freire (MEMBER)	Request Sent: Wed, 22 May 2024	Certified: Wed, 22 May 2024
Corinna Peterken (MEMBER)	Request Sent: Tue, 21 May 2024	Certified: Tue, 21 May 2024
Jennifer Wimmer (MEMBER)	Request Sent: Mon, 20 May 2024	Certified: Mon, 20 May 2024

Thesis Title

The text above is the way your title will appear on your graduation documents. If any formatting characters are displayed please edit the title and remove them.

Feedback

Show ☐ All ☐ My Comments

Add a comment...

SAVE

Note. Screenshot from GradProg.

Thesis Defense

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 thesis 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 have impacted your professional knowledge and practice.

After your presentation, guests will be dismissed, and the members of your thesis 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 thesis committee deliberates about your performance. Committee members vote to (a) pass (no changes required), (b) pass with qualifications (minor changes needed), (c) recess (requires modification and a second defense will need to be held), or (d) 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 approve of your thesis on GradProg at the conclusion of the thesis defense meeting. Your committee chair should refrain from approving until you have made all required changes, and the thesis is ready for further review. At that time, the committee chair will approve it on GradProg.

ETD

Prepare a PDF version of your thesis and upload it to the university electronic thesis and dissertation (ETD) section on GradProg. You can find helpful guidelines and links to a series of YouTube videos to help you prepare your ETD at <http://etd.lib.byu.edu/start.html>. 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 make corrections, and 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. When Graduate Studies approves it, the thesis process 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.

Thesis Research

Overview

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 the Teacher Education website for current deadlines:

<https://education.byu.edu/ted/graduate/deadlines>. Note that the dates listed are for the final submission; please plan ahead to allow for submission through the department and Dean's office prior to the final submission to Graduate Studies.

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 the background, methods, and procedures of

your study. See Appendix E for a flowchart of the thesis writing and defense process.

Prospectus

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 the 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. 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 1) preliminary pages, 2) an introduction to your research, 3) an extended literature review, 4) a description of your proposed research method, and 5) 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 1) the title page, 2) a table of contents, and 3) a list of tables and figures (if needed).

Introduction. The introduction should provide context for the issue or problem you plan to explore or examine through your study. It informs the reader why this topic is an issue of interest and why it is that you plan to study it. It should include your research question(s).

Review of Literature. All of the relevant research that you have read about your subject is presented in the review of literature. This is meant to establish what is already known about the topic and indicate where there is a gap in the literature that your study intends to address. It should establish the need for your research. The conceptual framework or theoretical lens that you intend to use to examine the topic should be explicated either in this section or in the method section, depending on your field; discuss the placement with your committee chair.

Method. The chosen theory/ framework should prompt the kind of study you conduct

(qualitative or quantitative). You should justify your selection through the use of theory. In this section, you will list your plans for conducting the study (recruitment of participants, data collection, analysis, etc.), including the order in which each step will occur. Provide a sufficient description so that it could be replicated by others. Since you will not have completed any of these steps, be sure to use future tense when writing this section.

Timeline. 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. A guide that can be used to develop a timeline format that has proven helpful for other graduate students is included in Appendix E.

IRB

Many (but not all) theses 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 the 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 your study has been approved by the IRB and from the district and school where your study is located (if applicable). Prior to data collection, you will prepare an IRB application. Your thesis chair will need to be the Primary Investigator (PI) listed on your IRB application and you will be named as either a Co-PI or Research Personnel. The IRB application will first be submitted to the MSE Scientific Review Committee, which will provide a checklist upon approval. You should work closely with your chair in completing any IRB application. All applications will be completed and submitted through the iRIS online system. These materials and other information about IRB clearance can be found on the IRB website at <https://orca.byu.edu/irb/index.php>.

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.

Final Thesis

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. 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. PDF templates of the approved formats are found on the MSE website and include the correct format for the preliminary pages, as well as the other sections listed below, required for the thesis (https://education.byu.edu/research/dissertation_aids.html). Use of these templates is strongly recommended as they already have all of the formatting criteria embedded within them.

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. 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 250 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/>, 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 are 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 the description of the contents of the prospectus 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 future tense for past tense and providing additional detail about your context, participants, and procedures as they actually occurred.

In addition to updating the content of chapters 1-3 from your prospectus, you will need to prepare the following chapters:

Chapter 4: Results/Findings. Depending on the design of your study, you will either have a Results section (quantitative) or a Findings section (qualitative/mixed methods). In this 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* (7th 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 the results. 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 summary text 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* (7th 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/Conclusion. In the last 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 the 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* (7th ed.) as a guide in typing references. Do not include secondary sources in the reference list.

Appendices. 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. In the five- chapter thesis, only one appendix is required, in which the official forms are included (e.g., IRB approval). 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, such as instruments used in data collection.

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. There are three options for the hybrid: 1 article with an annotated bibliography, 1 article with extended literature review/ methods, and 2 articles with extended

literature review/ methods sections. Regardless of the option you choose, 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. 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 Extended 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 250 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/>, words that would help someone locate your work when doing a topical search in a database.

Acknowledgements page. The acknowledgments 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 the template for what is included. 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. 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). 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. The first page of the body of the journal-ready thesis is a “Description of Thesis Structure and Content.” Even though it is necessary to the article, the Description of Thesis Structure and Content is not considered the first page of the article. So Arabic numbers should not start on this page but on the first page of the text (where the background or introduction of the paper begins). 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, etc.). 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 list contains references included in the journal-ready article only, and the second includes all citations in the review of the literature (for further guidance on reference lists, see “Appendices” on the next page). You may want to comment on how the content of your thesis fits within current research/practice in the field. The only references to appendices should appear in the Description of Thesis Structure and Content. There should be no other references to Appendices.

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* (7th 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 Thesis 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 first 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. For guidance on other reference lists, please see the next section.

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

A reference list should be part of Appendix A. If you include both an extended literature review and extended methods section in your appendices, you either need to include a reference list for each (containing only references cited within each section), or you may choose to combine the reference for all appendices into one reference list and call it “References for Appendices” (this would be the best option if your other appendices also have citations). Whatever way you choose to do these reference lists, make sure it is very clear in the Description of Thesis Structure and Content.

If any other part of your thesis (other than the appendices or body of the thesis) contains citations, it would be best to instead include a reference list for the whole thesis. This reference list should include the article citations as well as entries for literature used in the extended literature review and/or extended methods section, and 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.

Thesis Review

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 graduate program manager, the graduate

coordinator, and the MSE associate dean will all review your thesis, some multiple times. With each review, there are deadlines to meet. The details can be confusing, but your chair can help you work through the review process step-by-step. For each graduation, there are deadlines for when the thesis revisions must occur. See the Teacher Education website for the most updated deadlines: <https://education.byu.edu/ted/graduate/deadlines>

Chair/Committee

Your chair and committee will be reviewing and giving feedback for your thesis throughout the entire process. However, there are a few key periods you can expect to receive formal feedback for your work. The first is during the prospectus defense stage. Prior to the defense your chair and committee will review your prospectus and then during the defense your chair and committee will communicate that feedback to you. The second point is the Data Meeting stage. Again, prior to the meeting your chair and committee will review your thesis and come prepared to discuss the feedback with you. The third is the Final Defense stage. Your chair and committee will come prepared, having read your thesis, to discuss any changes that are needed. It is expected that your chair and committee will assist with content, grammar, APA, & formatting. All these items must be completed before the thesis can be submitted to the department for approval.

Department

Once approvals have been submitted on GradProg for the thesis defense the student should send a Word copy of their thesis and a copy of the completed checklist to the Graduate Program Manager. The thesis will not be reviewed until a copy of the checklist has been submitted. We expect that you have carefully reviewed your thesis for the items listed in the checklist before submitting your thesis. The Word copy must be sent as an attached document rather than a link to Word online as many formatting items do not transfer and will cause issues for both the student and the Graduate Program Manager. Incorrect files will be returned to the students and the correct files will be requested before the review begins. Additionally, a thesis may be returned to the student for further review if it appears that sections of APA or formatting have not been completed (e.g. preliminary pages are not formatted, reference list has not been checked).

Both the Graduate Program Manager and the Program Coordinator will review your thesis. All requested edits must be completed although concerns can be directed to the Program Manager for clarification. Once the program manager and the coordinator have completed their review a copy will be sent to the student and the chair with the requested edits. Once those revisions have been made a clean copy must be sent to the program manager for a second review. If all revisions have been completed the Program Manager will forward the clean copy and the checklist to the dean's office for their review. If further revisions are needed the program manager will communicate the deficiencies. As this can be an iterative process, we encourage students to not wait until the last possible day to submit their thesis. This can cause delays in graduation.

Dean's Office

The dean's office will complete a second review of the thesis and will communicate the needed revisions to the student. Once those revisions have been completed, a PDF version of the thesis must be submitted to the dean's office. With clearance from the dean's office, the student may begin uploading their ETD. Issues with the ETD can be directed to the dean's office thesis/dissertation specialist, Jena Green (jena.green@byu.edu), or the ETD training team at the HBL Library(<https://lib.byu.edu/services/electronic-thesis-and-dissertation-submission/>).

University

The university will also review your thesis although they only review the formatting of your Preliminary Pages. Once you have uploaded your ETD to GradProg, the university will review the formatting and request any necessary changes. The ETD will be approved once all changes have been made. Approvers include the university, the dean's office, and the program coordinator.

Graduation

To qualify for graduation students must have completed the IRB milestone and have scheduled their data meeting. Once these requirements are met, students can apply for graduation using the link in GradProg. Deadlines to apply for graduation and other important information about graduation can be found on the Graduate Studies website here:

<https://gradstudies.byu.edu/academics/graduation>. The usual deadlines for applying for graduation are:

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

Up until the posted deadlines, changes can be made by the Graduate Program Manager. After the deadlines have passed, graduation can only be deferred by Graduate Studies at the request of the Graduate Program Manager. You must apply for graduation before you schedule your final oral examination of your thesis.

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, make sure it is correct, and type in your name exactly the way you would like it to appear on your diploma. Students will select the appropriate graduation: April, June, August, or December, and indicate whether they plan to participate in convocation and/or commencement in April. At the bottom of the form, the student can indicate the name you would like 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.

Resources

Program

Roles & Responsibilities Chart

The following chart outlines the responsibilities of each role in the graduate program. This is not an exhaustive list but does cover the major parts of the program. Across the top are the roles within the program and listed below each role are the responsibilities as related to the topics shown in the key below. For example, the light pink represents items related to GradProg.

Key												
GradProg	Program of Study/Graduate Courses	Committee	Thesis	Student Rating Reports	Graduation	Admissions/ Recruitment	Funding	Grievance	Petitions	Mentoring Students	Student Data	Misc Items

Column 1 – Student

These are your basic responsibilities as a student. This is not an exhaustive list but covers the general items you are responsible for tracking and completing. This serves as a reminder that as the student you are ultimately responsible for your success in the program.

Columns 2 and 3 – Chair and Committee

These two roles work together to support you in the program and your research and should be the first individuals that you reach out to when you are having issues. Ultimately, they are responsible for assisting with the completion of your thesis and approving your progress along the way. They will mentor and assist you throughout the program in all things related to the program including, your thesis, and classes.

Column 4 – General Faculty

All faculty are available to assist all graduate students whether they are on your committee or not.

Column 5 (note that this role takes up two columns, but we are counting them as one) – Graduate Program Manager

Their job is to assist with the administrative aspects of the program and advise students. Their role includes recruitment and admission, the advisement of students, maintaining students files, acting as the liaison between the department and Graduate Studies, administering student surveys, assisting graduate faculty, and reviewing theses. They will be another key person to keep in contact with.

Column 6 – Program Coordinator

Their role is to assist with administrative issues and manage the program as a whole. Together with the Program Manager, they manage and oversee the graduate program and its many facets. Their primary focus is on the student-facing aspects of the program.

Column 7 – Graduate Faculty Committees

The Graduate Faculty Committees make admission and funding decisions. They also assist with managing the program and recruitment.

Column 8 – Chair's office

The Chair's Office approves petitions and manages department faculty. Their primary focus is on the faculty-facing aspects of the program.

Column 9 – Dean's Office

The Dean's Office reviews and approves theses. They review petitions and assist with recruitment.

Column 10 – Graduate Studies

Graduate Studies manages and monitors University policies and procedures. They also maintain and oversee student data and progress. They give final approval of all petitions.

Student	Chair	Committee Member	All Faculty	Graduate Program Manager	Graduate Program Manager	Graduate Coordinator	Graduate Faculty Committees	Chair's Office	Dean's Office	Graduate Studies
regularly check GradProg for accuracy	regularly check GradProg for accuracy	regularly check GradProg for accuracy	mentor graduate students	regularly check GradProg for accuracy	track awarded funds & remaining available budget	approve exceptions on IRB form	oversee recruitment	unresolved issues with students can be directed to the chair's office by the coordinator	review and approve theses	add petitioned classes to students' schedules
upload required documents to GradProg	submit final thesis defense results in GradProg	timely approval of milestones in GradProg		approve milestones in GradProg	send funding requests to the committee & inform students of decision	teach introduction course	make admissions decisions	reviews petitions	review and approve ETD	monitor minimum registration requirements - advisement team
pass all GradProg milestones	timely approval of milestones in GradProg	approve submitted Program of Study		submit changes to Program of Study	submits paperwork for requested petitions	reviews requests for directed readings courses	plan and facilitate orientation event		assists with graduate program recruitment	if a thesis defense results in recess or fail you must contact Graduate Studies
create program of study by the third week of the second semester (Winter) & register for classes	assist with creation of program of study	accept committee assignments		Submit changes to committee	inform students of university decisions regarding petitions	review and approve theses	award scholarships		unresolved student issues can be directed to the dean's office by the chair's office	review and approve thesis
maintain minimum GPA & pass classes with a B or higher	assist with the creation of the committee	assist in writing of thesis including APA & formatting		maintain department level milestones	create and send out monthly program newsletters	review and approve ETD	review and approve funding requests		review petitions	review and approve thesis
maintain minimum registration requirement	assist in writing of thesis including APA & formatting	regularly give feedback on thesis		schedule prospectus meeting, data meeting, and final thesis defense in GradProg	maintain student files	plan and facilitate orientation event			Coordinate with Graduate Student Society Delegate	review student rating reports - advisement team
complete all program requirements	regularly give feedback on thesis	review thesis		assist with registration issues	monitor provisional admit requirements & other additional student requirements	approve requests to resume graduate study after being dropped from the program				correct errors/issues with the Student Rating Report evaluations – advisement team
invite faculty to serve on committee	verify student has formally scheduled thesis defense with graduate program manager at least one business day in advance	know deadlines for graduation		confirm all T grades are changed to P grades prior to graduation	administer student surveys - entry, mid-point, & exit	unresolved student concerns will be directed to the coordinator				defer graduation – advisement team
submit completed committee by the end of the first semester (Fall)	review thesis	attend prospectus, data, and thesis defense meetings		approve initial program of Study and clear in AIM	create and administer surveys to students	reviews and approves petition. First level of review on all petitions.				final clearance for graduation
schedule thesis defense with graduate program manager	complete 2 student rating reports twice a year	regularly meet with students		monitor completion of Program of Study & minimum registration requirements	maintain website & graduate section of the employee portal	plan and facilitate Graduate Student Appreciation				final review of petitions – both advisement and admission
complete thesis	know deadlines for graduation	timely and consistent contact with students		approve committee in GradProg & clear in AIM	maintain handbooks					manage student/program data
successfully defend and submit thesis	know the requirements students must have completed prior to being approved for graduation			review and approve theses	plan and facilitate Graduate Student Appreciation					oversee readmittance process & policies if student is dropped from the program
complete the ETD	assist student with submitting funding requests to the program manager			complete department evaluation section of Student Rating Reports & email to students						maintain policies & procedures
submit completed thesis & checklist to Graduate Program Manager	help student with issues with courses/program/instructor			submit Student Rating Report evaluations						place holds on student's accounts
complete 2 student rating reports twice a year	assist students with submitting petitions for exception to the program manager			post deadlines for graduation						GradProg issues – tech support
apply for graduation & complete graduation requirements	facilitate prospectus, data, and thesis defense meetings			submit student requests to defer graduation						maintain the AIM system, the GradProg system, and the SLATE system
know deadlines for graduation	timely and consistent contact with students			clear students for graduation						
submit funding requests to the program manager	regularly meet with students			approve graduation applications						
submit issues with courses/program/instructors to Chair	complete meeting paperwork									
once admitted, student requested petitions are submitted to the program manager										
timely and regular contact with graduate program manager, chair, & committee										
maintain Ecclesiastical Endorsement										
be familiar with the Graduate Handbook and all policies/procedures as communicated to the student										

Table 3
Roles & Responsibility Chart

APA Review Sessions

Following the writing class, the department will offer APA Review Sessions for students to attend. These review sessions are optional but are a great opportunity to answer questions about APA and review the basics. Prior to scheduling the review sessions, a survey will be sent out to get an idea of the best days and times for the cohort. If you are unable to make it to any of the review sessions but would like assistance with APA or formatting, email the Graduate Program Manager.

TED Website

The department website has links to all of the important resources and information available to students. This includes the course map, thesis aids, graduation deadlines, the student handbook, student forms, and a long list of university resources with links. It is important to be familiar with the department website as it will contain the most up-to-date information and most importantly, our department's deadlines. Deadlines listed on other websites will not be accurate for Teacher Education and attending to those deadlines will cause you to miss department deadlines. To avoid confusion and delays, always start with the department website.

College

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 201, 205, and 206 MCKB on the second floor. A student lounge area containing several tables and vending machines is available on the first floor of the building.

Thesis & Dissertation Specialist

University

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.

Writing Assistance

Writing Center

The library offers a Student Writing and Research lab. They have writing tutors specifically hired to assist graduate students with their thesis work. Consultations are available both online and in person. Their website also has a bunch of useful resources and handouts for writing including tips for citations and formatting.

Graduate Studies Boot Camps

Graduate Studies has started offering boot camps every year. These are all-day writing instruction camps where students are given the opportunity to focus on their writing and receive one-on-one assistance. There are limited seats so students must register to attend these events. Graduate Studies will email all students when registration opens with instructions on how to register.

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 the BYU ID Center (1057 WSC). You can access their website at <http://idcenter.byu.edu/> where you can apply for the ID and submit a photo. Alternatively, you can walk into the ID Center, get a photo taken, and get your ID printed.

Student Health Insurance

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 Coverage*). 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/>.

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 students 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 <https://groupstudy.lib.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.

BYU App

Students have access to the BYU App which includes a variety of resources including:

- Cougar Cash – the ability to check balance and add funds
- BYU Student ID – can be used as ID except where you need to physically swipe your card
- Campus Map – has overall campus maps and maps of each of the buildings
- Printer Locations
- Vending Machine Locations
- Links to Learning Suite
- Y-Time – used to clock in and out of on-campus jobs
- Calendar – includes campus events
- Parking – shortcut for activating vehicles and paying for parking privileges
- BYU Email Link
- A list of your courses
- Safewalk service – request a police escort on campus or just have campus security monitor your GPS signal through the app

You login to the app using your student netid and password. Issues with the app or any of the features can be directed to BYU OIT.

APA Handbook and Website

The American Psychological Association (APA) Handbook and the APA Website are companion resources for the APA guidelines. We highly recommend that each student purchase personal copies of the handbook to be used throughout the program. In addition to the APA Handbook and Website, we suggest utilizing the MSE APA & Formatting Checklist and the APA videos on the MSE website here: https://education.byu.edu/research/dissertation_aids. As you begin the program it will be useful to familiarize yourself with these resources and APA in general. To assist with that process the following is a summary of the APA guidelines and some tips and tricks for success.

Headings – APA 2.27

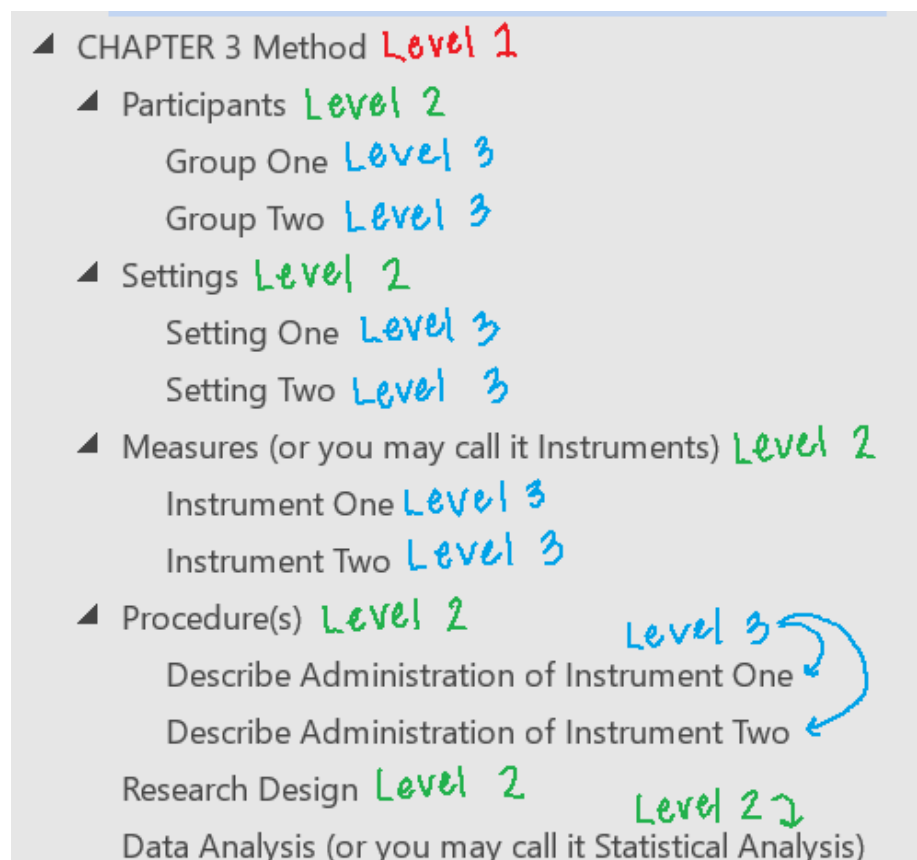
Headings are used to break down information. APA headings have 5 possible levels with each one having its own unique formatting requirements (Figure 8). Within your thesis, all headings must be properly formatted although only Level 1–3 headings must be listed in the Table of Contents. It is also important to note that if you have subsections under a heading, you must include at least two subsections (Figure 9).

Figure 8

Heading Formatting

<p>THESIS/DISSERTATION LEVEL HEADING (CENTERED, NO BOLD, ALL CAPS)</p> <p>Level 1: Centered, Bolded, Title Case</p> <p>Level 2: Flush Left, Bolded, Title Case</p> <p><i>Level 3: Flush Left, Bold Italic, Title Case</i></p> <p>Level 4: Indented, Bolded, Title Case, Paragraph Heading, Followed by a Period. Paragraph continues.</p> <p><i>Level 5: Indented, Bold Italic, Title Case, Paragraph Heading, Followed by a Period.</i> Paragraph continues.</p>
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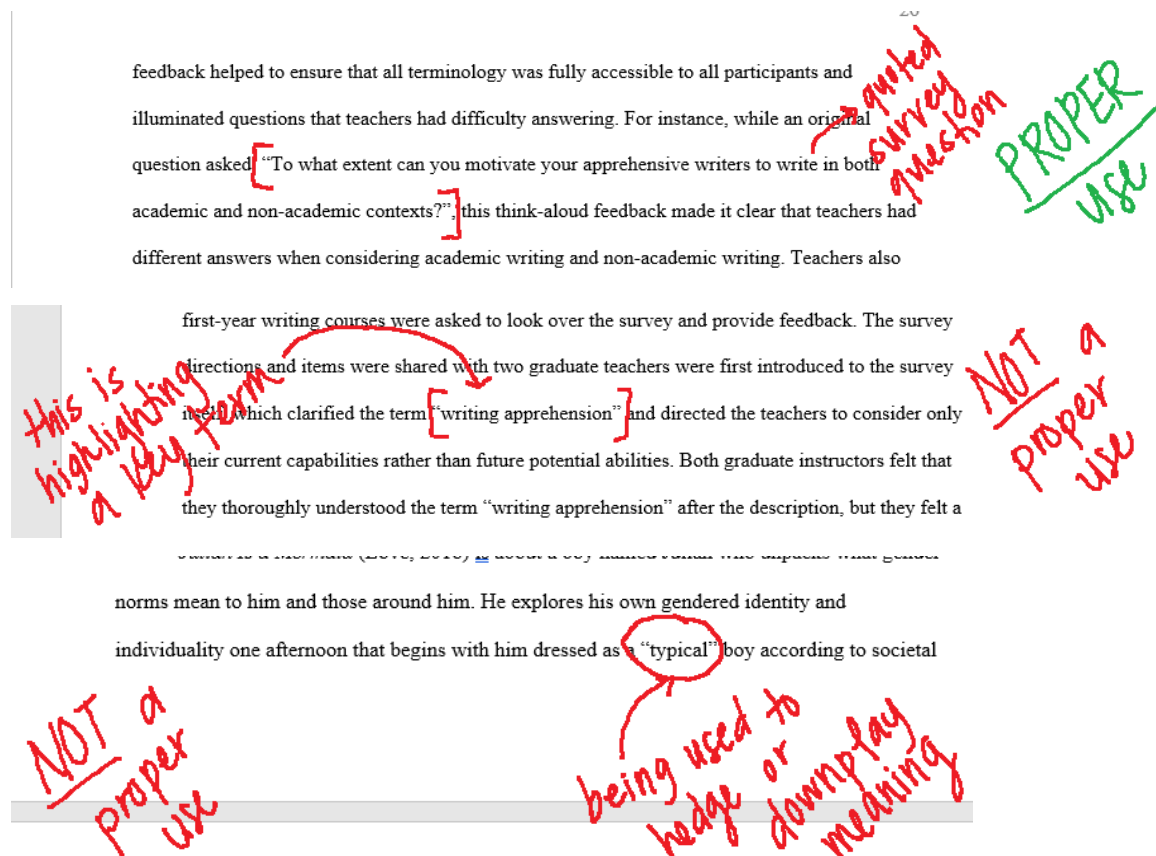
Note. From the APA Handbook

Figure 9*Heading Organization*

Note. Screenshot from MSE template.

Quotation Marks – APA 6.7

The most common use of quotation marks is for direct quotations. Additionally, there are other uses of quotation marks including (a) to refer to a letter, word, phrase, or sentence as a linguistic example; to present stimuli; (b) to introduce a word or phrase used as an ironic comment, as slang, or as an invented or coined expression; (c) to introduce a label; and (d) to set off the title of a periodical article or book within the thesis. The most common mistakes include using quotation marks to highlight a key term or phrase or to hedge or downplay meaning (Figure 10).

Figure 10*Use of Quotation Marks*

Note. Examples from student theses. They are used with student permission.

Italics – APA 6.22

Italics are most often used for the following: (a) key terms or phrases, often accompanied by a definition; (b) titles of books, reports, webpages, etc.; (c) titles of periodicals; and (d) the first use of a word, phrase, or abbreviations from other languages. They should not be used for mere emphasis (Figure 11). The full list of rules can be found in the APA Manual 6.22. There are also rules for reverse italics although that is much less common within theses. Those guidelines can be found in APA 6.23.

Figure 11

Use of Italics

This study is grounded in Bandura's (1977) concept of *self-efficacy*, a term used to describe a person's belief that they can fulfill the required behaviors to produce a desired outcome. This belief is important because it influences what individuals choose to do, the amount of effort they put into doing it, and the way they feel as they do it (Bandura, 1986). In this way, investigations of *self-efficacy* focus less on the skills and strategies that someone has at their disposal and more on what a person feels they can accomplish within their present

Woolfolk Hoy, 2001). The TSES used Bandura's unpublished teacher efficacy scale as a model for the new scale and incorporated his expanded 9-point scale for responses (1—*Nothing*, 3—*Very little*, 5—*Some influence*, 7—*Quite a bit*, and 9—*A great deal*) (Tschannen-Moran & Woolfolk Hoy, 2001). The final scale contained 24 items (12 items in the short form). These items loaded onto three distinct factors: engagement, instruction, and management.

Note. Examples from student theses. Used with student permission.

Abbreviations – APA 6.24–6.26

Abbreviations should be used if (a) it is conventional, and readers are likely to be more familiar with the abbreviation and/or (b) considerable space can be saved and cumbersome repetition avoided. If you do choose to abbreviate a term or phrase, then you should use only the abbreviation moving forward. Do not alternate between the abbreviation and the full term or phrase. When you first use the term that you want to abbreviate present both the full version of the term and the abbreviation (Figure 12). Abbreviations are introduced in the Abstract, and the body of the thesis, and can be reintroduced in Tables or Figures.

Figure 12

Abbreviations

apprehension. In order to meet this outcome, I created a new instrument entitled the [Self-efficacy to Teach Apprehensive Writers Survey (STAWS)]. This new instrument was then analyzed to identify any existing latent factors as well as the reliability of the scale. Finally, I explored how the STAWS instrument can be used to explore the self-efficacy of the surveyed instructors of first-year university writing centres to support their highly apprehensive writers. This study employed the following research questions:

Note. Example from a student thesis. Used with student permission.

Numbers – APA 6.33

In general, use numerals to express numbers 10 and above and words to express numbers below 10. Some exceptions to this rule include using numerals for numbers that precede a measurement; and numbers that represent times, dates, ages, scores, and points on scale, and exact sums of money. Use APA 6.33 to determine whether to use numbers or numerals on a case-by-case basis. Pay particular information when talking about grade levels as there are a lot of factors in these cases.

Lists – APA 6.49–6.52

There are 3 types of lists, lettered lists, numbered lists, and bulleted lists. Lettered lists are kept within a sentence or paragraph and identify elements in series with lowercase letters in parentheses. Numbered lists primarily display complete sentences or paragraphs in a series. You should use the default list function in Word to create your lists. Bulleted lists are primarily used for identifying items in a series with no ordinal position (order does not matter). You should use the default list function in Word to create your lists. Examples of these list types can be found in the APA Handbook (Figure 13).

Figure 13

List Examples

1/2 inch
indent

This study will address the following research questions or research hypotheses:

1. Add your first question or hypothesis here.
2. Add question 2 or hypothesis here.
3. Add question 3 or hypothesis here (of course, you may have more or fewer questions than three – delete or add as necessary).

Data Analysis (or you may call it Statistical Analysis)

In this section you should describe the type of data you collected and how the data were analyzed. Also specify the statistical analysis with your rationale for selecting the particular test(s). Present limitations/violations of assumptions of the statistical analysis.

Your prospectus will contain four main sections: (a) BYU preliminary pages, (b) introduction chapter, (c) review of literature chapter, and (d) method chapter.

Note. Examples from MSE Template.

Tables and Figures – APA Chapter 7

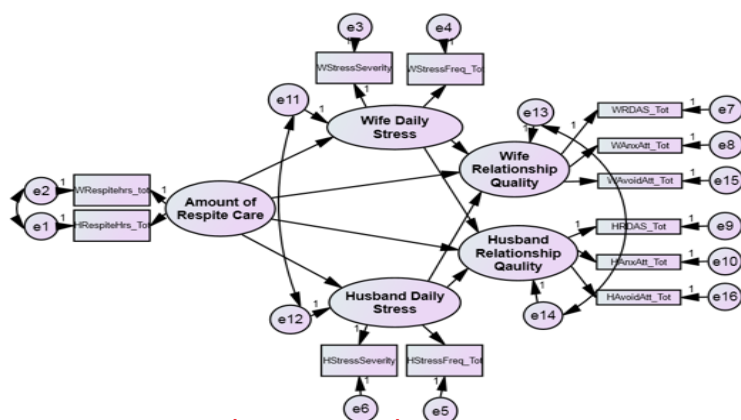
Tables and Figures can be used to summarize information and present data. All tables and figures should have a figure/table number, title, the table or image, and notes as needed. All these elements must be formatted according to APA guidelines (Figures 14 & 15). Figures and Tables should be understood on their own, meaning readers should not have to refer to the text to understand. All Figures and Tables have to be called out in the text, in order. Figures and Tables should directly follow the callout unless they appear in an Appendix. Tables and Figures in the Appendix must be labeled accordingly. For example, the first table in Appendix A should be labeled as A1.

Figure 14

Figure Formatting

Figure 1 → **bold**

Title of Figure 1 Here in Title Case and Italicized → **title case & italicized**



* must include copyright info here
→ double spaced directly following

Note. See APA items 7.22-7.36 on pages 225-250 for more guidance on figures and formatting.

Note. Example from MSE Template.

Figure 15

Table Formatting

the document. Include the table as close to the in-text reference as possible, without splitting the table between two pages. Table 1 is an example of a table formatted according to APA guides.

Table 1 → **bold**

Title of Table 1 Here in Title Case and Italicized → **title case & italics**

Variable	Mean	SD	t-value
Name of Variable 1	.09472	.44545	1.647
Name of Variable 2	.11824	.50863	1.692
Name of Variable 3	-.04088	.54771	-.543
Name of Variable 4	.07233	.46857	1.124
Name of Variable 5	-.08753	.38909	-1.638

*p < .05 **p < .01 p < .001.

Note. See the APA manual for table and figure guidelines.

→ note should be double spaced

* same font as the rest of the thesis

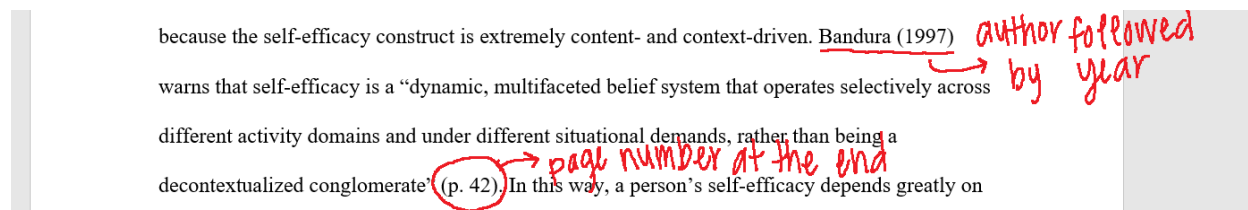
Note. Example from MSE Template.

In-text Citations – APA Chapter 8

All in-text citations will typically include an author and a date. There are a few exceptions to this rule which are explained in detail in the chapter in the APA Handbook. There are two types of in-text citations, narrative and parenthetical. Narrative citations work the name of the author into the sentence and include the year directly after the author (Figure 16). Narrative citations also do not use the ampersand (&) between authors' names but spell out the word "and". Page numbers, if needed, are included at the end of the sentence. Parenthetical citations put the author and the date in parentheses at the end of the quoted material (Figure 17). If more than one source is being cited, they should be listed in alphabetical order. Sources with three or more authors should be shortened to the first author, et al (Figure 18).

Figure 16

Narrative Citation



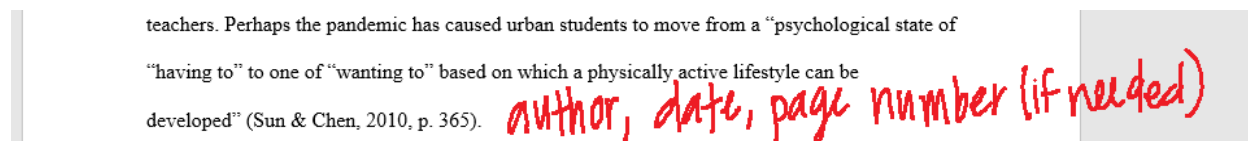
because the self-efficacy construct is extremely content- and context-driven. Bandura (1997) warns that self-efficacy is a "dynamic, multifaceted belief system that operates selectively across different activity domains and under different situational demands, rather than being a decontextualized conglomerate" (p. 42). In this way, a person's self-efficacy depends greatly on

Handwritten annotations:
 - "author followed by year" with an arrow pointing to "Bandura (1997)"
 - "page number at the end" with an arrow pointing to "(p. 42)"

Note. Example from a student thesis. Used with student permission.

Figure 17

Parenthetical Citation



teachers. Perhaps the pandemic has caused urban students to move from a "psychological state of "having to" to one of "wanting to" based on which a physically active lifestyle can be developed" (Sun & Chen, 2010, p. 365).

Handwritten annotation:
 - "author, date, page number (if needed)" with an arrow pointing to "(Sun & Chen, 2010, p. 365)"

Note. Example from a student thesis. Used with student permission.

Figure 18

Three or More authors and Citing Multiple Sources

Writing is one of the most essential skills that college students need today [Kellogg & Raulerson, 2007; Lea & Street, 1998; Zhu, 2004]. As researchers have argued, writing well is important regardless of a student's major or intended career because writing-to-learn and writing-to-demonstrate-understanding are skills that help students no matter their chosen major, subject, or discipline (Emig, 1977; Yancey et al., 2014). This emphasis on writing also applies to

in alphabetical order

three or more authors: first author et al.

Note. Example from a student thesis. Used with student permission.

Reference List – APA Chapters 9 and 10

The reference list should include all sources cited within your thesis and all entries in your reference list should be cited in your thesis. The in-text citations and the entries in the reference list should match exactly. This means the author/s should be an exact match and the dates should be an exact match. Other guidelines for reference lists are:

- Entries should be in alphabetical order first, then publication order (oldest first)
- Single-author entries should come before entries with multiple authors when the first author is the same
- Authors' last name comes first, followed by their initials
- Commas are placed between authors
- DOIs or Stable URLs must be included if available (even some books have DOIs so double-check each entry)—all links should be formatted consistently
- Page numbers and other ranges of numbers should have en dashes (–)
- All entries should have a hanging indent which means the first line is not indented but the rest of the entry is

- Each entry should include author, date, title, and source although exact formatting will vary depending on the type of source

The reference list entries must follow the APA guidelines exactly. There are some online services that will check your reference list (like RefWorks) but they are not perfect and you should double-check your reference list periodically for accuracy. The first step in formatting your entry is to determine the type of source you are working with. The index at the end of the handbook can point you to the right section of Chapter 10. Once you determine the source type you can apply the appropriate formatting. The formatting guidelines are outlined in Chapter 10 of the Handbook and are organized by source type. Some of the most common will be covered in this section.

Periodicals. Periodicals are generally published continuously and include journals, magazines, newspapers, blogs, and other online platforms that publish articles. The general outline for periodicals is shown in the following template. Examples of different types of periodicals can be found in APA 10.1, examples 1–19.

Author	Date	Title	Source	
			Periodical Information	DOI or URL
Author, A. A., & Author, B. B.	(2020).	Title of article.	<i>Title of Periodical, volume(issue), page numbers.</i>	https://doi.org/xxx
Name of Group.	(2020, January).			https://xxxxx
Author, C. C. [username}.	(2020, February 16).		<i>Title of Periodical, volume(issue), Article #.</i>	
Username.			<i>Title of Periodical.</i>	

Books. The books category includes authored books, edited books, anthologies, ebooks, audiobooks, religious works, and classical works. This category also includes reference works—dictionaries, encyclopedias, and diagnostic manuals. Examples of these entries can be found in APA 10.2, examples 20–37. The general outline for the formatting of books can be found in the following template.

Author	Date	Title	Source	
			Publisher Information	DOI or URL
Author, A. A., & Author, B. B.	(2020).	<i>Title of book.</i>	Publisher Name.	https://doi.org/xxx
Name of Group.		<i>Title of book</i> (2nd ed., Vol. 4).	First Publisher Name; Second Publisher Name.	https://xxxxx
Editor, E. E (Ed.).		<i>Title of book</i> [Audiobook].		
Editor, E. E., & Editor, F. F. (Eds.).		<i>Title of Book</i> (E. E. Editor, Ed.).		
		<i>Title of Book</i> (T. Translator, Trans.; N. Narrator, Narr.).		

Edited Chapters. The Edited Book Chapters category includes chapters of edited books and works in anthologies. It also includes entries in reference works including dictionaries, thesauruses, and encyclopedias. For edited chapters, you cite both the chapter and the entire book. Examples of these entries can be found in APA 10.3, examples 38–49. The general outline for the formatting of edited chapters can be found in the following template.

Author	Date	Title	Source	
			Edited book information	DOI or URL
Author, A. A., & Author, B. B.	(2020).	Title of chapter.	In E. E. Editor (Ed.), <i>Title of book</i> (pp. 3–13). Publisher Name.	https://doi.org/xxx
Name of Group.			In E. E. editor & F. F. Editor (Eds.), <i>Title of book</i> (3 rd ed., Vol. 2, pp 212–255). Publisher Name.	https://xxxxx

Reports. There are several different kinds of reports but the most common are

government reports. Examples of these entries can be found in APA 10.4, examples 50–59. Use the following template to construct entries for reports and other gray literature.

Author	Date	Title	Source	
			Publisher information	DOI or URL
Author, A. A., & Author, B. B. Name of Group.	(2020).	<i>Title of report.</i>	Publisher Name.	https://doi.org/xxx
	(2020, May 2).	<i>Title of report</i> (Report No. 123).		https://xxxxx
		<i>Title of gray literature</i> [Description].		

Conference Session and Presentations. Conference sessions and presentations include paper presentations, poster sessions, keynote addresses, and symposium contributions. You should include a label in square brackets after the title for conference sessions and presentations. Examples of these types of entries can be found in APA 10.5, examples 60–63. See the following template for conference sessions and presentations.

Author	Date	Title	Source	
			Conference information	DOI or URL
Presenter A. A., & Presenter B. B.	(2020, September 18-20).	<i>Title of Contribution</i> [Type of Contribution].	Conference Name, Location.	https://doi.org/xxx
	(2020, October 30-November 1).			https://xxxxx

Use the following template for symposium contributions.

Author	Date	Title	Source	
			Conference information	DOI or URL
Contributor A. A., & Contributor B. B.	(2020, September 18-20).	Title of Contribution.	In C. C. Chairperson (Chair), <i>Title of symposium</i> [Symposium]. Conference Name, Location.	https://doi.org/xxx
	(2020, October 30-November 1).			https://xxxxx

Dissertations and Theses. This includes both published and unpublished doctoral

dissertations and master's theses. Examples of these entries can be found in APA 10.6, examples 64–66. Use the following template for unpublished dissertations and theses.

Author	Date	Title	Source
Author A. A.	(2020).	<i>Title of dissertation</i> [Unpublished doctoral dissertation]. <i>Title of thesis</i> [Unpublished master's thesis].	Name of Institution Awarding the Degree.

Use the following template for published dissertations and theses.

Author	Date	Title	Source	
			Database or archive name	URL
Author A. A.	(2020).	<i>Title of dissertation</i> [Doctoral dissertation, Name of Institution Awarding the Degree]. <i>Title of thesis</i> [Master's thesis, Name of Institution Awarding the Degree].	Database Name. Archive Name.	https://xxxxx

Webpages. You should use the web pages and website template if the source fits no other category in the handbook. These are typically sources that have no parent or overarching publication other than the website itself. If you are citing multiple pages from the same website, you should make entries for each page. Examples of these entries can be found in APA 10.16, examples 110–114. Use the following template to format these entries.

Author	Date	Title	Source	
			Website name	URL
Author A. A., & Author, B. B.	(2020).	<i>Title of Work.</i>	Site Name.	https://xxxxx
Name of Group.	(2020, August).			Retrieved December 22, 202, from
	(2020, September 28).			https://xxxxx
	(n.d.).			

Department Statements & Policies

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>).

Use of AI

The Teacher Education Graduate Program requires a thesis reflecting student learning on specific topics in education. In accordance with the university's [Academic Honesty Policy](#), this thesis work is intended to be the intellectual work of the student. While Artificial Intelligence (AI) tools can assist in various aspects of thesis writing, any use of AI must be clearly stated and approved by the student's chair and committee prior to the prospectus defense with a formal statement in the final thesis. The committee will assess ethical considerations, disciplinary norms, validity of methods, and adherence to program and university guidelines. The use of AI will be continually monitored and specifically reassessed during the Data Meeting, and the ways it was used must be explicitly stated in a declaration in the thesis.

See BYU grad studies [statement](#) for more information.

Example Declaration Statement:

"I acknowledge and affirm that AI tools were used during the editing process to enhance the clarity and coherence of the language used in this thesis. These tools were applied judiciously to ensure that the intellectual content and integrity of the thesis remained intact. The substantive content, ideas, and analysis presented in this work are my own and adhere to ethical standards and the university guidelines and policies regarding academic honesty."

Online Flexibility

Our Master's program in Teacher Education is a residential program, primarily conducted in-person. All courses will be offered in person with the expectation of in-person attendance. However, admitted students may request one semester of hybrid/online flexibility due to extenuating circumstances. Proposals must be submitted at least one month in advance to the

Graduate Program Manager for review by the Graduate Faculty Committee. The review criteria will include:

1. Advisor support
2. GPA
3. Length of absence requested
4. Nature of reason (family emergency, research, etc.)

APPENDIX A

Student Rating Report

Teacher Education Graduate Student Progress Report Form

Student:

Date:

Chair:

Milestones

Please include the dates when the following milestones were completed/scheduled in GradProg.

Prospectus:	IRB Approval:
Data Meeting:	Final Defense:

Progress Report

Please include an assessment of your progress below in the Student Assessment section. The chair completes their section. The program manager will complete the Program Assessment section.

Student assessment	Chair assessment	Program assessment	The student:
Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		Meets regularly with chair (i.e., keeps appts, responds to email, etc.).
Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		Constantly improves writing (including APA formatting).
Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		Is making consistent & timely progress towards completion of thesis & milestones.
Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		Enrolls in thesis credits with proficient progress on thesis
Y <input type="checkbox"/> N <input type="checkbox"/>		Y <input type="checkbox"/> N <input type="checkbox"/>	Communicates effectively & timely with the program manager.
Y <input type="checkbox"/> N <input type="checkbox"/>		Y <input type="checkbox"/> N <input type="checkbox"/>	Successfully completes courses (Grade of B- or better) & maintains minimum registration requirements.
Y <input type="checkbox"/> N <input type="checkbox"/>		Y <input type="checkbox"/> N <input type="checkbox"/>	Is timely in completing GradProg, paperwork, and other reporting information.

Student Instructions: Please provide evidence of how you are meeting the program learning outcomes by responding to the following prompts in the space provided. Then, send the form to your thesis chair and meet to discuss your progress.

1. Effective Analysis & Problem Solving

Identify a complex educational problem (from your research interests or thesis) and describe how you might analyze it to improve practice.

2. Effective Communication

Describe your current research interests or thesis project. How does the purpose of your research connect to relevant literature?

3. Research Ethics

Describe what you have learned from CITI trainings, courses, and readings that has informed how you are approaching issues of ethics and equity in research activities. Include a specific example.

4. Education & Lifelong Service

Describe how your ability to recognize educational problems or issues and how your role as an advocate for education has developed. Include a specific example.

5. Professional Development

Describe how your research interests or thesis project can improve schooling and/or your own teaching practice.

Faculty Instructions: Please review the student's responses and rate their overall understanding of each learning outcome as [emerging, developing, proficient]. Describe overall feedback for student progress with specific measures for improvement.

Please indicate the student's understanding of each learning outcome:

Learning Outcome:	Emerging	Developing	Proficient
Effective Analysis & Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education & Lifelong Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Feedback for Progress:

Note: for overall ratings of marginal or unsatisfactory this constitutes what must be completed to become satisfactory

Rating:

☐ Satisfactory

☐ Marginal

☐ Unsatisfactory

Student Signature:

Chair Signature:

Satisfactory	Marginal: one of the following	Unsatisfactory: 2 or more marginal criteria or one of the following
Submit committee by the beginning of the second semester (Winter)	Failure to submit a committee by the beginning of the second semester (Winter)	Grade in a course falling below B-
Program of Study submitted by the third week of the second semester (Winter)	Failure to submit Program of Study by the third week of the second semester (winter)	Failing a course
Progress & completion of Program of Study	Registering for thesis hours when little or no work has been done	Concerns about ethical or professional behavior
On track to meet minimum registration requirements	Failure to submit an approved thesis prospectus by second Winter	Previous rating was marginal, and student has not met requirements for improvement
Prospectus approved by the second Winter	Minimal contact with chair or committee members	No contact with chair, committee, or Graduate Program Manager
Progress on GradProg milestones	Not responding to Graduate Program Manager	
Contact with chair, committee, & Graduate Program Manager	Limited or no progress on GradProg milestones	
Paperwork completed on time	Paperwork not completed on time	
	Prospectus or thesis draft not approved	
	Limited progress toward completion of Program of study	
	Poor performance in research	

APPENDIX B

International Student Program of Study Form



Teacher Education
 205 MCKB Provo, Utah 84602
 Web: <https://education.byu.edu/ted/graduate>
 Email: tedgradsec@byu.edu

International Student
Program of Study

Student Information				
Name _____ BYU ID _____ Current Mailing Address _____ City _____ State or Province _____ Postal Code _____ Country _____ Telephone Number _____ E-mail Address _____ Semester/Term and Year Admitted: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Year		Teacher Education Department _____ Teacher Education Graduate Program (Major) _____ Master of Arts Graduate Degree Thesis _____ Program Type (Dissertation, Thesis, Project, Non-thesis) _____		
Course Work Information				
Department and Course Number	Requirement Type*	Semester Planned	Credit Hours	Course Title
TEd 610	Major		3	Foundations of Teacher Education
TEd 611	Major		3	Theories of Learning & Teaching
TEd 694	Major		3	Introduction to Inquiry 1
TEd 612	Major		3	Teacher Learning, Development, & Mentoring
TEd 695	Major		3	Introduction to Inquiry 2
TEd 624	Major		3	Academic Writing
	Elective		3	
	Elective		3	
TEd 699R	Thesis		6	Master's Thesis
	Add.			
	Add.			
	Add.			
	Add.			
	Add.			
	Add.			
			<div style="border: 1px solid black; height: 20px; width: 100%;"></div> Total Hours	Total Hours includes the minimum credit requirement for the degree (33) plus that additional credits required to maintain full-time status (~40 total)
Graduate Committee Approval				
Master's committees must consist of at least 3 graduate faculty.				
Printed Name of Graduate Committee Chair _____		Signature of Graduate Committee Chair _____		Date _____
Printed Name of Department Chair _____		Signature of Department Chair _____		Date _____
Printed Name of ISS Advisor _____		Signature of ISS Advisor _____		Date _____

09/22

Updated: September 2024

Instructions

- If you are uncertain about any specific requirements, ask your graduate committee chair for help.
- List each course to be included in your graduate program by department abbreviation (as used in the class schedule), course number, credit hours, and course title. List prerequisite courses first. If a course designated with an "R" will be repeated, list it only once with the total hours to be earned. For example, do not list Psych 799R nine times for 2.0 hours each, rather once for 18.0 hours. If additional space is needed, use a second form.
- In the "Requirement type" column, identify the requirement each course fills using the following:
 - Major:** Major courses
 - Elective:** Elective courses
 - Thesis:** Thesis
 - Add.:** Additional credits not counting towards degree (must be 400 level or above)
- Obtain signatures of the graduate faculty who will serve as your committee. Master's committees must consist of at least three graduate faculty.
- After completing the Program of Study form and obtaining chair signature, submit it to your department for approval.

09/22

APPENDIX C

Prospectus Defense Form

Teacher Education
205 MCKB Provo, Utah 84602
Web: <https://education.byu.edu/ted/graduate>
E-mail: tedgradsec@byu.edu

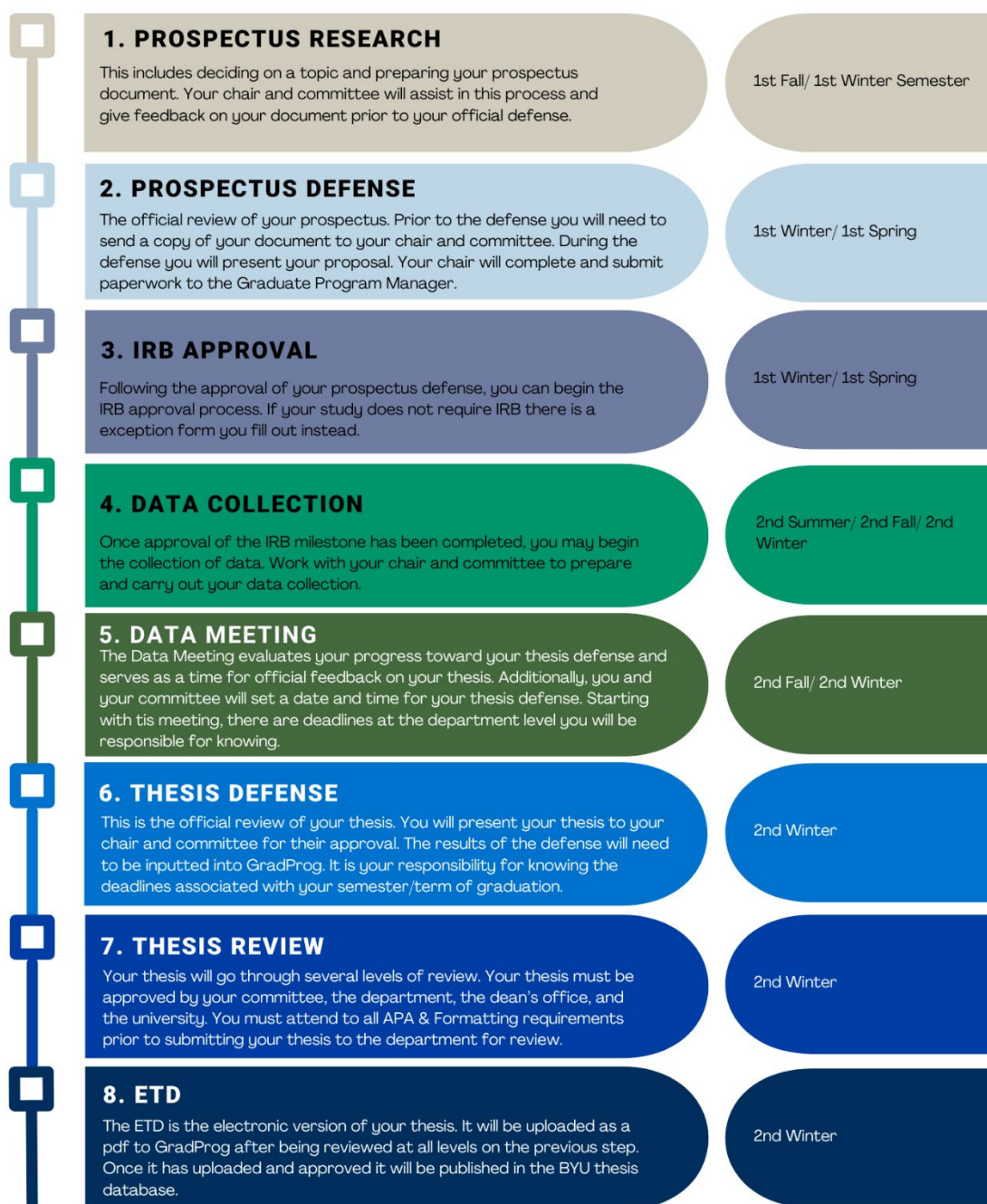
Committee Evaluation of
Prospectus

Student Information		
Name _____	Date: _____	
Thesis Title _____		
Evaluation		
<p>1. Does the thesis sufficiently describe the rationale for the selection of the methodology as it matched the research question? YES <input checked="" type="radio"/> / NO <input type="radio"/></p> <p>Comments: _____</p>		
<p>2. Has the student attended to the issues of equity in their current study? YES <input type="radio"/> / NO <input checked="" type="radio"/></p> <p>Comments: _____</p>		
<p>3. Has the student included ethical considerations in the respective study? YES <input checked="" type="radio"/> / NO <input type="radio"/></p> <p>Comments: _____</p>		
<p>4. Revisions requested by the committee: _____</p>		
<p> <input type="checkbox"/> Pass <input type="checkbox"/> Pass with Revisions (must be completed before approval) <input type="checkbox"/> Fail </p>		
Printed Name of Chair _____	Signature of Chair _____	Date of Examination _____
Printed Name of Committee Member _____	Signature of Committee Member _____	Date of Examination _____
Printed Name of Committee Member _____	Signature of Committee Member _____	Date of Examination _____
Printed Name of Committee Member _____	Signature of Committee Member _____	Date of Examination _____

Instructions: The committee chair should have this form completed in the prospectus meeting and once signed by all committee members, return this form to the graduate secretary/manager in 205 MCKB within 2 days of completion.

APPENDIX E

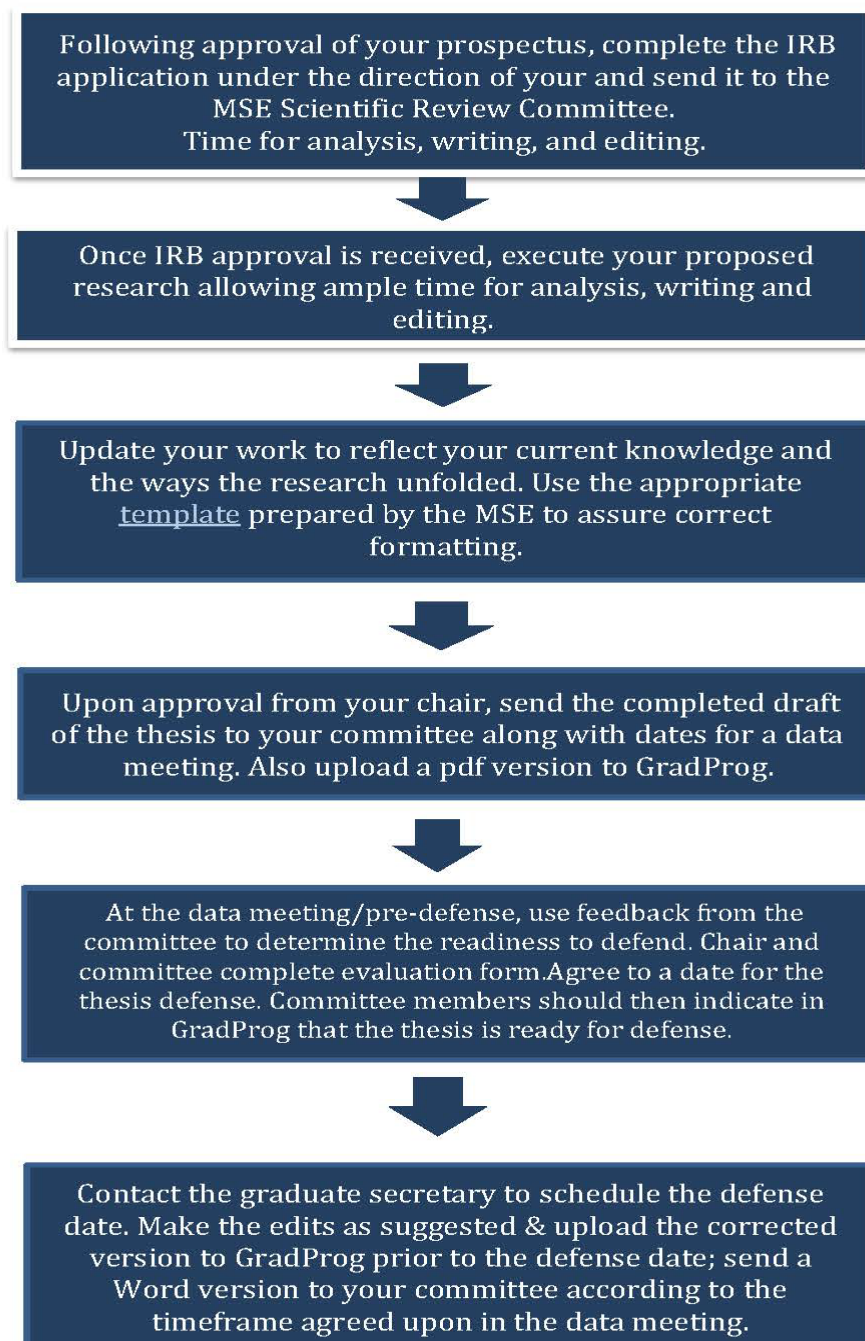
Example Timeline

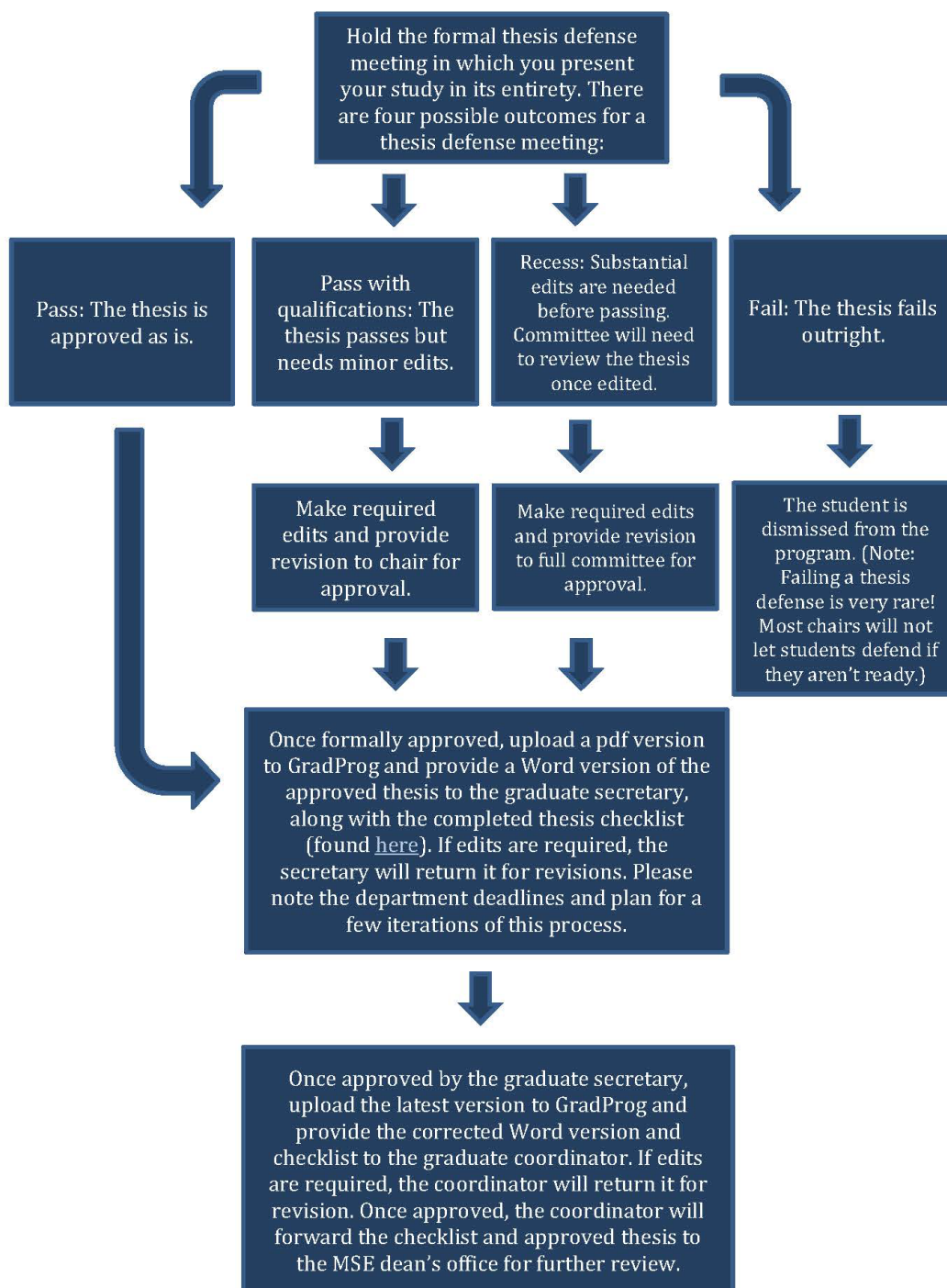


APPENDIX F

Thesis Writing and Defense Flowchart

Thesis Writing and Defense Process Flowchart





APPENDIX G

MSE Thesis & Dissertation Approval Process

