

**Master of Arts**  
**Thesis/Project**  
**Handbook**

# Fresno Pacific University

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## THE DIFFERENCE BETWEEN A THESIS AND A PROJECT

The Master's thesis and the Master's project serve as a capstone toward the Master's Degree. They provide the opportunity to bring together disparate aspects of an academic discipline and incorporate a greater depth of analysis or application.

Regardless of whether one chooses to complete a thesis or a project, the process is as important as the product created. Both a thesis and a project allow students to demonstrate and build on abilities to reflectively apply knowledge and expertise. Both are completed under the guidance of faculty and carried out in accordance with standards and procedures appropriate to the area of study.

### Thesis

A student electing to complete a thesis will be involved in a supervised independent inquiry. This will involve constructing knowledge, providing enhanced understanding, or further illuminating the theory upon which the inquiry is built. The advisor will assist in selecting appropriate procedures, standards, and formats for conducting and reporting the investigation so that it conforms to accepted practices in academic research within the discipline. Except for a "performance" thesis in areas such as music, drama, or visual arts, a thesis typically results in a bound volume, which contains a complete report of the process and the conclusions of the investigation.

A thesis explores one or more research questions or tests a hypothesis. It is important that the thesis be conceptualized and structured so that the following aspects are explicit:

1. The problem and question(s) being pursued.
2. The theoretical base and the literature within which the question(s) has been framed.
3. The process or method of investigation.
4. Findings or observations.
5. Conclusions.

In addition, each program may have additional requirements that are more detailed and discipline-specific. Unless otherwise approved by the thesis advisor, the project should be written using a third person format.

### Project

A project is similar to a thesis. It too involves a supervised independent endeavor that is built on an explicit theoretical foundation. A project, however, is more focused on the application of theory. Generally a project will include a product (such as videotape or a course of study). This product will usually be accompanied by a bound document describing the theoretical basis upon which the product is built. In addition, the document will describe, in summarized fashion, the development process. When appropriate, it will include a report of trial testing, with results and theoretical implication. Advisors will assist in selecting appropriate procedures, standards, and format.

When developing a project, the following should be made explicit:

1. The problem and/or question(s) being pursued.
2. The theoretical base and literature from which the question(s) has been framed.
3. A description of the purpose of the project, a discussion of the process used in its development, and the final “product” (usually included as an appendix.) If the project is implemented, a description of that process along with observed results should be included.
4. A concluding discussion that places project activities and learning within the theoretical context of the literature.

Each project may have additional requirements that are more detailed and discipline-specific. Unless otherwise approved by the program advisor, the project should be written using the third person format.

## ETHICAL CONSIDERATIONS

As research and writing begins, a number of ethical issues need to be considered. Graduate students at Fresno Pacific University are expected to adhere to the highest standards of ethical accountability.

### Authorship

Projects and theses are normally understood to be individual endeavors. In special circumstance, however, collaboration may be considered when it can be shown that this may significantly benefit the final product or the student's learning experience. Nevertheless, students who work together are required to produce separate documents that reflect unique contributions to the overall effort, along with collectively produced material such as data or conclusions.

Since the purpose of a thesis or project includes hands-on experience in each stage of its conceptualization and execution, students are expected to participate directly in every aspect of the process. Requests for permission to collaborate must be submitted in writing. Final approval is obtained from the student's advisor and the dean of the appropriate school.



## Plagiarism

It is understood that all of the writing (both wording and ideas) in the project or thesis is the student's own, unless appropriate attribution is made. Failure to reference properly, even though unintended, constitutes plagiarism, as well as poor scholarship. For more information on this, see the statement on academic integrity at <http://www.fresno.edu/irb/>

## Research with Human Participants

Special consideration must be applied when undertaking research with human participants. General principles include informed consent, freedom to decline to participate, freedom from mental or physical discomfort, debriefing at the conclusion of the research project, and the right to confidentiality.

Before proceeding, the student must check with the Fresno Pacific University Institutional Review Board to determine if approval is needed.

Guidelines for human subject research can be found in Appendix F and at [http://www.fresno.edu/sharedmedia/institutional\\_review\\_board/guidelines\\_for\\_human\\_subject\\_research.pdf](http://www.fresno.edu/sharedmedia/institutional_review_board/guidelines_for_human_subject_research.pdf)

For a more detailed explanation of research with human participants, see the "Institutional Review Board Policies" at <http://www.fresno.edu/irb/>

## PROCEDURAL OUTLINE

It is important that the student maintain communication with his/her thesis/project advisor throughout the coursework. The following sequence outlines what is to be done at each stage.

### A. Semester before Thesis/Project Enrollment:

1. Schedule a meeting with the program director early in the semester in which the student intends to complete the coursework. Discuss possible topics for the thesis or project and consider potential advisors and committee meetings.
2. Download a copy of the *Thesis and Project Handbook* from [http://www.fresno.edu/current\\_students/](http://www.fresno.edu/current_students/)
3. Register for the one-unit Project/Thesis proposal course (798) to be completed the following semester. If the thesis involves human subjects, follow the guidelines for research with human participants <http://www.fresno.edu/irb/>

### B. Semester in which the student begins to work on the project/thesis:

1. Registration for Project/Thesis Proposal (798) initiates a formal review of the student's coursework by the Registrar's Office.
2. At the end of the semester, the advisor and committee will decide whether to grant final approval of the project or thesis proposal. If the proposal is not approved, the student will need to re-enroll in 798.

3. Upon successful completion of 798, the student will be automatically enrolled in 799 (Project/Thesis) for 3 units.

C. Semesters in progress on the Project/Thesis:

799 will be graded IP (in progress) for up to 3 semesters until the student completes the project or thesis. If it is not completed within this time frame, the grade will revert to NC (no credit), and the student will be registered for another 3 units of 799.

D. Semester of completion of Project/Thesis:

1. At the beginning of the term during which the student plans to complete the project/thesis, the Application for Master's Degree is submitted to the Registrar's Office. This form initiates evaluation for both the transcript posting of the degree and commencement participation.
2. The project/thesis must be approved for content by the student's advisor.
3. When the advisor and the committee are satisfied with the thesis or project and have signed off on the content on the thesis/project cover sheet, the student will turn the project or thesis in to the Thesis/Project Coordinator, currently located in Hiebert Library, a minimum of six weeks prior to the end of the semester. While the six-week time frame may not be feasible for the summer session, it remains the student's responsibility to have the content approved thesis/project turned in with sufficient time for steps 4-6 to be completed by the end of the semester.
4. The Thesis/Project Coordinator will assign the thesis/project to a university reader, who will determine whether or not the manuscript is ready for final signatures and binding. If it is determined that the

manuscript is not ready, the Thesis/Project Coordinator will notify the student. When the required corrections have been completed, the manuscript will be returned to the reader. This process will be repeated until the reader approves the manuscript.

5. Following reader approval of the manuscript, the student will submit three copies to the Thesis/Project Coordinator on bindery quality paper (see Appendix D) and one copy on CD. Additional copies may be submitted for binding at this time. The Thesis/Project Coordinator will notify the committee members and the appropriate dean for final signatures. The student will be notified when all signatures have been obtained, and the manuscript will be sent for binding. The student will be notified when bound copies are available. The student, the program director, and the library will each receive a bound copy.
6. The student must have manuscript approval from the reader, all committee members, and the dean of the appropriate school in order to receive transcript credit for the Project/Thesis by the end of the semester. These requirements must be met by the last day of the full-term. It is the student's responsibility to submit the manuscript six weeks prior to the end of the semester. This should allow sufficient time to make any necessary corrections and complete the approval process. It is up to the student, however, to make corrections in a timely manner. If at the end of three semesters of 799 enrollments the project/thesis has not been

approved, the student will be required to register for three additional units of 799.

E. Participation in Commencement:

Commencement is held twice a year, once in May and once in December. The student may participate if he/she has completed the degree or is registered with the intent to complete degree requirements within the semester in which he/she plans to participate. He/she must also have obtained all final approvals on the thesis/project. The thesis/project must be turned in to the Thesis/Project Coordinator a minimum of six weeks prior to the end of the semester, with content approval already acquired. It is the student's responsibility, however, to make corrections as required by the university reader in a timely fashion. Be advised that participating in commencement, in and of itself, does not cause the registrar to make notation on the student's transcript. Thesis/Project credit is recorded after the dean of the appropriate school signs the manuscript and semester grades are recorded. The actual posting of the degree occurs following the completion of all course requirements and a final evaluation by the Registrar's Office.

## APPENDICES

### Appendix A: Committee & Advisor

The following sections describe the selection and functioning of the thesis or project advisor.

#### *Appointment of Thesis or Project Committee*

The thesis or project is undertaken under the guidance of a project/thesis advisor and committee, who are appointed and approved by the program director. The committee is composed of the student's project/thesis advisor (who also serves as chair) and at least one additional FPU faculty member selected by the student and the advisor and approved by the program director.

#### *Advisor/Committee Functions*

The role of the advisor is to work with the student throughout the entire process, including selection, determination of procedures, and preparation of the final product, in addition to helping ensure all discipline-specific requirements are met. Other members of the Thesis/Project Committee may also serve in an ongoing advising capacity at the request of the advisor or the student. They will need to approve the proposal and ultimately sign off on the completed project or thesis.

## Appendix B: Standards & Expectations

### *General Considerations*

All writing must be coherent, logical, and easy to follow, keeping the audience in mind. Transitions to help the audience follow the flow of the presentation must be provided. Arguments or positions presented must be clearly supported. Unsubstantiated generalizations must be avoided. Organization is a critical component of clear writing. It helps the reader understand the central idea of what is being written and provides a logical sequence of communication.

### *Stylistic and Mechanical Requirements*

The style and mechanics of the document should follow the *American Psychological Association Manual, 5<sup>th</sup> ed.*, unless the advisor suggests otherwise. Each Master's Degree program has its own preferences and unique variations with regard to mechanics and referencing. The advisor must be consulted for specific requirements.

### *Document Requirements*

*Paper.* Paper for the final copies must be 20-pound white bond acid-free paper.

*Font, style, and size.* The student is encouraged to make use of computer word processing in writing the project or thesis. One of the following fonts should be used: Arial, Courier, Geneva, Helvetica, or Times New Roman. Use a 12-point font size.

*Print quality and corrections.* All type must be sharp, clear, and unbroken. The type must be black and consistently dark throughout. Dot matrix printing is not acceptable.

*Margins.* Margins are to be set at 1-1/2” for the left margin and 1” for the top, right, and bottom.

*Page numbers.* All pages are numbered in the bottom, center position.

*Page Sequence.* The pages of the final copy of the document should follow the sequence listed below: (See Appendix D for sample pages.)

- Title Page
- Approval Page
- Authorization for Reproduction Page
- Acknowledgments Page (optional)
- Permission to Circulate Page
- Abstract
- Table of Contents
- Table of Figures (if applicable)
- Chapters
- Reference Page
- Appendix/Appendices (if applicable)

*Appendix spacing.* An appendix (or appendices) may be single or double spaced, depending on the nature of the material. Each appendix should be titled and listed in the Table of Contents. It is acceptable to introduce lengthy appendices with title pages; these should conform to the title page provided in the appendix to this handbook.



*Abstract.* An abstract is a brief, comprehensive summary of the contents of the thesis/project. It gives readers an overview of all the key ideas you present. It is generally one paragraph, and it should not exceed 300 words (see sample abstract in sample pages of this handbook). A good abstract is accurate: It reflects exactly what is in the thesis; it is self-contained; it defines any technical terms and avoids using any acronyms or abbreviations; it is concise and specific; and it is brief and to the point. Normally, an abstract is written after the manuscript is otherwise complete.

*References.* Every reference cited in the text must appear in the reference list (usually called “References”) that follows the body of the paper. By the same token, all entries in the reference list must have been cited in the text. References are presented in alphabetical order by author, using a “hanging indent” to separate entries. Note that all types of reference materials appear in a single list (e.g., journals, books, unpublished papers, etc.). References are individually single-spaced and double-spaced between references.

*Block quotations.* A quotation of forty or more words should be cited in block quotation style. The quotation is single-spaced and is separated from the surrounding text by double-spacing before and after. The whole quotation, not just the first line, is indented five spaces from the left margin. There are no quotation marks around the block. If there is a secondary quote within the block, use quotation marks around the secondary quote only. The in-text citation appears at the end of the block.

*Tables.* For a sample of tables, consult the table section of the APA Manual, pages 147-176. Adhere to the following guidelines when constructing a table:

- The main rule for tables is that they be concise and as clear as possible. Try to keep headings for columns and rows to no more than three words.
- All figures should be properly aligned according to the last number in each figure.
- All major words should be capitalized.
- Tables within the text should be preceded and followed by two double-spaced lines.
- All tables should be underlined by a single line extending the length of the table. Row headings do not need to be underlined.
- The last row of the table should also be underlined by a single line extending the length of the table.
- For lengthy and complex tables, additional lines may be used if they enhance clarity.
- For tables taken from another source, the citation should be placed on the line following the underlined final row. The citation should be in correct APA style, e.g., (Smith, 2006, p. 100).

*Attachments to the thesis.* Non-standard and non-print materials (e.g., video or audiocassettes, software, charts, posters, etc.) may be included as part of the project or thesis, when they are clearly identified as being integral to it. Posters or oversized charts should be folded and bound into the standard thesis copy, if possible. Disks and cassettes must be submitted to the library with the manuscript.

*Colored print.* Because of the additional processing required, colored prints are discouraged and may be accepted only with appropriate advance approval.

*Exceptions to APA format*

Chapter six of the APA Manual 5<sup>th</sup> Ed. covers the rules for theses, and Fresno Pacific University's requirements are taken from there. There are two exceptions in which the University requirements differ from the APA Manual. First, running titles are not used for aesthetic reasons. Second, heading styles are set, rather than variable, for all levels. Properly formatted heading styles are displayed on the following page.

## LEVEL 1: CHAPTER HEADINGS

Chapter headings are centered and typed in all capital letters. New chapters always begin on a new page. The body of text begins on the third double-spaced line and is indented at the left margin, while the remainder of the paragraph is justified with the left margin.

### Level 2: Main Headings

Main headings correspond to major divisions of a paper within a chapter. They are centered and typed in capital and small letters, with major words beginning in capitals, and are separated from the text that precedes and follows them by a double-spaced line.

### *Level 3: Side Headings*

Side headings begin on the left margin and are italicized. The main words begin with capitals. Side headings are separated from the preceding text by a double-spaced line. The text resumes on the next double-spaced line and is indented.

*Level 4: paragraph headings.* Paragraph headings are indented and italicized, with only the initial letter of the first word capitalized. The paragraph heading ends with a period, and the text begins without extra spacing. There is no separation from the preceding text.

## Appendix C: References

Both final bibliographic and in-text citation should follow the APA 5<sup>th</sup> edition guidelines. Below are listed examples of some of the most common types of references and citations. Consult the APA manual for a more comprehensive list of examples.

### *Final References*

#### A. Journal article

Goldenberg, C. (1996). The education of language-minority students: Where are we, and where do we need to go? *The Elementary School Journal*, 96(3), 353-361.

#### B. Magazine article

Chen, A. (2005, September 19). Growing threat. *Sports Illustrated*, 103, 114-116.  
(put date shown on magazine – month for monthlies and month and day for weeklies)

#### C. Newspaper article

Schwartz, J. (1993, September 30). Obesity affects economics, social status. *The Washington Post*, pp. A1, A4.

#### D. Book

Garcia, E. (1992). *Student cultural diversity: Understanding and meeting the challenge* (2<sup>nd</sup> ed.). Boston: Houghton Mifflin.

#### E. Edited book

Ada, A. F. (Ed.). (1993). *The power of two languages*. New York: Macmillan/McGraw Hill.

#### F. Chapter in an edited book

Bjork, R.A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H.L. Roediger III & F. I M. Craik (Eds.), *Varieties of memory and consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

## G. Report

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher learning. (ERIC Document Reproduction Service No. ED346082)

## H. Electronic Sources

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 address. The address (URL) is the most critical element. For example, a report would be listed like this:

University of California, San Francisco, Institute for Health and Aging. (1996, November). *Chronic care in America: A 21<sup>st</sup> century challenge*. Retrieved September 9, 2000, from the Robert Wood Johnson Foundation Web site: <http://www.rwjf.org/library/chrcare/>

See the APA Manual for additional examples.

## *In-text references*

If the citation is to a general source, identify the author and date.

Walker (2000) found that...

In a recent study (Walker, 2000), it was reported that...

If a quotation is included, put the page number of the quotation in your text:

Walker (2000) reported that “reaction times varied according to stimuli” (p. 21).

In a recent study, it was noted that “reaction times varied according to stimuli” (Walker, 2000, p. 21).

Note that if the citation comes to an end of a sentence, the period goes after the parentheses, not at the end of the quotation.

If an author discusses a study or includes a quotation from another book or article, name the original source and give a citation for the secondary source, the one actually read. For example, if an article by Krashen includes a quotation from Elley, the in-text citation would look like this:

(Elley as cited in Krashen, 1992, p. 31).

If Elley's study is being cited without using a direct quotation, your paper would read:

This is shown in the study by Elley (as cited in Krashen, 1992).

In either case, list Krashen, not Elley, in the final references.

A quotation of forty or more words should be cited in block quotation style. The quotation starts on a new line and is double-spaced. The whole quotation, not just the first line, is indented five spaces from the left margin. There are no quotation marks around the block. If there is a secondary quote within the block, use quotation marks around the secondary quote only. The in-text citation appears at the end of the block. For examples of block quotation style refer to the APA Manual 5<sup>th</sup> Ed., pages 118 and 312.

## Appendix D: Sample Pages

The following pages show samples of properly formatted pages that need to be included in the manuscript.



a. Sample Title Page

WRITING STRATEGIES FOR GIFTED STUDENTS

---

A Master's Project  
Presented to  
the Faculty of  
Fresno Pacific University

---

In Partial Fulfillment  
of the Requirements for the  
Master of Arts Degree

---

By  
John K. Doe  
June 2002

b. Sample Approval Page

Accepted in partial fulfillment of the requirements for the Master of Arts Degree  
at Fresno Pacific University.

---

Committee Chair

---

Committee Member

---

Dean

### c. Authorization Options

The writer may choose one of the following options for the authorization for reproduction page (see next page for the proper format).

I grant permission for the reproduction of this thesis in its entirety, without further authorization from me, on the condition that the person or agency requesting reproduction absorbs the cost and provides acknowledgment of authorship.

I grant permission for the reproduction of parts of this thesis without further authorization from me, on the condition that the person or agency requesting reproduction absorbs the cost and provides acknowledgment of authorship.

Permission to reproduce this thesis in its entirety must be obtained from the author.

Permission to reproduce parts of this thesis must be obtained from the author.

Reproduction of this thesis either in part or in its entirety is prohibited.

I hereby reserve all rights of publication, including the right to reproduce this thesis, in any form, for a period of three years from this date.

d. Sample Authorization for Reproduction Page

I grant permission for the reproduction of this thesis in its entirety, without further authorization from me, on the condition that the person or agency requesting reproduction absorbs the cost and provides acknowledgment of authorship.

---

Signature

---

Date

e. Sample Acknowledgment Page

ACKNOWLEDGMENTS

I would like to gratefully thank Cherie Dillon, Geri Baker, Loretta Trotter, Pam Huffman, Brenda James, Alice Temple, and Anne Redding for all their help in field testing my investigations.....

f. Sample Permission to Circulate Page

I grant Hiebert Library permission to make this thesis available for use by its own patrons, as well as those of the broader community through inter-library loan. This use is understood to be within the limitations of copyright.

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Signature

---

Date

ABSTRACT

Large numbers of students in English-speaking countries enter elementary schools speaking little or no English. A review of the research in second language acquisition and effective schooling reveals widespread agreement on the principles that underlie successful programs for these students. However, several factors have limited the implementation of such programs. This chapter reviews the theory and research that supports programs that lead to academic success for English learners. The factors that prevent the development of successful programs are then considered. These include an emphasis on standards and testing, a lack of primary language support, a failure to distinguish among types of English learners, and a shortage of teachers prepared to work with English learners. Four keys for academic success for English learners are presented: 1.) Engage students in challenging, theme-based curriculum to develop academic concepts; 2.) Draw on students' background - their experiences, cultures, and languages; 3.) Organize collaborative activities and scaffold instruction to build students' academic English proficiency; and 4.) Create confident students who value school and value themselves as learners. Each key is explained and illustrated. Curriculum based on these keys provides elementary English learners with the greatest likelihood of academic success.

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## CHAPTER 1

### HISTORY OF THE ICC LIBRARY

The Interstate Commerce Commission was created in 1887 to regulate the surface transportation industry. The impetus for its creation was public displeasure with railroad abuses. In the ICC's early days, its impact was lessened by a lack of enforcement power, Supreme Court rulings, and a lack of clear focus in its enactment language. In the early 1900s, the powers of the ICC started to expand. Beginning with the Hepburn Act of 1906, the ICC extended its power beyond the railroads to other modes of transportation. The ICC's enforcement powers were extended, both by statute and by the Supreme Court. In the 1960s this trend started to reverse. The Department of Transportation was created in 1966 and took over the ICC's safety functions. The Staggers Rail Act and the Motor Carriers Act, both in 1980, took away much of the ICC's power over the rail and trucking industries. Most of the remainder of the ICC's power over interstate trucking was lost in 1994. Finally, the ICC Termination Act of 1995 brought the ICC to its end on December 31, 1995. Its remaining functions were given to the Surface Transportation Board of the USDOT.

## REFERENCES

- Ada, A. F. (Ed.). (1993). *The power of two languages*. New York: MacMillan/Mcgraw Hill.
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- Schwartz, J. (1993, September 30). Obesity affects economics, social status. *The Washington Post*, pp. A1, A4.
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## Appendix E: Editorial Process

Responsibility for the quality of writing and editing of the thesis/project lies with the student, who works closely with his/her advisor during the entire writing process. The University provides a “reader” who reviews the manuscript for editorial correctness. If the reader determines that the manuscript requires further editing, it will be returned for additional work.

The reader will:

- Spend about three hours on your thesis
- Read the manuscript for grammar and punctuation. If the thesis does not meet graduate school standards, it will be returned
- Make general comments about specific errors that require correction
- Check that the format conforms to the standards and models shown in this handbook
- Check that in-text and end references follow APA or other acceptable formats

The Thesis/Project Coordinator will contact the student when the reader has reviewed the thesis. You may pick it up at the Hiebert Library. Any corrections indicated must be made as quickly as possible, after which the manuscript is re-submitted to the Thesis Coordinator for another review. It is important to complete this process quickly, so that credit will be received for completing the thesis/project.

The following are common errors to avoid:

1. Incorrect margins
2. Incorrect placement of headings
3. Headings not consistent with the Table of Contents
4. Incorrect spacing
5. Wide variation of styles for the Table of Contents
6. Incorrect style in Reference sections
7. Not numbering pages through to the end of the Appendix
8. Use of an apostrophe in dates, i.e., 1990s instead of 1990's
9. Inclusion and sequence of front pages
10. Use of first person

## Appendix F: Guidelines for Human Subject Research

### *Philosophy*

Fresno Pacific University, as a Christian learning community, seeks to uphold the value of the individual and to treat others with dignity and respect. The subject has the right to informed consent, minimal risk beyond that normally encountered in daily life, privacy, and competence of the researcher.

### *Definition*

Human subjects: Individual about whom an investigator conducting research obtains through either intervention of interaction with the individual, or through record of identifiable private information.

### *Guidelines*

1. Human subject research conducted by students must be approved according to stated policies.
2. The purpose of the research must be forthrightly stated.
3. Principles of confidentiality must be maintained.
4. Exposure to certain risks must be acknowledged if present and must be minimized.
5. Informed consent procedures must be maintained. Subjects must be aware:
  - a. Of the purpose of the assessment activity
  - b. Of the procedures involved

- c. Of any risks, discomforts, or costs to the subject
- d. Of the benefits of the research
- e. Of who will have access to the information gained and how long it will be retained
- f. That participation is voluntary and they can stop the research project at any time

### *Organizational Structure*

The IRB is a university-wide committee whose chair reports to the Dean in charge of the Assessment Committee. The IRB is charged to oversee human subject research and will review all IRB proposals. The committee will consist of faculty representatives from all schools.

### *Guidelines for Classroom Projects*

1. The IRB committee must be notified of ALL classroom projects involving human subjects.
2. If you supervise students who do student teaching, internships, projects, etc., and the purpose of such an experience is to enhance an individual classroom or person, AND they are NOT going to use the results of their practice as the data for a senior, master's or doctoral thesis, to generalize knowledge to a discipline, or to publish the results, then they DO NOT need IRB approval. For example: A student wants to try a new teaching methodology in student teaching, and it is just for his/her own

understanding of better teaching methods or practice. The process will not be written up in any papers or used in any other way. This experience would not need IRB approval.

3. If you have faculty or students desiring that you hand out surveys in your class, please be sure that the research conducted in your classroom has IRB approval.

Taken from:

[http://www.fresno.edu/sharedmedia/institutional\\_review\\_board/guidelines\\_for\\_human\\_subject\\_research.pdf](http://www.fresno.edu/sharedmedia/institutional_review_board/guidelines_for_human_subject_research.pdf)

