

San Jose State University
College of Education

Department of Special Education

MASTER OF ARTS IN EDUCATION
Emphasis: Special Education

Master's Handbook

Revised - Spring 2004

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Introduction

The Department of Special Education at San Jose State University offers a Master of Arts Degree in Education with an emphasis in Special Education and with a focus in the four-credential areas (Mild-Moderate Disabilities, Moderate-Severe Disabilities, Early Childhood Special Education, and Deaf and Hard-of-Hearing). The purpose of this handbook is to provide students and faculty with information regarding the requirements and procedures involved in earning the Master of Arts degree.

The handbook includes:

1. Information about the Department of Special Education and the Master of Arts Program
2. Requirements and procedures for admission to the Department of Special Education Master of Arts in Education program
3. Important graduation deadlines for Master Degree Processing
4. Roles and responsibilities of an advisor
5. Roles and responsibilities of a thesis/project chairperson
6. Roles and responsibilities of a thesis/project committee member
7. Roles and responsibilities of students
8. Sequence and requirements for MA courses
9. MA Thesis / Project Outline

Additional Important Information

Students can call Graduate Studies in Student Services Center (408) 924-2480, or visit its website at: <http://www.sjsu.edu/gradstudies> for obtaining the following information:

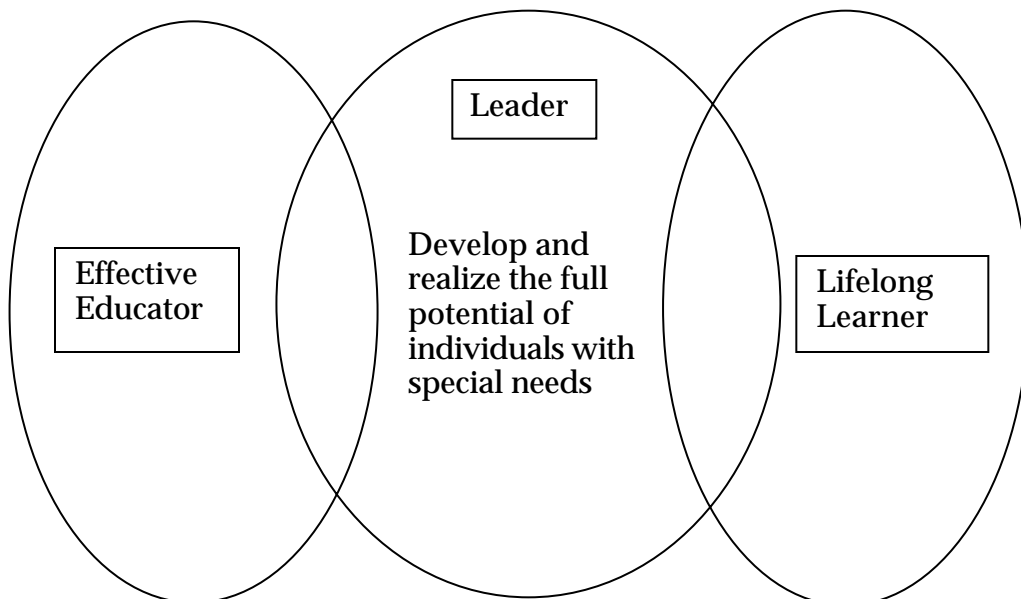
- SJSU semester deadline dates for graduate students
- MA thesis instructions (“General Instructions for Master’s Thesis”)
- Approved program format (procedure for completion)
- Paperwork from Human Subjects Review Committee (“Packet for Investigators”)

Students are required to read the San Jose State University Graduate Catalog for general information regarding admission policies and procedures, academic information, regulations,

policies and degree requirements, and graduate degree curricula in the College of Education. The Graduate Catalog is available at the Spartan Bookstore. It is the student's responsibility to obtain a Schedule of Classes from the bookstore, or go to <http://info.sjsu.edu> for information about specific classes for that semester.

Conceptual Framework

The mission of the College of Education is to prepare educators, administrators and service providers who will enhance the quality of education for all students in our culturally diverse, technologically complex world. To support this mission, the programs in the Department of Special Education prepare professionals to improve the development and potential of individuals with special needs (from birth through adulthood) and their families. Special Education faculty, in collaboration with faculty members from the division of Teacher Education, provides our candidates professional preparation in special and general education. The faculty utilizes a variety of teaching pedagogies that range from scientific inquiry in the classroom to service learning experiences in the field. Faculty members also provide leadership in joining and/or establishing collaborative partnerships with professional organizations at the local, state, and national levels. In addition, they also partner with other university departments, schools, businesses, and service agencies. Lastly, the faculties are life long learners who are active in ongoing research and teacher training projects.



Master of Arts Degree Option

Student, if you are interested in working toward a Master of Arts degree as you advance in your professional development from Level I to Level II, please do the following:

- Discuss it with your advisor or the coordinator of your program
- Notify Graduate Studies that you want a MA emphasis also
- Complete a Candidacy Form with your advisor, if it is not done by the advisor, or program coordinator, or department chair it will not be approved.
- Follow the deadlines published by Graduate Studies.
- Maintain a grade of B or better in all courses

This is how your program could look:

| Selection from Level I Coursework | Selection from Level II Coursework |
|---|--|
| Number of units will be determined by faculty advisor. All courses must be passed with a grade of B or better. | Number of units will be determined by faculty advisor. All courses must be passed with a grade of B or better. EDSE 285 is a required course for the M. A. |

Plus

| Courses Required for the Master Degree |
|--|
| Required: Research, Project, or Capstone Options-- EDSE 231 and EDSE 298 (Project), or EDSE 299 (Thesis), or EDSE 220 (Capstone course) All these courses and experiences are 3 units each. This component requires 9 units. |
| Total units for the MA equal 30 units. |

Prerequisites and Course Requirements

Pre-requisites

BA or BS

GPA of 3.0 or better

Course Requirements

- ❖ **Electives to be chosen with the approval of your assigned advisor – this can be an individually designed program, but must be approved by a graduate advisor.** 21 units
- ❖ **Seminar in Teaching Exceptional Student (EDSE 285)** 3 units
- ❖ **Research Seminar in Special Education (EDSE 231)** 3 units
- ❖ **Culminating experience - Select From:**
 - EDSE 299 – Master’s Thesis, or**
 - EDSE 298 – Master’s Project, or**
 - EDSE 220 – Advanced Seminar in Special Education**Total units: 30
- ❖ **Maintain a GPA of 3.0 or better**

Caveats –

- ❖ **Only 6 graduate units can be transferred from another university. You may petition up to 9 units.**
- ❖ **If you plan to use units that you took while completing your BA/BS, only those not counted toward your degree can be used.**
- ❖ **If you took units through Open University, only 6 units can be utilized, if you have not transferred units from another college or university.**

Completion –

- ❖ **Must have filed a Candidacy Form (after taking EDSE 285) with graduate studies after completing it with your advisor – it is YOUR responsibility to request candidacy form be sent to Grad Studies.**
- ❖ **File graduation form by deadline. Check Grad Studies website for graduation deadlines at <http://www.sjsu.edu/gradstudies>**

Admission Requirements

Concentration Options:

Alternative Education
Deaf Education
Early Childhood Special Education
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Other: Designed in Consultation with a faculty member

Purpose: The program of study for a Master degree is designed to enable students to prepare for leadership roles in Special Education by offering a combination of core curriculum and elective coursework.

Requirement for Admission:

- ❖ Must have completed a four-year college course of study and hold an acceptable B.A. or B.S. from an institution accredited by a regional accrediting association, or shall have completed the equivalent academic preparation as determined by appropriate campus authorities.
- ❖ Must have a grade point average (GPA) of 3.0 or better, or be in good standing at the last college or university attended.
- ❖ Must apply to the Department of Special Education and be interviewed by the program coordinator or graduate advisor of the concentration of interest.
- ❖ Must apply to Graduate Studies, and include \$55 US dollars with the application. All application to Graduate Studies is to be done online, except for those by international students. Candidates that completed a degree outside the US should check with Graduate Studies for TOEFL information and transcript evaluation.
- ❖ Must submit three (3) forms of recommendation/reference attesting to your ability to complete a graduate level program. If you are in the credential preparation program and have submitted letters already, you will need to submit two (2) additional forms that speak of you as a candidate for a Master Degree option. The recommendation forms are attached to this application.
- ❖ Must submit an essay that includes a statement of education and professional goals and Self-Assessment of Professional Dispositions Form if not already submitted with credential application.

All required materials must be submitted to Catherine Davis, Student Records Manager, Dept of Special Education, Sweeney Hall 204, One Washington Square, San Jose, CA 95192-0078.

Graduate Advisors:

| | | | |
|----------------------|-----------------|----------------------------|-----------------|
| Dr. Ji-Mei Chang | SH 236 924-3705 | Dr. Elba Maldonado-Colón | SH 204 924-3786 |
| Dr. Chris Hagie | SH 235 924-3695 | Dr. Mary Male | SH 202 924-3720 |
| Dr. Peg Hughes | SH 222 924-3673 | Dr. Theodore J. Montemurro | SH 237 924-3670 |
| Dr. Lou Larwood | SH 233 924-3768 | Dr. Hyun-Sook Park | SH 235 924-3692 |
| Dr. Jennifer Madigan | SH 221 924-3313 | Dr. Angela Rickford | SH 236 924-3681 |

Graduate Studies & Research

Graduation Deadline Dates for Master's Degree Processing

PLEASE PROVIDE PROOF OF CANDIDACY APPROVAL WHEN FILING YOUR APPLICATION FOR GRADUATION.

| | | | |
|--|-------------------|-------------------|--------------------|
| GRADUATION DATE | May 29, 2004 | August 20, 2004 | December 20, 2004 |
| FILE CANDIDACY APPROVAL FORM TO GRADUATE STUDIES OFFICE? Student Services Center | October 1, 2003 | February 16, 2004 | April 2, 2004 |
| FILE APPLICATION FOR AWARD OF MASTER'S DEGREE OR REACTIVATION FORM WITH GRADUATE STUDIES OFFICE? Student Services Center | February 13, 2004 | June 11, 2004 | September 22, 2004 |
| SUBMIT THESIS TO GRADUATE STUDIES OFFICE? Student Services Center | April 2, 2004 | July 6, 2004 | October 29, 2004 |
| SUBMIT THESIS COPIES FOR BINDING TO GRADUATE STUDIES OFFICE? Student Services Center | June 6, 2004 | September 3, 2004 | January 3, 2005 |

PLEASE NOTE: We suggest that you file your Advancement to Candidacy petition as soon as you have completed nine letter-graded units in graduate division at SJSU and have satisfied the graduate requirement of Competency in Written English (English Competency must be completed before the Candidacy petition will be considered by Graduate Studies & Research). EDSE 285 satisfies this requirement for Special Education.

A Master's Candidate cannot formally apply for the award of degree until Advancement to Candidacy has been approved by Graduate Studies & Research.

You should contact your Graduate Advisor for departmental deadlines covering thesis, project, and/or comprehensive examinations.

Graduation forms can be downloaded from our GS&R website at: <http://www.sjsu.edu/gradstudies/forms.htm> . Adobe Acrobat is required for viewing and downloading all forms contained on our web pages.

Roles and Responsibilities

I. Roles and Responsibilities of an Advisor

- A. Write the Departmental Request for Candidacy and Graduate Degree Program form in consultation with the advisee. This is sent to Graduate Studies and Research office after the first nine units are completed along with EDSE 285.
- B. The plan will be one of the three types of plans below:
 - 1. 21 units of elective class
 - EDSE 285 Research Seminar in Special Education
 - EDSE 231 Issues and Research in Special Education
 - EDSE 220 Research Seminar in Exceptional Individuals: Completion of a Project
 - 2. 21 units of elective classes
 - EDSE 285 Research Seminar in Education
 - EDSE 231 Issues and Research in Special Education
 - EDSE 298 Special Studies: Completion of a Project
 - 3. 21 units of elective classes
 - EDSE 285 Research Seminar in Education
 - EDSE 231 Issues and Research in Special Education
 - EDSE 299 Masters Thesis: Completion of a Thesis
- C. Advise the student about San Jose State University's writing requirement. To meet the requirement, the Department of Special Education requires the completion of EDSE 285 with a grade of or better.
- D. Advise the student about coursework requirements:
 - 1. At least 15 units (half of the total required units) must be at the 200 level
 - 2. A minimum of 18 units must be letter-graded coursework.
 - 3. Only 9 units can be transferred from other universities or from SJSU Open University.
 - 4. All coursework for the MA must be completed within 7 seven years from the date of the first course included in the Department Request for Candidacy and Graduate Degree Program form.

- E. Check student file for graduate standing (student should be classified as a MA student or a Change of Major form must be filed with Graduate Studies). Be aware of the specific deadline dates for submission of all forms to Graduate Studies. (Refer to Graduate Studies website at <http://www.sjsu.edu/gradstudies>).
- F. Explain procedural steps from acceptance through completion of all requirements for the MA degree including:
1. the mandatory group advisory meeting (For meeting date, students should check with the Department of Special Education or refer to the admission letter they receive from the Department or visit the Department's MA webpage);
 2. the sequence of courses to be taken and the requirements for each course (refer to *Sequence and Requirements for MA Courses* on page 13);
 3. selection of Master thesis chairperson (who must be a probationary or tenured faculty member from the Department of Special Education), if the student pursues a thesis;
 4. selection of Master project sponsor (who must be a probationary or tenured faculty member from the Department of Special Education), if the student pursues a project and takes EDSE 298;
 5. the oral examination required for thesis.
- G. Go over with student:
1. SJSU Graduation Deadline Dates for Master's Degree Processing (Refer to page 8 or also visit Graduate Studies website at <http://www.sjsu.edu/gradstudies>);
 2. General Instructions for Master's Thesis provided by Graduate Studies Office (downloadable at <http://www.sjsu.edu/gradstudies/form.htm>).
 3. Human Subject Regulations for all Master's projects/thesis – Human Subject Review forms can be downloaded from Institutional Review Board website at <http://www.irbhelp.net>.
- H. Direct student to download this MA Handbook from the Department of Special Education website at <http://sweeneyhall.sjsu.edu/sers>.

II. **Roles and Responsibilities of Thesis/Project Chairperson**

- A. Review requirements for proposal in terms of content and sequence.
- B. Advise student in selection of three committee members who can be any Department of Special Education faculty; one member can be faculty from another department or professionals in the field.
- C. Advise student to purchase an APA Manual, 5th edition (2001).
- D. Help student develop a brief thesis proposal.
- E. Upon completion of proposal, assist student in confirming the selection of committee members.
- F. Advise student to meet with committee members to discuss proposal.
- G. Advise student regarding design of the study.
- H. Advise student to seek approval from Human Subjects Review Committee.
- I. Review and complete proposal consisting of first three chapters (Refer to *General Instructions for Master's Thesis* from Graduate Studies).
- J. Advise student to disseminate proposal to committee members.
- K. Two weeks after dissemination, call meeting of committee members and student to review proposal:
 - 1. If proposal is approved, student may proceed with study;
 - 2. If proposal is not approved, date is set to review modified proposal.
- L. Meet individually with student as needed until study is completed (committee members may be contacted for consultation).
- M. Instruct student to obtain graduation filing information from Graduate Studies (Refer to *Graduation Deadline Dates for Master's Degree Processing* at <http://www.sjsu.edu/gradstudies/gradfiledate.htm>).
- N. Advise student to disseminate completed study to committee members.
- O. Call meeting of committee and candidate for final review of study.
- P. Review final draft (revised after review meeting) for approval.
- Q. Direct student to have thesis typed (make sure student follows *General Instructions for Master's Thesis* from Graduate Studies).
- R. Call meeting and conduct oral examination.
- S. Complete appropriate oral examination forms (See Appendix A).

- T. Submit student name to Department of Special Education office for inclusion in graduation announcements.

III. **Roles and Responsibilities of a Thesis/Project Committee Member**

- A. Review thesis proposal with student.
- B. Approve proposal, which has been reviewed by Department Chair.
- C. Meet with student, Chair and other committee members to discuss modifications and approval of prospectus.
- D. Be available for consultation as needed.
- E. Approve draft of thesis which has been reviewed by Department Chair.
- F. Meet with student and committee members for final review and revision.
- G. Prepare questions for oral examination.
- H. Attend oral examination.
- I. Sign final copy of thesis and oral examination form.

IV. **Roles and Responsibilities of Students**

- A. Meet with your advisor on a regular basis, at least twice per semester.
- B. Complete coursework with an overall GPA of 3.0 or better.
- C. **OBSERVE** deadlines for filing necessary paperwork (Refer to *Graduation Deadline Dates for Master's Degree Processing* at <http://www.sjsu.edu/gradstudies/gradfiledate.htm> for most current deadline dates; also refer to *Sequence and Requirements for MA Courses* on page 13.).
- D. Write your thesis/project.
- E. Get your thesis typed according to Graduate Studies Office standards (Follow *General Instructions for Master's Thesis* from Graduate Studies Office).
- F. File your thesis with Graduate Studies or submit your project to your chairperson.

Sequence and Requirements for MA Courses

| Prior to EDSE 285 | EDSE 285 (Literature Review and Research Question) | EDSE 231 (Methodology) | EDSE 220 (Results and Discussion) |
|---|---|---|--|
| <p>Course Contents and Activities:</p> <ul style="list-style-type: none"> a) Write research papers required in classes, using the APA style. b) Increase background knowledge on topics in Special Education and think about possible topics for Master's thesis/project | <p>Course Contents and Activities:</p> <ul style="list-style-type: none"> a) Complete chapters 1 and 2 b) Critiques of literature need to be balanced, and should support own study for Master's project c) Have clear relationships among all chapters 1-5. i.e., the sequence and interrelationships d) Have a clear conceptualization of research e) Get introductory information on various research designs | <p>Course Contents and Activities:</p> <ul style="list-style-type: none"> a) Complete chapter 3 b) Submit to instructor the draft of HSR form, and chapters 1 and 2 for approval to continue the course c) Determine research design or data sources d) Develop relevant instruments and data collection procedure e) Complete data collection | <p>Course Contents and Activities:</p> <ul style="list-style-type: none"> a) Complete chapters 4 and 5 b) Review statistics c) Analyze data d) Review all the chapters 1-5 and edit |
| <p>Paperwork and other Requirements:</p> <ul style="list-style-type: none"> a) Attend a Group Advising Meeting (All requirements including coursework and paperwork will be explained) b) Meet with own advisor to choose a topic, research design and research questions c) Know that a Master's project/thesis should be a time-manageable study and may not need a large sample | <p>Paperwork and other Requirements:</p> <ul style="list-style-type: none"> a) Begin writing Human Subject Review (HSR) form b) Complete Advancement for Candidacy form, get approval from advisor, and inform Special Education Office to forward the form to Graduate Studies | <p>Paperwork and other Requirements:</p> <ul style="list-style-type: none"> a) Complete and submit HSR form within 6 weeks | <p>Paperwork and other Requirements:</p> <ul style="list-style-type: none"> a) Complete Graduation Application form and submit it with the required fee (\$25) before the second week of the semester (check most current deadline dates with Graduate Studies at http://www.sjsu.edu/gradstudies) |
| <p>NOTE: Meet with advisor at least twice per semester throughout the program to discuss topic and content of thesis/project and other requirements.</p> | | | |

Points to Remember

1. Your committee/advisor/course instructor will make every effort to help you, but it is **not** their responsibility to:
 - A. tell you what you should investigate;
 - B. design your study for you;
 - C. write your study for you;
 - D. do your statistical analysis for you.
2. Take advise of your committee members/advisor/MA course instructors as constructive criticism and follow it to the letter. You will save everyone a lot of time. Remember that these faculty members have served on hundred of committees over the years and they have a lot of successful experience on which to base their suggestions.
3. Always submit the cleanest copy of your work that you can. All grammatical, spelling, and proofreading errors should be corrected before the paper is submitted the first time. If you have difficulties, refer the New English Handbook by Guth, available in the Spartan Bookstore.
4. Familiarize yourself with the APA style (5th edition). Your committee should not have to teach you the basics of this procedure. Get an APA Manual and follow it. If you make a mistake and one of your committee members points it out, be careful not to make the same mistake over and over again.
5. Always double-check your work for errors before submitting it to your committee.
6. Never allow your only copy of any material pertaining to your study to leave your hands. Make copies of everything and keep the copies in different places in case of an earthquake or other disasters.

Thesis/Project Outline

- I. Title Page** – the number is suppressed on this page
- II. Copyright Page** – number is suppressed
- III. Signature Page** – number is suppressed
- IV. Abstract** – about 700 words or less, number is suppressed
- V. Acknowledgement or dedication** – if you want to include a personal message (begin numbering on this page, at the bottom center) See Appendix B for sample pages.
- VI. Table of Contents, List of Tables, List of Figures** – (do not include title page, copyright page, signature page, abstract, and acknowledgement/dedication in your table of contents)
- VII. Chapter 1 – Introduction**
 - A. Write two to three paragraphs, general in nature, to introduce topic
 - B. Statement of the Problem
 - 1. Describe the problem in three or four paragraphs
 - 2. Start narrowing the focus to specific area of study
 - C. Purpose of the Study
 - 1. Describe the rationale for the study
 - 2. State the specific purpose of the research
 - D. Hypothesis or Research Questions
 - 1. Give one or more hypothesis stating exactly what will be measured and how
 - 2. Include alpha level (optional)
 - E. Assumptions may be included in this chapter, if needed
 - F. Definition of Terms
 - 1. List terms that are open to different interpretations or those that are new or not commonly known
 - 2. Include sources for those directly quoted

VIII. Chapter II – Review of the Literature and related research

- A. Review the literature directly related to the topic, citing sources
 - 1. Include “classical” studies (those quoted by everyone else).
 - 2. Include most current studies
 - 3. Consider your review of the literature your opportunity to make a research-based “case” for your purpose of the study.
 - 4. May give “pro” side to support your position
 - 5. May give “pro” and “con” side and then state your position
 - 6. May give lack of clear opinions and the reason why the area needs to be explored
- B. Use Related Research if:
 - 1. There is little direct research in your chosen area
 - 2. You are using tests in your study:
 - a. Give validity/reliability information;
 - b. Describe administration, scoring, and purpose of test;
 - c. Cite research related to test.
- C. The entire literature review should support the rationale for your study.
- D. Summary

IX. Chapter III – Methodology

For Experimental/Evaluation Study

- A. Include an introductory paragraph restating the purpose of the study
- B. Define research design (group or single subject design, if applicable);
- C. Participants:
 - 1. Give details about the population and the sample: Who, from Where, Type of Classroom, How many, Age, Grade Levels, Intelligence/any information about their Academic/Functional level (e.g., adaptive behavior scores), Socio-economics levels, Ethnic/racial/cultural backgrounds, and so on.
 - 2. Describe how participants were chosen (random or others)
 - 3. Explain any groupings: control, experimental, how determined, and differences

D. Procedure:

1. Describe pre and post-test procedure, if used
2. Explain who administered and scored tests, when, where, and directions if altered
3. Describe treatment, if any, in detail: time, amount, frequency, type, instructions, materials (give in full detail so it could be replicated by someone else)

E. Data Analysis Plan:

1. Describe how data will be gathered and procedures for analysis
2. Explain the statistical procedure used in detail

For Handbook/Manual

- A. Sources for Contents – Describe the sources of contents and how you will gather (or you have gathered) information under each source (subheading). It is up to you to decide how many sources you would like to utilize in gathering contents for your handbook/manual, except that Literature Review should be a required source.

Examples of Sources (subheadings)

1. Literature Review – What types of materials (e.g., textbooks, articles, etc.)? What are the criteria for limiting materials to a certain number (e.g., relevance to topic, age range covered, publication year, etc.)? How will you select content areas for your Project?
2. Needs Assessment/Survey Questionnaire
 - a) Development of Questionnaire - What does it cover (content areas)? How many items? What response format? How will it be (or was it) developed? Any field-testing done (if applicable)? Any procedures used for ensuring the validity (e.g., face/content validity)? Any information on reliability?
 - b) Participants – Who, from Where, Type of Classroom, How many, age, grade levels, intelligence/any information about their academic/functional level (e.g., adaptive behavior scores),

Socioeconomic levels, Ethnic/racial/cultural backgrounds, and so on. How will you select them? How will they participate in the study? (e.g., what do you expect them to do?) If you have more than one group (e.g., teachers, students, and parent, etc), describe the above information under subheading of each group (example: Teachers, Student, Parents).

- c) Procedures – Describe step by step how you will conduct the assessment/survey. Include information on format mailing, hand-delivering, web-based, etc.), procedures for collecting them, the follow-up, etc

3. Needs Assessment Interviews

- a) State the types of interviews (structured or semi-structured, or open-ended? phone or person-to-person?) and the length of each interview
- b) Participants – See Participants under Needs Assessment/Survey Questionnaire)
- c) Content areas that the interview intends to target
- d) Interview questions, if any – What does it cover (content areas)? How many items? What response format? How will it be (or was it) developed? Any field-testing done (if applicable)? Any procedures used for ensuring the validity (e.g., face/content validity)? Any information on reliability?
- e) Interview Procedures – Use a Protocol? Who will conduct? How will you take data (recording? Writing?)? Reliability?
- f) Review of Relevant Documents – What types of materials (e.g., IEPs, Curriculum, etc.)? What are the criteria for limiting materials to a certain number (relevance to the topic, e.g., age range covered, topic, publication year, etc.)? How will you select content areas for your project?
- g) Other sources (e.g., personal/professional experience such as teaching, conference/workshop attendance, so on), if any.

- B. Compilation of Contents – What will be the content areas selected from various sources that you utilized? How will you organize them? Any procedures for validity (e.g., fact/content validity?)

X. Chapter IV – Results

- A. Given an introductory paragraph explaining purpose of study
- B. Review each research question and provide evidence and data
- C. Include tables and figures as appropriate
- D. Summarize the findings

XI. Chapter V – Discussion

- A. Explain each finding (e.g., explain why results occurred, in you opinion).
- B. Refer back to studies cited in Chapter II to support your findings
- C. Describe differences found, if any, between your results and those reported in Chapter II by other researchers
- D. Suggest implications of research:
 - 1. Point out possible applications of results;
 - 2. Describe the effects of results on teaching methods, curriculum, and parent and/or other professionals.
- E. State limitations such as:
 - 1. Small sample size
 - 2. Limitations related to treatment or grouping
 - 3. Insufficient time for study
 - 4. Confounding variables
- F. State directions for future research.
- G. Summary
 - 1. Reflect about knowledge learned from the study
 - 2. Summarize the entire process of the project/thesis

XII. Chapter IV – References

- A. Include only reference mentioned in the paper
- B. Follow the APA format, 5th edition (2001).

XIII. Appendix

Include materials in surveys, questionnaires, treatments, test, handbook/manual and so on.

Note: If you are writing a thesis, be sure to follow *General Instructions for Master's Thesis* published by Graduate Studies at <http://www.sjsu.edu/gradstudies/form.htm>.

Appendix A

Department of Special Education
(must be printed on Department Letterhead)

FINAL REPORT

Master of Arts Examination

Oral Examination

This is to certify that _____ (Passed, Failed) the Oral
Master

of Arts examination taken on the date of _____.

Committee Signatures:

Original: Grad Studies along with original of Culminating Experience Form
Copy: Mail to student with copy of Comprehensive Exam Form
Copy: Keep a copy of both forms in student's file

Appendix B:

Sample of Initial Pages of MA Thesis/Project

(Sample copyright page, which immediately follows your title page)

© 2003

Sara Ann Smith

ALL RIGHTS RESERVED

(Sample signature page, which immediately follows the copyright page in the thesis)

APPROVED FOR THE DEPARTMENT OF SPECIAL EDUCATION

Dr. Margaret Roberts

Dr. William Lane

Dr. John Jones, A B C Corporation
(add organizational affiliation if the Committee member is not from SJSU)

APPROVED FOR THE UNIVERSITY

(Note: A signature line should be included for each thesis committee member. Type the name and title of a committee member under each individual signature line.)

(Sample UMI abstract which immediately follows signature page in the thesis)

(sample Abstract)

ABSTRACT

SPIES IN AMERICA GERMAN ESPIONAGE IN THE UNITED STATES 1935-1945

By Ronald P. Urquart

This thesis addresses the topic of German espionage in the United States between 1935 and 1945. It examines what the expectations were for Germany's spies in America, their activities, and the success or failure of their operations. In addition, the reaction of the American public to these spies is also studied, as well as the response to what was perceived as a threat to the United States from Nazi Germany.

Research on this subject reveals that there were a number of German espionage agents involved in several different spy rings operating in the United States before Pearl Harbor. Information obtained by these individuals primarily concerned the transportation of war materials to the Allies, and America's industrial and military production. Much of the information sent to Germany was not of a highly classified nature and could be found in technical journals and publications, and through verbal affirmation and visual sightings. Most of these German spies were arrested in the summer of 1941.

(sample of Acknowledgement Page)

ACKNOWLEDGEMENTS

The completions of this project/thesis is in great part due to wonderful friend, family, and advisors. Without the encouragement and support of all, a three year effort would never have been realized.

First, a special thanks to the professional and caring guidance of Dr. _____ who always remained positive and supportive that graduation would occur on schedule, although I often had doubts. Thanks also to my committee members, Dr. _____ and _____ for their time and input.

Next, to the very good friend and fellow students, _____, who

Finally, I would like to dedicate this project/thesis to _____