GUIDELINES FOR ACADEMIC PAPERS

AND RESEARCH PROJECTS

MASTER OF ARTS IN LIBERAL STUDIES

DEGREE PROGRAM

SCHOOL FOR PROFESSIONAL STUDIES

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INTRODUCTION

       This revised edition of the *Guidelines for Academic Papers and Research Projects* (2001) includes specific changes; most notably, it reflects the fifth edition of the *Publication Manual of the American Psychological Association* (2001). Rather than distribute this manual to students as they begin Research Methods and the Research Project, which usually occurs near graduation from the Master of Arts in Liberal Studies (MLS) program, this manual will now be made available to all students as they enter the program. Our rationale is that students will better learn the required style and format for writing both academic papers and the Research Project. Students will have an opportunity to practice using these skills throughout the coursework leading up to the Research Project.

       These requirements are based upon standardized guidelines developed by members of the editorial staff of the American Psychological Association (APA). Detailed examples and directions are found in the *Publication Manual of the American Psychological Association* (2001).

       In this revised edition of the *Guidelines*, students are asked to refer often to the Style and Format Requirements section and make every effort to use these in all academic papers submitted in the MLS program. Faithful adherence to this practice should facilitate an easier transition to writing the research proposal and the Research Project later in the program.

       Also, this edition includes a section which specifies the types of academic papers that MLS students may be required to write. The review of literature is described as well as several other types of academic papers, and references are provided for further reading.

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Editorial Note. In the revision of this new edition of *Guidelines for Academic Papers and Research Projects* (2001), the authors made every effort to apply the style and format rules set forth within the manual. Please note the several exceptions:

1.   for expediency, page numbers were centered at the bottom of the page to prevent conflict with the examples presented in Appendices B and C;
2.   bold is used for instructional purposes only. It cannot be used in APA:
3.   although third person is used in APA/formal writing format, second person pronouns are used in this publication to make it more user friendly; and
4.   single spacing was used throughout the manual to conserve paper.

Edited and compiled by S. D. Sweet and G. Upton, September, 2001.

STYLE AND FORMAT REQUIREMENTS FOR

ACADEMIC PAPERS AND RESEARCH PROJECTS

This MLS program manual, *Guidelines for Academic Papers and Research Projects* (2001), provides only general orienting guidelines for the writing of academic papers and Research Projects within this graduate program. For technical questions of style, the student is expected to refer to the APA (2001) *Publication Manual*. The APA manual is widely used in current scholarly publications (e.g., education, psychology, and social sciences) and provides guidelines for making your written presentation most effective.

Important Note: Where variations exist between the directions found in the APA (2001) *Publication Manual* and the directions provided in the MLS *Guidelines* (2001), please follow this MLS manual.

Specific Style Requirements for MLS Students

When the APA (2001) *Publication Manual* is used, one must remember that the primary focus of the fifth edition is to provide direction for those persons who wish to prepare and submit papers for consideration for publication. Therefore, some of the information that is provided is not applicable to a finished product such as an academic paper, research project, thesis, or dissertation. The MLS program faculty have chosen to emphasize five specific style areas with which students should comply in their writing of academic papers and the Research Project. **Individual Faculty Advisors may differ in minor ways in their interpretation of these style requirements as applied to specific types of writing assignments. Ultimately, as always with your papers, you will want to confer with your Faculty Advisor for interpretation and clarification of the requirements.** These style areas are described in the following sections.

References

The first line of a citation should be flush left; second and subsequent lines should be indented .5 inch. Single spacing is used within the citation and double spacing between each one. Also, see the References section and Appendix A of this manual for examples of specific types of citations (i.e., articles, books, edited books, electronic sources, and newspaper/magazine articles) as well as other changes in format (APA, 2001).

Citations in Text

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

1. primary source in text: According to Brown (2000). . . ;
2. secondary source in text: Brown (2000) noted a previous theory (Jones, 1995, as cited in Brown). . . ;
3. secondary source in text: Jones (1995) stated that, "In my opinion. . . " (as quoted in Brown, 2000, p. 5); and
4. several authors (Jones, 1995; Smith 1993; Williams, 1996; all cited in Brown, 2000) found that. . .

Tense

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

Use of Contractions, Person, and Anthropomorphisms

Contractions

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

Third Person

In order to provide a sense of objectivity, it is preferable that you use third person only. You should not use personal pronouns (e.g., I, my, we, etc.). If you want to express a personal opinion, use the expression, "In this author's opinion," or "It seems clear that this may not be true." This usage may differ in papers in which more qualitative and descriptive approaches are utilized, such as narrative and naturalistic inquiry and

hermeneutic or creative writing papers. For clarification in regard to these differences, consult with your Faculty Advisor.

Anthropomorphisms

"Do not attribute human characteristics to nonhuman animals or to inanimate sources" (APA, 2001, p. 38). Shown below is one of the APA examples.

Anthropomorphism:
    The community program was persuaded to allow five of the observers to become tutors.
Solution:
    The staff for the community program were persuaded to allow five of the observers to become tutors.

A second example is:

Anthropomorphism:
    The National Education Association (NEA) feels that school reform is inappropriate.
Solution:
    Officials of the National Education Association (NEA) feel that school reform is inappropriate.

Again, in particular qualitative approaches in the human sciences, the use of personification is allowed as a descriptive, imaginative form of expression. Consult with your Faculty Advisor in regard to the writing style that most appropriately reflects your research approach.

Important Note: According to MLS requirements, running heads are neither required nor used in academic papers and/or the Research Project. As shown in the APA (2001) *Publication Manual*, the use of running heads is only for those persons who want to submit an article for publication in a scholarly journal.

APA Heading Levels

The APA heading levels should be utilized as an organizational tool in the writing of both academic papers and the Research Project. All five heading levels were used in this manual (see Appendix D, Sample Chapter Pages, for an example of use in text). Note the following explanation.

Level 1

CENTERED UPPERCASE HEADING
[title of academic paper or chapter]

Level 2

Centered Uppercase and Lowercase Heading
[first major topic]

Level 3

Centered, Italicized, Uppercase and Lowercase Heading
[first subtopic]

Level 4
Flush Left, Italicized, Uppercase and Lowercase
[first sub, subtopic]

Level 5

Indented, italicized, lowercase with period. [Paragraph runs continuously after this level with use of double spacing.]

Depending on the complexity of your writing, you may not need to use Level 4 and/or Level 5. Although these heading levels may seem confusing at first, this format facilitates the organization of an academic paper or Research Project for both the writer and the reader. See APA (2001) *Publication Manual*, pages 113-114 for more details.

Specific Format Requirements for MLS Students

Spacing

Double spacing is required throughout most of your academic papers and the Research Project. Use single spacing for: long quotations (i.e., 40 words or more) and references (i.e., double space between each citation).

Type or Font Size

You have a certain latitude in terms of the font that you use. However, do not use a font in which the characters are shaded. Also, do not use a font that is less than 12 point (i.e., line height). With certain exceptions, use the same font throughout the entire document.

Pagination

For an academic paper, continuous pagination is used. If the text ends on page 18, the first page of References is counted as 19, but the page number is not printed; the same procedure is utilized if an Appendix is attached.

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

The margin for page numbers is placed 1 inch from the top of the page and 1 inch from the right in the upper right corner of each page (see Appendix D for example of page number placement). The first page of each chapter or section is counted but the number is not printed. Therefore, on page 1 of Chapter 1, the number is not printed; nor is the page number printed on the first page of Chapters 2, 3, 4, 5, the References section, or the cover page(s) for the Appendix/Appendices.

Margins

A bound copy of your Research Project will be cataloged and shelved in the Dayton Memorial Library; it is designed to appear in a form comparable to other published work. Therefore, the following margin guidelines are required for both academic papers and the Research Project:

Left margin: 1.50 inches;
Top margin: 1.75 inch for the first page of new chapter or major
                      section (i.e., Abstract, Table of Contents, References,
                      Appendix); top margin is 1.0 in. for all other pages).
Bottom margin: 1.0 inch
Right margin: 1.0 inch

Writing Style/Readability Considerations

You will find an excellent summary of general principles for expository writing in the APA (2001) *Publication Manual*; refer to Chapter 2, "Expression of Ideas" (pp. 31-61), which covers the orderly presentation of ideas, smoothness of expression, economy of expression, precision and clarity in word choice, strategies to improve writing style, grammar, and guidelines for nonsexist language. Please read through this material before you begin writing and, periodically, refer to it as you evaluate what you have written.

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

Guidelines for Language

Please make every effort to avoid using language that reinforces questionable attitudes and assumptions about people. In the APA (2001) *Publication Manual* (pp. 61-76), there are excellent guidelines to reduce bias in language as well as in the design of your research. We strongly urge you to refer to those pages to the extent that your research involves these sensitive issues. For example, in your academic papers and Research Project, do not use the term, subjects, rather, "Replace the impersonal term, subjects, with a more descriptive term when possible" (p. 62). Terms like participants, respondents, or students should be used instead of the term, subject.

TYPES OF ACADEMIC PAPERS

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

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

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

The Review of Literature Assignment

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

Simply stated, a review of literature is an overview of the previous research that has been conducted and published on a particular topic. Through your review of the literature, you can obtain a clear picture of the major researchers, issues, and controversies that are associated with and relevant to that topic. This assignment is not the classic undergraduate paper where you describe what others have said and add a few words of conclusion with no attention to whether you have the captured the major issues. Also, it is more than an opinion paper or essay where you begin with a position and use logic and sources to construct a case and defend this position.

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

One worthwhile result of the review of literature may be your identification of future avenues for research as you discover where the gaps are in the research. Rather than arrive at answers in the process of conducting the literature review, typically, you will arrive at more questions, the next questions to be asked. One such question may

form the basis for the Research Project you will complete before graduation from this MLS program.

For further reading in regard to the role of the literature review and strategies for completion of this type of assignment, consult other sources. For example, refer to the appropriate sections in Hittleman and Simon (1997) and Leedy (1996).

Other Types of Academic Papers

Among the other types of academic papers, described below, there may be some that are not appropriate to your particular MLS emphasis area. Please confer with your Faculty Advisor for clarification.

Case Study or Cross Case-Analysis Papers

In this type of paper, a case study is presented in order to explore a situation where knowledge of the particular is more important rather than the generalization of many cases. For instance, you may choose to investigate a problem, an institution, a concept, or a setting. In the case study paper, the author is interested in the questions of "How?" or "Why?" in regard to an individual or a situation in a naturalistic setting. In cross-case analysis, the analysis is taken a step further, and you compare a collection of cases to learn about similarities and differences between the variables of the cases. Historical presentations (i.e., over time) of one case is an example of this type of paper. For further reading, see Ragin and Becker (1992), Stake (1995), Hamel (1993), and Yin (1994).

Action Research Papers

Frequently, action research is conducted to address social problems or the evaluation of an institutional practice. Included in this type of paper would be the cycle of planning, action, observation, and reflection (Torbert, 1991). The purpose of an action research paper is to present information and assessment strategies in order to solve particular problems for an organization or community. Often, the author is involved personally in the topic and setting where the research is conducted. Several sources can provide further information (Argyris, Putnam, & Smith, 1985; Schön, 1983; Torbert, 1991).

Field Study or Naturalistic Inquiry Papers

Field study papers are based on data collected from the author's fieldnotes, a journal of participation, or observations that were experienced at the site of the study. In this type of paper, the author will reveal thoughts, impressions, initial ideas, hypotheses or hunches, charts and diagrams, conversations, terms relevant to the site and its inhabitants and, often, include photographs, documents, or artifacts (Schwant, 1997). In naturalistic inquiry, you seek to know "the investigation of phenomena within and in relation to their naturally occurring contexts" (Willems & Rausch, 1959, as quoted in Schwant, p. 101). For more information, see Sanjek (1990) and Guba (1978).

Interpretive or Hermeneutic Papers

The purpose of these papers is the interpretation of meaning that an object, event, human action, or work of art holds for the viewer or participant. You might write an interpretive paper in order to immerse yourself in a period of history, an artist's representation of culture, a classic book from another historical period, a collection of poetry, and so forth. There are many strategies to learn hermeneutics that immerses the writer into the varying modes of inquiry. Other contemporary terms are discourse analysis and deconstructionism. For more information about of this type of paper, see Gallagher (1992), Hirsch (1967), Parker and Addison (1989), and Silverman (1993).

Key Informant Report Papers

In this type of paper, you rely upon interviews conducted with key informants in their field of study or expertise. Books written by these key informants, as well as live conversations with them (i.e., via telephone, e-mail, or Internet) become the data for your analysis. An important aspect is to acknowledge the varying contributions and concepts held by a so-called expert within a discipline.

Narrative Inquiry Papers

In narrative inquiry papers, the emphasis is on the life experiences, diaries, memoirs, autobiographies, interviews, and personal data from various written or personal correspondence of an individual. This paper is similar to the key informant paper, but the focus is on the story of the individual rather than simply reporting concepts. It is written in a rich, multilayered, and complex style in contrast to the report of facts or statistics. The author is interested in the meaning of the individual's life and the iterative sequence of events. There are several sources for further reading (Coles, 1989; Josselson, 1993; McEwan & Egan, 1995; Noddings & Witherell, 1991).

Creative Writing Papers

The sole purpose of the creative writing paper is to reveal the inner self of the author in relation to an event or creative process. Often, the best creative papers are those that play with language and style as well as wedding images and metaphors to real life. This approach may be appropriate for certain parts of the papers described earlier or as the product of research based on an analysis of the accrued data and synthesis for the creative process. For more information, read Hughes (1984) and Rico (1983).

THE RESEARCH PROPOSAL AND PROJECT

Design Options for Research Projects

You may choose from a range of research designs to satisfy the research requirement. This section of the manual presents descriptions and examples for some of the more common general categories of research designs which, in our experience, MLS students tend to employ most frequently: (a) the applied project, (b) the descriptive design, (c) the comparative design, and (d) the experimental design. Although it is beyond the scope of this manual to describe all possible types of research designs, you are not limited to the designs we have selected for inclusion here. Should your idea for a research project not immediately seem to fit one of these designs, we suggest that you consult with your Faculty Advisor.

Typically, your specific interests will lead you to a particular type of research endeavor. You may want to explore issues of a work-related or applied nature, combining theory and practice for a very specific application, or you may seek answers to questions of a broader nature, answers having some generality across a variety of situations. If you plan to continue graduate study at the doctoral level, you may want to consider doing work which allows you to develop the research skills which will be required at that level in your chosen emphasis area. As you develop your ideas for research, we encourage you to seek input from a variety of people (e.g., course consultants, subject matter experts, etc.). **Ultimately, you will want to discuss the design decision with your Faculty Advisor who will directly supervise your Research Project.** The sections which follow describe some of the more common research designs and should give you some idea about how to frame your particular research interest in an acceptable form.

Important Note: All students are expected to follow the MLS style and format requirements that are detailed on pages 2-7 in this manual, regardless of the research design chosen.

Applied Research Project

The applied research project is presented first because, typically, a majority of MLS students choose this format for their research. The applied project may be best described as the creation, development, or improvement of a product (e.g., a curriculum, training manual, etc.) which has immediate applicability in the student's chosen

profession or which is related to a strong personal or professional objective of the student. The final written presentation for an applied project will contain the same elements as the other designs (i.e., Introduction, Review of Literature, Method, Results, Discussion, and References). Examples of applied project ideas are as follows:

1. the creation and evaluation of a plan to convert a state welfare system into a realistic rehabilitation program;
2. a revision of a school district curriculum for a particular subject area;
3. the creation and promotion of a handbook on different policies and procedures for the staff of an institution;
4. the design and evaluation of a performance review process,
5. a full appraisal of an art collection; or
6. the planning for, execution of, and evaluation of a workshop/ conference that is related to your area of emphasis.

Descriptive, Comparative, and Experimental Designs

The following discussion of descriptive, comparative, and experimental designs is taken from Chapter 2 in Hittleman and Simon (1997). Students who are interested in a more detailed discussion of these designs should refer to that source or a research methods text specific to their area of emphasis. Additional questions should be addressed to your Faculty Advisor in regard to the appropriateness of the research design that you select.

Descriptive Designs

Descriptive designs are used when the researcher's purpose is to accurately depict the status of one or more variables or to describe specific phenomena of human experience. Variables are characteristics of persons or things (e.g., weight, age, reaction time, reading speed, ideational fluency, number of students, etc.; Glass & Stanley, 1970). This type of design is employed in an attempt to answer the question "What exists?" or "How do phenomena appear?" The researcher may choose to use quantitative or qualitative methods to answer these questions.

Quantitative descriptive method. In the quantitative descriptive method, numerical values are assigned to the variables under study. Direct observation, tests, or surveys may be used to collect data. Such raw data may then be inspected to get a sense of the status of the variables. However, most researchers further analyze this raw data to determine measures of central tendency (i.e., mean or median) and measures of variability (e.g., standard deviation) which provide a more comprehensive description of the

variables under study. Examples of research ideas which might involve the use of this method are:

1. an analysis of per capita automobile ownership patterns among residents of four counties in the Denver metropolitan area from 1983-1993;
2. a study of long term changes in income distribution among homeowners in Jefferson County; or
3. an analysis of average reading achievement test scores among beginning sixth grade students who use the public libraries in Pueblo, La Junta, and Lamar.

Qualitative descriptive method. In the qualitative descriptive method, it is required that the researcher collect and analyze data in verbal/transcribed form rather than numerical form. This is done within the natural setting of the information through direct observation, personal interviews, and similar information gathering methods. Here, the researcher is more concerned with the process of an activity and seeks to identify coherent patterns within the research setting rather than only the outcomes from that activity. Instead of means and standard deviations and the verification of predicted relationships, the outcomes of this type of research are the generation of research questions and conjectures. Examples of qualitative methods are: (a) action research, (b) phenomenological research, (c) case study research, (d) ethnography, and (e) comparative historical inquiry. Data are collected through observation and participant observation (i.e., fieldwork), description, interviews, questionnaires, documents and published material, and the researcher's impressions and reactions.

Particularly in the psychology and counseling fields, the humanistic tradition has proposed alternative research approaches. Rather than adhering to the positivistic and behavioral methods of natural scientific research, the humanistic tradition has developed a *human science* approach which primarily utilizes descriptive (i.e., phenomenology) and interpretive (i.e., hermeneutic) methods. Learners who are working out of a humanistic perspective may wish to design their Research Methods course by investigating and practicing hermeneutic-phenomenological inquiry. Texts that can be used to introduce a student to these approaches are McLeod's (2001), *Qualitative Research in Counselling and Psychotherapy*, and Van Manen's (1990), *Researching Lived Experience.*

Because these methods and styles of inquiry are quite diverse, confer with your Faculty Advisor about the appropriateness of your method in relation to the topic you plan to research. Specific examples of qualitative research ideas are:

1. an investigation of classroom management styles from the student perspective,
2. the experience and structure of grief,
3. a study of immigrant socializing patterns at a job site, or
4. the historical development of the concept of neurosis.

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Comparative Designs

Comparative designs are useful when the researcher wants to examine the descriptions of two or more variables and make decisions about their differences or relationships. As with descriptive designs, comparative designs may be quantitative or qualitative.

Quantitative comparative designs. Quantitative researchers calculate measures of central tendency (i.e., mean) and variability (i.e., standard deviation) just as they do in descriptive research, but these measures alone do not provide evidence of significant differences or relationships among the variables under study. Further statistical procedures must be used to answer these questions. The Chi square analysis is an example of a procedure often used to detect significant differences between or among groups, and the correlation is often used to determine whether two or more variables have a systematic relationship of occurrence. Examples of quantitative comparative research ideas are:

1. the relationship between frequency of yielding and the disclosure of personal identity, or
2. a comparative study of rumors and reports in earthquakes.

Qualitative comparative designs. Qualitative researchers make verbal comparisons to explain similarities and differences between events or activities. As they are concerned with a verbal comparison and contrast of what they observe, they identify patterns, meanings, and definitions of the ongoing processes and meanings of various events, activities, and human interactions. Examples include:

1. an investigation of differences in playground behavior between primary and intermediate age children at an elementary school, or
2. a comparison of recent and less recent immigrant socializing patterns at a job site.

Experimental Designs

Experimental designs are used when the purpose of the research is to answer questions about causation. The researcher seeks to attribute the change in one variable to the effect of one or more other variables. To do this, the researcher must first identify the independent (i.e., or influencing) variables and the dependent (i.e., or acted upon) variables. Researchers manipulate independent variables and look for the effects these manipulations have on the dependent variables. A controlled experiment is designed

wherein hypotheses are stated, and an experimental treatment is administered to a representative sample of a target population. Data are collected by use of reliable and valid measurement instruments, and analysis and evaluation of that data are completed in light of the stated hypotheses. Experimental researchers often use a statistical procedure called the analysis of variance (ANOVA) to determine whether differences between or among dependent variables can be attributed to one or a combination of independent variables. Examples of experimental research ideas are:

1. the relative effects of massed and distributed learning trials (i.e., independent variables) on student retention of spelling words (i.e., dependent variable);

2. the effect of student participation in a peer mentoring program (i.e., independent variable) on academic success in the first year of college (i.e., dependent variable);

3. the effects of competence and consensual validation (i.e., independent variables) on a communicator's liking for the audience (i.e., dependent variable); or

4. the effects of different conditions of acceptance (i.e., independent variables) upon conformity to group norms (i.e., dependent variable).

The *ex post facto design*, while not a true experimental design, is one type of quasi-experimental design which is commonly employed in educational and sociological research to test hypotheses about interactions or relationships that may exist in natural social settings. It may be used in situations where the researcher cannot manipulate the independent variable for practical or ethical reasons. Examples of research problems likely to require the use of an ex post facto design are:

1. a longitudinal evaluation of Drug Addiction Resistance Education (DARE), or

2. the effect of prenatal conditions on the development of autistic tendencies.

Development of the Research Proposal

Conference With Faculty Advisor

A conference with your Faculty Advisor is required prior to enrollment in the Research Methods course. This will provide an opportunity for you to discuss with your Advisor the ideas you are considering for your Research Project. The objective of this conference is to assist you in sharpening your focus as you begin the proposal development process.

The first step toward completion of the Research Project is to develop a proposal and submit it to your Faculty Advisor for approval prior to investing a great amount of time and energy in the research. The purpose of this step should be obvious because a well considered research plan is absolutely essential to the success of the Research Project. Utilizing the Research Methods course, we have developed a uniform proposal format and a process for development and approval which allow us to provide you with some guidance through the important early stages of your research. The following sections provide essential information.

The Research Methods Course

Like most graduate students, you have probably come to your graduate work with no idea what problem you will address for your Research Project. Because you are neither peculiar nor unique in this regard, we have designed a series of learning activities (i.e., the Research Methods course) to take you through the process of translating your areas of interest into research questions, selecting and defining an acceptable research problem for your Research Project, reviewing the literature related to a chosen problem, and writing the research proposal. This course may be taken as an individualized course (i.e., using a learning contract) or in the classroom at Regis. There are three objectives for this course:

1. general introductory knowledge of research methods in your discipline;
2. ability to glean information and ideas from current research, to formulate researchable problems, and to write a cogent review of literature that pertains to a chosen research topic; and
3. development of a Research Project proposal.

If you enroll in the individualized course, you may choose a course consultant from those designated for your emphasis area. See the core consultant list for consultants with an asterisk (*) by their name.

The purpose of this course is not to provide extensive learning opportunities in the areas of experimental design and statistics. If your research interests include the use of relatively complex experimental designs or statistical analyses, you should arrange for further study in those areas.

Elements of the Proposal

Whether you choose an applied project design or one of the other designs described in this manual, the elements of the proposal remain the same. They are as follows:

1.   Title Page;
2.   Approval Page/
3.   Table of Contents;
4.   Chapter 1, Introduction;
5.   Chapter 2, Review of Literature (i.e., preliminary, you may wish to expand this for the Research Project);
6.   Chapter 3, Method;
7.   References; and
8.   Appendix/Appendices (i.e., optional).

The typical length for the proposal will be 12-14 pages. The Introduction, Review of Literature, and Method chapters may not be in final form, but should be sufficiently complete for your Research Methods Consultant, your Proposal Reader, and your Faculty Advisor to have a clear picture of what you intend to do. Generally, the proposal is written in the future tense; this is changed to past tense when your Project is complete, with the exception of instances where you refer to the published work of others, in which case, you should use the past tense.

Proposal Approval Process

The culminating activity in the Research Methods course is the development of the Research Project proposal. As you exit this course with your proposal in hand, you will already have had the benefit of your Course Consultant's input and evaluation with regard to the proposal. Assuming that you ultimately make a decision to pursue this particular proposal for your Research Project, you will next seek out a Proposal Reader to review your proposal. This person should be someone who has specific expertise (i.e., normally, holds the doctoral degree) in the subject matter of your proposed Project. We recommend that you use the same Course Consultant for both Research Methods and Research Project. See Appendix E for the sample Research Project Proposal Approval Form you will circulate with your proposal. When your Proposal Reader has signed this form, please sign the form yourself and send it with the stipend payment form (i.e., p. 1 of your learning contract paperwork) and the proposal to your Advisor for final approval. As you proceed, please send copies of your work to your Faculty Advisor, as well as your Course Consultant.

Research Involving Human Subjects

All research protocols, in which the use of human subjects is proposed, must be submitted to the Human Subjects Review Committee of Regis University. See Appendix F for a sample Application for Review/Approval of Research Involving Human Subjects as well as guidelines and instructions for the review process. Research which involves no

risk to the participant and does not deal with sensitive or personal aspects of the participant's behavior may be exempt from full review. Consult with your Faculty Advisor early in the development of your research if you have any questions about this requirement. If required, the Human Subjects Review should be completed before the proposal is approved by your Faculty Advisor.

Contents and Format for Research Proposals and Projects

A standard format is provided in this manual for the written presentation of Research Projects. All Research Projects written in the MLS program should follow this format. Students who choose a research design other than the ones described above will want to discuss any exceptions to this rule with their Faculty Advisor. **Final format decisions are always at the discretion of the Course Consultant and your Faculty Advisor.**

In the following discussion, the sections of a typical Research Project are presented. While the content and length of each section may vary depending on the type of research design used, the section titles and sequence of presentation will always be the same.

Preliminary Pages

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

1.   Title Page (see Appendix B),
2.   Approval Page (see Appendix B),
3.   Abstract (see Appendix C),
4.   Table of Contents (see Appendix C), and
5.   List of Tables/Figures (optional; see Appendix C).

The following descriptions were extracted from the APA (2001) *Publication Manual*. For more complete descriptions, you may refer to pages 10-29 in that source.

Title Page

The title should be a concise statement of the main topic and should identify the actual variables or issues under investigation and the relationship between them (see APA, 2001, pp. 10-11). A good title should be fully explanatory when standing alone. Avoid words that serve no useful purpose. Do not use abbreviations in the title; spell out

all terms. The title should be no longer than 12-15 words (see Appendix B for the required MLS program format).

Approval Page

The approval page includes the title of the Research Project, the name of the student, and approval signatures of the Faculty Advisor and the Degree Chair. An example of the required format is displayed in Appendix B.

Abstract

The abstract is a brief, comprehensive summary of the contents of the Research Project you have prepared, including the derived conclusions and implications (see Appendix C and APA, 2001, pp. 12-15). It allows the reader to attain a quick overview of the content and scope of your research. A good abstract is accurate, self-contained, concise and specific, nonevaluative, and coherent and readable. An appropriate length for the abstract is between 75-150 words, depending on the nature and complexity of the work.

Table of Contents

This piece is self-evident. An example of the required format is displayed in Appendix C of this manual. The List of Tables and List of Figures are optional depending on whether tables and/or figures were used in the Research Project.

Chapter 1: Introduction

In Chapter 1, Introduction, a description of the problem under study is presented. The intended research strategy is described. In this section of the Research Project, it is important to establish not only *what* problem you intend to study but also *why* it is important or relevant and *how* you intend to resolve the problem. Describe how your research is related to previous work in the area by briefly referring to the central arguments and/or available data which make your research important and timely. If you have developed hypotheses or research questions with regard to your research, this would be a good place to advance a formal statement and rationale for each one. A good introduction leaves the reader with a clear picture of what is being done and why.

Chapter 2: Review of Literature

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

Chapter 3: Method

In Chapter 3, the Method section, you describe in detail how the Research Project will be conducted (i.e., the proposal) or was conducted in the final draft (i.e., the completed project). Such a description enables the reader to evaluate the appropriateness of your methods and the reliability and validity of your results. The information provided here should be sufficiently detailed to allow other researchers to replicate the study if they so desire.

In descriptive, comparative, and experimental designs, the Method section is where you describe the participants in your Research Project, the measurement apparatus, and the procedure in appropriately identified subsections (see APA, 2001, pp. 12-15, for more information on the content of these subsections). *If you are using an applied project design*, you would use this section to provide a detailed account of your procedures and the rationale for their selection. This is the place to describe the development of your Research Project.

Chapter 4: Results

For descriptive, comparative, and experimental designs, the Results section summarizes the data collected and the statistical treatment (i.e., if quantitative methods were used). For both quantitative and qualitative projects, briefly state the main results or findings. The data are reported in sufficient detail to justify the conclusions. It is not appropriate to discuss the implications of the results here as they are presented in Chapter 5, Discussion. Report all relevant results, including those that run counter to your hypotheses. See the APA (2001) *Publication Manual*, pages 20-26, for directions for use

of tables and figures to report the data and for the proper format to present the statistical analysis.

 If you have developed an applied research project, Chapter 4 is the place for you to insert the completed piece of work. If you have developed a curriculum, seminar presentation, or other type of applied project, you will place it in this Chapter, and supporting materials will be placed in an appendix.

Chapter 5: Discussion

 In descriptive, comparative, and experimental designs, the Discussion section is where you evaluate and interpret the results reported in Chapter 4, especially in regard to your hypotheses. Here, you are free to examine, interpret, and qualify the results, as well as draw inferences from them. If the Research Project was theory based, emphasize the theoretical consequences of the results and the validity of your conclusions. See the APA *Publication Manual* (2001, pp. 26-27) for further suggestions for this section in an experimental report.

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

 In summary, you should be guided in Chapter 5, the Discussion section, by the following questions:

1. What have I contributed?
2. How has my Research Project helped to resolve the original problem?
3. What were the limitations to this Project?
4. What conclusions and/or theoretical implications can I draw from my Project?

References

 After Chapter 5, a list of sources (i.e., citations) are provided prior to the Appendices. This list includes only those references cited in the text of your Research Project and is titled, References. If you or your Faculty Advisor prefer to list a broader spectrum of literature than that which is immediately relevant to your research, your list would be called a Bibliography. That you provide a listing of sources is required; whether you call that list References or Bibliography depends on the scope of the list. See pages 207-281 of the APA (2001) *Publication Manual* for examples of references in APA style.

Appendix/Appendices

If you have documentary materials which would be awkward to include in the text of your Research Project, you may include them in an appendix. Examples of such materials are: (a) questionnaires, (b) verbatim instructions to participants, (c) descriptions of instrumentation, (d) raw data, or (e) the Regis University form, Approval for Research Involving Human Subjects. You will want to consult with your Advisor in regard to materials which would be appropriate for an appendix to your Research Project. If you use an appendix, please remember to include the title in your Table of Contents (see Appendix C).

Completion of the Research Project

Important Note: Remember to file a Graduation Application Form (see Appendix B in the MLS *Student Handbook*) with the Registrar at the beginning of the semester in which you expect to complete graduation requirements. Failure to do so may delay your graduation date.

Timeframe for Completion

Generally, students will complete the research proposal and have it approved shortly after they complete the Research Methods course. The actual research and development, writing of initial and final drafts of the Research Project, and approval of the final draft are activities best reserved for the first semester after all other course requirements have been met. Under normal circumstances, your objective should be to complete the Research Project and graduate at the end of that semester. This work will require your undivided attention and energy if you are to meet the deadlines, which are listed below and have been established for final approval and graduation clearance. Therefore, we recommend that you avoid crowding yourself. Inevitably, these processes will take longer than you expect, so allow plenty of time to finish.

Writing and Submitting Drafts to Your Faculty Advisor

As the read/evaluate/mail/rewrite/mail sequence takes time, please submit your work well ahead of deadlines if possible. Even the best writers should plan on rewriting to some extent. Typically, your Advisor will see errors or weaknesses which you no longer see because you are too close to the writing, but please do not expect your Advisor to be your proofreader. To the extent that you thoroughly proof your own work (i.e., or have it proofed by a third party) and critique and rewrite on your own prior to submission,

you can minimize the amount of rewriting which may be required of you by your Faculty Advisor. We have had students whose Research Projects were ready for binding at the second draft. Other students have written five or six drafts before their Research Projects could be finally approved for binding. We hope you will strive to be like the former group.

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

Target Dates/Deadlines

Beginning of last semester	File graduation application with Registrar
No later than 8 weeks prior to the end of the semester	First draft of *complete* Research Project to Faculty Advisor.
No later than 4 weeks prior to the end of the semester	Final draft of Research Project to Faculty Advisor
No later than 7 days prior to the end of the semester	Deadline for final approval of the Research Project; grades due for graduation clearance

Regis University Guidelines for Binding the Research Project

The bound copy of the Research Project will be cataloged and shelved in the Dayton Memorial Library and is designed to appear in a form comparable to other published works. It is the student's responsibility to submit documents of the highest quality.

Do not submit final copies of the Research Project with handmade corrections, insufficient margins, inconsistent formatting, or illegible type. Final copies must be reproducible (i.e., able to be photocopied or microfilmed). In Appendix G, a Research Project Checklist is provided to assist you in the process of final submission.

The current form, SPS Graduate Programs Thesis Binding Form including Instructions, is provided for your information in Appendix H. When you are ready to submit your Research Project for binding, obtain originals of this form from your Faculty Advisor. Do not use the example provided in Appendix H as there may be changes in the requirements.

Format

All Research Projects will be formatted according to individual degree guidelines. That is, the Research Project must be formatted according to the directions specified in this *Guidelines for Academic Papers and Research Projects* (2001) for the MLS program.

Paper

The final copy of the Research Project must be printed on plain, white, quality bond paper of 20 pound or greater weight. This paper is available at the Regis University Bookstore or at any business supply store. Do not use onion skin, erasable, or copier paper.

Type

The final copy must be typed on a typewriter or word processed on a computer with a letter quality printer. The type size or font must be consistent in the text and no smaller than 12 point (i.e., line height). Script type and/or shaded characters may not be used. Formulas, equations, and words within figures must be typed, also. Handwriting is not acceptable. There may be no corrections covered by correction fluid or correcting tape.

Number of Bound Copies

Students are required to submit at least one copy for binding so that it may be cataloged in the Dayton Memorial Library. Additional copies may be ordered at the same cost. All submitted copies must follow the above guidelines for style and format and must be submitted according to the following procedure.

1. Complete an SPS Graduate Degree Programs Thesis Binding Form (see Appendix H for example of current form) and attach a check or money order made out to Regis University for the total binding fee.
2. Place all copies of the Research Project to be bound in an appropriate size box. For multiple copies, each copy of the Research Project must be separated by a sheet of colored paper. Choose a sturdy box that can be closed and mark the outside with your name and the number of copies submitted. Please do not seal the box with tape as each Approval Page will require signatures.

3. Deliver the boxed Research Projects, with one completed order form and check, to your Faculty Advisor for final signatures. Your Advisor will forward these materials for binding.

The binding process takes 6-8 weeks. Bound copies will be returned to the SPS Graduate Curriculum Office for distribution. In the case of additional student copies, students will be notified when the Research Projects arrive.

REFERENCES

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Argyris, C., Putnam, R., & Smith, D. M. (1985). *Action science.* San Francisco: Jossey-Bass.

Coles, R. (1989). *The call of stones.* New York: Houghton Mifflin.

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Noddings, N., & Witherell, C. (Eds.). (1991). *Stories lives tell: Dialogue and narrative in education.* New York: Teachers College Press.

Packer, M., & Addison, R. (Eds.). (1989). *Entering the circle.* Albany, NY: State University of New York Press.

Rico, G. L. (1983). *Writing the natural way.* Boston: Houghton Mifflin.

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Schwant, T. (1997). *Qualitative inquiry.* Thousand Oaks, CA: Sage.

Silverman, D. (1993). *Interpreting qualitative data.* Thousand Oaks, CA: Sage.

Stake, R. (1995). *The art of case study research.* Thousand Oaks, CA: Sage.

Torbert, W. (1991). *The power of balance: Transforming self, society, and scientific inquiry.* Thousand Oaks, CA: Sage.

Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy.* Albany, NY: State University of New York Press.

Yin, R. (2001). *Case study research.* Thousand Oaks, CA: Sage.

APPENDIX A

Changes in APA *Publication Manual* (2001)

Format for Citations Used in References/Bibliography

Changes in APA *Publication Manual* (2001)

Use of Italics

Instead of underlining titles of books and journals, heading levels 3, 4, and 5, and special terms used in text (i.e., the first time), based on the 2001 publication of APA, all of these materials are italicized now.

Citations in Reference List

For the hanging indent (i.e., the second and subsequent lines), indent to .5 inch, the default for a paragraph indent in word processors.

Format for Citations Used in References/Bibliography

Books

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

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

Hittleman, D. R., & Simon, A. J. (1997). *Interpreting educational research* (2nd ed.). New York: Merrill.

Leedy, P. D. (1996). *Practical research: Planning and design* (6th ed.). New York: Macmillan.

Chapter in edited book

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

Strong, R., Silver, H., & Robinson. A. (1995). What do students want (and what really motivates them)? In K. Ryan & K. Cooper (Eds.), *Kaleidoscope* (pp. 69-74). Boston, MA: Houghton Mifflin.

ERIC report or U.S. government publication

American Council of Education (ACE). (1994). *Computers, technology and disabilities.* Washington, DC: American Council on Education. (ERIC Document Reproduction Service No. ED 381 921)

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

Article from scholarly journal

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

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

Article from newspaper/magazine

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

Finley, B. (2000, June 14). CU prof wins 'genius' award: Boulder physicist Margaret Murnane $500,000 richer over laser innovation. *The Denver Post,* p. B1, 8B.

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

Citations for electronic media (see pp. 268-281 in *Publication Manual*, 2001)

The material below is quoted, literally, from APA. Presented in this material are several types of the most frequently use citations. If your citation does not fit the format below, see the section in APA for the format for other types of citations.

Regardless of format, however, authors using and citing Internet sources should observe the following two guidelines:

1. Direct readers as closely as possible to the information being cited --whenever possible, reference specific documents rather than home or menu pages.
2. Provide addresses that work.

At a minimum, a reference of an Internet source should provide a document title or description, a date (either the date of publication or update or the date of retrieval), and an address (in Internet terms, a uniform resource locator, or URL). Whenever possible, identify the authors of a document as well. . . The URL is the most critical element. (p. 269)

If you are using a word processing program, the easiest way to transcribe a URL correctly is to copy it directly from the address window in your browser and paste it into your paper (make sure the automatic hyphenation feature of your word processor is turned off). Do not insert a hyphen if you need to break a URL across lines; instead, break the URL after a slash or before a period. (pp. 270-271)

Internet articles based on a print source

If you have viewed the article only in its electronic form, you should add in brackets after the article title [Electronic version] as in the following fictitious example:

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research, 5,* 117-123.

If you are referencing an online article that you have reason to believe has been changed (e.g., the format differs from the print version or page numbers are not indicated) or that includes additional data or commentary, you will need to add the date you retrieved the document and the URL.

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research, 5,* 117-123. Retrieved October 12, 2001, from http://jbrorg/articles.html

Article in an Internet-only journal

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment, 3,* Article 0001a. Retrieved November 20, 2000 from http://journals.apa.org/prevention/volume3/pre003001a.html

Stand-alone document, no author identified, no date

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2000, from http://
www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/

Technical report retrieved from university Web site

Kruschke, J. K., & Bradley, A. L. (1995). *Extensions to the delta rule of
associative* learning (Indiana University Cognitive Science Research
Report No. 14). Retrieved October 21, 2000, from http://www.indiana
.edu/~kruschke/deltarule_abstract.html

E-mail. E-mail sent from one individual to another should be cited as a personal
communication (See section 3.102).

Electronic copy of journal article, three to five authors, retrieved from database.

Borman, W. D., Hanson, M. A. Oppler, S. H., Pulakos, E. D., & White, L. A.
(1993). Role of early supervisory experience in supervisor performance.
Journal of Applied Psychology, 443-449. Retrieved June 23, 2000, from
PsycARTICLES database.

Daily newspaper article, electronic version available by search

Hilts, P. J. (1999, February 16). In forecasting their emotions, most people flunk
out. *New York Times.* Retrieved November 21, 2000, from http://www
.nytimes.com

APPENDIX B

Title Page Format

Approval Page Format

Title Page Format

↓ 3.00 in. TITLE OF RESEARCH PROJECT

ALL UPPER CASE,

FOLLOW SPACING SHOWN AT LEFT MARGIN

by

Jane E. Doe

↓ 6.50 in. A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Liberal Studies
Emphasis Area

↓ 8.00 in. REGIS UNIVERSITY

Month, Year

35

Approval Page Format

↓ 3.50 in. TITLE OF RESEARCH PROJECT

ALL UPPER CASE,

USE SPACING AT LEFT

by

Jane E. Doe

has been approved

Month, Year

APPROVED:

_____, MLS Faculty Advisor

_____, MLS Degree Chair

APPENDIX C

Abstract Format

Table of Contents Format

List of Tables and List of Figures Format

ABSTRACT

Title of the Research Project

This is a sample of how the body of the abstract should begin. The abstract is a brief, comprehensive summary of the contents of the Research Project you have prepared, including the derived conclusions and implications. It allows the reader to attain a quick overview of the content and scope of your research. A good abstract is accurate, self-contained, concise and specific, nonevaluative, and coherent and readable. An appropriate length for the abstract is between 75-150 words, depending on the nature and complexity of the work.

Note. For the Abstract, use lower case Roman numerals and start with page iii; the Title and Approval pages are pages i and ii, which are counted but not printed.

TABLE OF CONTENTS

Chapter   Page

As illustrated above, but not shown below, in each chapter there will be topics, one of which is the Chapter Summary, as well as subtopics.

The Table of Contents starts with p. iv as displayed below.

LIST OF TABLES

LIST OF FIGURES

Note. Each list, as shown above, is placed on a separate page. The need for these lists is dependent upon whether tables or figures are included in the Research Project. See pages 21 and 147-201 in the APA (2001) *Publication Manual* for detailed information on the use of tables and figures in text.

APPENDIX D

Sample Chapter Pages

Chapter 1

INTRODUCTION

The following pages provide examples of text for a research project. Within the text, only chapters begin on new pages. The word, Chapter, and its number are centered and placed at 1.75 inches from the top of the page; this placement makes it clear to the reader that this is the first page of a new chapter or section. The top margin of 1.75 inches should be on the first page of each of the following sections: (a) Abstract, (b) Acknowledgments, (c) Table of Contents, (d) each chapter, and (e) the References.

Shown on these text pages are examples of: (a) paragraph indents; (b) headings; (c) page number placement; and (d) single spaced, block quotations. The following passage is an example of a single spaced, block quotation of 40 or more words:

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

The text continues after the block quotation with one double space between the end of the quotation and the text.

The first lines of paragraphs are indented uniformly throughout the project (e.g., .5 inch). At the end of a paragraph, before a new topic, use two blank lines (i.e., one triple space).

Major Topic

After the heading, the paragraph starts one double space below. In APA, there are

five levels of headings. Used in this example of chapter pages are Level 1, title of

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

Subtopic to Major Topic

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

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

Disabilities and (b) Behavior Disorders.

Subsection to a Subtopic

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

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

Attention Deficit Hyperactivity Disorder (ADHD).

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

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

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

treatment/education plans for a student with ADD.

Note. Page numbers for the Research Project must be placed in the upper right corner of
the page; the only exception is the use of Lower Roman for the Abstract and the Table of
Contents. For expediency, page numbers were centered at the bottom of the page for this
manual.

APPENDIX E

Approval Form for the Research Project Proposal

MASTER OF ARTS IN LIBERAL STUDIES
APPROVAL FORM FOR RESEARCH PROJECT PROPOSAL

NAME _____ DATE _____

MLS AREA OF EMPHASIS _____

TITLE OF RESEARCH PROJECT _____

_____

COURSE CONSULTANT   COMMENTS

_____
NAME

_____
SIGNATURE   DATE

MAJOR REVISION   ( )
MINOR REVISION   ( )
APPROVE   ( )

_____

FACULTY ADVISOR   COMMENTS

_____
NAME

_____
SIGNATURE   DATE

MAJOR REVISION   ( )
MINOR REVISION   ( )
APPROVE   ( )

_____

MLS DEGREE CHAIR   COMMENTS

_____
NAME

_____
SIGNATURE   DATE

MAJOR REVISION   ( )
MINOR REVISION   ( )
APPROVE   ( )

APPENDIX F

Application for Review/Approval for

Research Involving Human Subjects

Application for Review/Approval for

Research Involving Human Subjects

TO: Human Subjects Review Committee, Regis University

Principal Investigator (Name): _____

Address: _____   Telephone #: _____

Faculty Advisor (if student): _____

Department: _____   Office #: _____

Program Director: _____

Project Title: _____

_____

1. Are investigational drugs to be used?
    Yes _____   No _____

2. Will you be using patients and/or the facilities of a health care agency as a part of this study?
    Yes _____   No _____

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

Attach to this form the supporting materials for Items 3-7.

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

47

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

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

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

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

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

_____   _____
Signature of Principal Investigator   Date

_____   _____
Signature of Faculty Advisor   Date

Action of Human Subjects Review Committee

1. Exempt according to condition _____

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

3. Approved in general and specific details _____

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

5. Disapproved for the following reasons:

_____   _____
Chairperson, Human Subjects Review Committee   Date

GUIDELINES FOR RESEARCH INVOLVING HUMAN SUBJECTS

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

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

Instructions for Regular Review

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

Examples of Projects Which Require Full Committee Review

1. Any research involving the use of vulnerable subjects. When vulnerable populations are being approached during recruitment for research, investigators should take special precautions to be sensitive to the subjects' privacy, anonymity, and confidentiality. A vulnerable subject is defined as follows:
   > Vulnerability refers to the risks that researchers request their subjects to undertake in relation to the ability of the subjects to make fully informed consent. Populations we routinely consider to be vulnerable include: children, prisoners, pregnant women, nonEnglish speaking people, the mentally handicapped, those subjects engaged in illegal activities, people who are under medical treatment for an illness that is relevant to the risk they are being asked to assume by the research, and subjects who may risk retribution by a person with authority over them as a consequence of participation or nonparticipation in the study. This list should not be considered exhaustive or inflexible, since new research situations constantly arise.

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

APPENDIX G

Research Project Checklist for Submission for Binding

Research Project Checklist for Submission for Binding

____   Title page (see Appendix A)

____   Approval page (see Appendix A)

____   Abstract, 75-150 words (see Appendix B)

____   Specified order and arrangement of sections (see pp. 14-19 of this manual)

____   Plain, white, quality bond paper, 20 lb.

____   Required type size, 12 point (i.e., line height)

____   Adequate print quality produced on a typewriter or letter quality printer

____   Correct and continuous page numbering

____   Correct spacing of text, references/bibliography, quotations

____   Consistent use of APA heading/subheading levels

____   Consistent use of APA for references/bibliography

PLUS:

____   Submit the number of sets of the Research Project for binding

____   From your Faculty Advisor, obtain and complete the SPS Graduate Programs Thesis Binding Form

____   A check for the appropriate binding fee made out to Regis University

APPENDIX H

Instructions for Thesis/Project Binding

SPS Graduate Program Thesis Binding Form