GRADUATE EDUCATION MASTER'S THESIS/PROJECT HANDBOOK

MA Education K-12, MA Special Education, and MA Teaching

Bethel University's Graduate School
St. Paul, MN 55112

Updated March 2025

Table of Contents

We are so happy you are ready to start working on your thesis/master's project. This handbook states the requirements for writing a thesis or conducting a project necessary to earn a master's degree in Education K-12, Special Education, or Teaching. This is an opportunity for you to gain expertise in an area of interest and give back to the research world through your thesis. Developing research skills and being able to discuss your research with others are critical skills for educators. **Read this entire handbook and collaborate with your advisor before you begin working on your thesis.**

Guidelines for Working with Your Thesis/Project Advisor

Here are some guidelines you should use when working with your advisor:

1. Contact your advisor when one is assigned.
2. Provide your advisor with the thesis/project proposal (also called a prospectus) completed in TEAC795 or TEAC756.
3. Consult with your advisor about a proposed timeline in advance. Be sure to follow the thesis/project timeline deadlines given in this handbook.
4. Give your advisor small sections of the thesis/project at a time for feedback. Include previous drafts when submitting revisions.
5. Include a reference list with all drafts.
6. Submit all drafts in APA format.
7. Work with your advisor to run each chapter of your thesis through Turnitin in order to confirm that your work correctly identifies content that should be attributed to others.
8. Discuss the use of AI tools (e.g., OpenAI, Grammarly, etc.) to support writing assistance and preparation of the thesis. AI tools should not be used as a source of intellectual content or ideas.
9. Spell-check and proofread drafts thoroughly before sending them to your advisor.
10. Assume that it will take at least two weeks for the advisor to read and give feedback on drafts. At particular times of the year, advisors may be unavailable or require additional time to respond to your thesis work. Please communicate with your advisor early if you have hard deadlines to meet. Providing clear markings of what portions of the draft are new (color coding, using comments, etc.) will allow your advisor to be more efficient and will likely help you get a response more quickly.

Description of Options for Earning a Master's Degree

Bethel's Graduate School offers three master's degrees: MA in Education K-12, MA in Special Education, and MA in Teaching. This handbook applies to the master's requirements for all three degrees. You may choose one of three types of theses:

1. Literature review
2. Literature review with application emphasis
3. Collaborative Research Project

Students must consult with their advisor in choosing an acceptable topic/research question(s) with an appropriate scope. Students are strongly encouraged to select a topic that is relevant to their work in the field of education. The topic selection should also be applicable to the student's professional development and contribute to the field of education. All three options require a thorough review of the literature on the chosen topic, and students can expect to write multiple drafts of the thesis. Here is a comparison of the three options:

	Literature Review	Literature Review with Application Emphasis	Literature Review with Collaborative Research Project
Description	The literature review is an unbiased look at the literature surrounding the chosen guiding question(s).	Identify an educational application in P-12 education for development, preferably one with potential for implementation. This application should reflect the area of study associated with the emphasis of the student's particular program.	Two students collaborate and work with support from a shared advisor
Guiding Question(s)	Write one or more guiding questions on a P-12 educational topic.	Write one or more guiding questions on a P-12 educational topic related to an application area.	Collaborate to identify an educational application in P-12 education for development, preferably one with potential for implementation. This application should reflect the area of study associated with the emphasis of the student's particular program.
Review literature	Conduct a review of the literature to investigate the guiding question	Conduct a review of the literature to investigate the guiding question	Collaborate to write one complex or multiple guiding questions on a P-12 educational topic related to an application area.
Original Development	Nothing original is developed in a literature review thesis because this project reviews the work of others.	Develop original application materials that directly connect to the review of literature	Collaborate to conduct a review of the literature to investigate the guiding questions
Doing the Research	Critically evaluate the literature.	Work with the advisor in setting the parameters for the application. The application materials should be in a final, usable form. However, the application does not need to be piloted for the scope of this thesis.	Coordinate and develop original application materials that directly connect to the review of the literature. Collaborators will each create their own application materials specific to a different setting, audience, or purpose.
Concluding the Research	Summarize the research, draw conclusions, describe research limitations, and suggest areas for future research.	Reflect on the process (by addressing assumptions held before the research was done, reactions during the project, and how original assumptions may have changed as a result of completing the project), draw conclusions, and suggest areas for future research.	Collaborators will work with the advisor in setting the parameters for the application. The application materials should be in a final, usable form. However, the application does not need to be piloted for the scope of this thesis.

Implications	Implications for both research and professionals in the field of education should be identified	Implications should address the next steps to be taken, additional research that needs to be done, and/or how the findings relate to the school or teaching context	Implications should address the next steps to be taken, additional research that needs to be done, and/or how the findings relate to the school or teaching context
Page Length Minimums	Chapter I: Introduction 5-10 pages Chapter II: Literature Review 30-40 pages Chapter III: Discussion and Conclusion 5-10 pages	Chapter I: Introduction 5-10 pages Chapter II: Literature Review 15-25 pages Chapter III: Application of the Research 5-10 pages Chapter IV: Discussion and Conclusion 5-10 pages	Chapter I: Introduction 5-10 pages Chapter II: Literature Review 15-25 pages Chapter III: Application of the Research 5-10 pages Chapter IV: Discussion and Conclusion 5-10 pages
References	Minimum 30	Minimum 20	Minimum 20
Appendices	Yes, if needed	Yes, will include original application materials	Yes, will include original application materials from both students
Institutional Review Board (IRB)	Not required	Not required	Not required

Overview of Process for Completing the Thesis/Project

Topic and Question Formulation

Some students have a general idea of the topic for their Master's thesis when beginning the graduate program. Other students develop a topic idea as a result of their coursework. We strongly encourage students to think about possible thesis topics as they progress in the program. Students will need to begin by selecting a general topic area to explore. Once students have identified a general topic of interest, clearly identify the guiding question(s) they are seeking to answer. The guiding questions will be incorporated into the thesis proposal completed in TEAC795 or TEAC756 Preparing the Thesis/Action Research Project.

Guiding Question(s) Approval

Students will submit their thesis proposal/prospectus from TEAC795 or TEAC756 to their advisor for final approval. The advisor must approve the guiding question(s) before beginning to write the thesis. Any changes in the thesis topic or guiding question(s) must be approved by the advisor. It is essential that the thesis proposal is discussed with the advisor before beginning the research.

Academic Honesty

Bethel graduate students are expected to uphold high standards of academic honesty. At the request of your advisor you may be required to submit your thesis draft to TurnitIn, a web-based resource that will confirm that your work is original to you and you have provided adequate citation of the works you are reviewing. This process is intended to offer you a level of assurance that your work is completed at the highest level of academic integrity.

The Graduate Catalog contains several definitions and examples of academic dishonesty, such as plagiarism, cheating, and fabrication. Take time to read and understand these definitions, and talk to your thesis advisor if you need further clarification.

All content in a thesis should be original to the student or attributed to the original sources using APA citations. The use of AI tools, including Grammarly, should be noted in the first paragraph of Chapter II. A sentence such as this would be expected and explains the level of support that is considered acceptable use of AI.
- [Name of AI tool]was used for writing assistance in the preparation of this thesis. It was not used as a source of intellectual content or ideas.

Disability-related Accommodations

Students who wish to request disability-related accommodations should ask the Office of Accessibility Resources and Services to provide an accommodation letter to the advisor. All accommodations should be arranged through the Office of Accessibility Resources and Services by calling 651.638.6833 or visiting email accessibility-services@bethel.edu for more information

Library Research

The library research stage involves gathering research relevant to the question of interest. Students should consult their advisor early in this process to determine appropriate thesis resources. Accessing

library staff is also strongly encouraged. (https://www.bethel.edu/library/help/) Students are expected to primarily make use of scholarly journals and publications. Some books and other resources are acceptable. It is important to take notes on the materials gathered.

Writing Help

Students must consult with their advisor during the writing process for assistance and feedback on drafts. The thesis must follow the format of the most current edition of the *Publication Manual of the American Psychological Association*. The format for electronic citations can be found in the *APA Style Guide to Electronic References*.

The Academic Resource Center (https://www.bethel.edu/student-success/services/academic-resource-center) for the College of Adult and Professional Studies, Seminary, and Graduate School offers free writing support (one hour per week) to thesis students. Many students schedule several face-to-face or online appointments with the ARC while they are writing their thesis.

AI tools may be used to support writing assistance and organization of the student's original work, but should not be used as a source of intellectual content or ideas.

Due Dates for Thesis/Project and Oral Defense

The Master's Thesis/Project and Oral Defense must be completed by the end of the semester in order to avoid paying for another semester of credits. Ask your student success advisor to give you the final term dates and then work with your thesis advisor to make sure you have successfully defended and submitted your thesis by that date. Adding extra time to plan for the unexpected is recommended.

Commencement Ceremony Date

Commencement ceremonies for Bethel's Graduate School are held twice a year at Bethel, once in mid-December and once in late May. Some students plan their thesis/project timeline to allow them to participate in a particular commencement ceremony. Attending commencement is strongly encouraged, but is not required. Advisor and program director approval is required for graduation, so email your student success advisor if you have questions about the timeline and your ability to commence.

Extension Request

Ask your student success advisor (graduate-education-advising@bethel.edu) for the current policy on extensions.

Lane Changes for Practicing Teachers

Official documentation confirming the completion of a master's degree is necessary for a lane change in most school districts. Students must complete all degree requirements *prior to* the district lane change deadline. It can take a maximum of 45 days to post a degree, after the program director has changed the TEAC795 or TEAC790 grade to Satisfactory.

You will not receive a grade for your Master's Thesis/Project until you have passed your Oral Defense and electronically submitted your thesis/project to the Bethel University Library. After the program director is alerted that your thesis has been electronically submitted, your grade for TEAC795 or TEAC790 will be changed from *Incomplete* to *Satisfactory*, and the registrar's office will grant the degree.

Timeline for Finishing the Thesis and Scheduling the Oral Defense

Please note the following deadlines when planning a schedule for completing the thesis/project.

Eight Weeks Before Oral Defense
- Submit a full draft of the thesis to Turnitin and share it with your advisor. Work with your advisor to address any areas of concern. (The advisor should have received and reviewed sections of the thesis/project prior to this date.)
- Note: It is not acceptable to begin submitting thesis portions or a completed draft at the eight-week mark with the expectation of finishing during the same term. The process must begin before this point to ensure a high-quality thesis is produced.

Three Weeks Before Oral Defense
- When the student and advisor agree that the thesis/project is near completion, a second reader for the oral defense should be selected and contacted. Students will select the second reader in consultation with their advisor. Students must have approval from their advisor before they contact a second reader and request his/her participation in the oral defense committee. Do not expect the second reader to be available on short notice.
- Talk with your thesis/project advisor and receive approval from him or her to schedule your oral defense. Some advisors may want to do the scheduling for you; just ask your advisor his/her preference.
- Talk with your thesis/project advisor about your options for having the defense in person or by video conferencing.
- Find a date and time that works for all of those who need to attend your defense, and then submit a request for a room using this [online form](#).
- Communicate the room location, date, and time with those who will attend the defense once you receive confirmation from scheduling-services@bethel.edu
- Thesis advisors: see Appendix C for the qualifications for second thesis readers.

Two Weeks Before Oral Defense
- With your advisor's permission, distribute a final draft of the thesis/project to the second reader and the advisor so that everyone is working from the same final draft.

Have the Oral Defense

The oral defense provides students with the opportunity to demonstrate their ability to participate in a scholarly discussion of their Master's Thesis/Project.

Logistics of the Defense. The defense is approximately one hour in length; plan on a total of two hours so you can get to the room early (if face-to-face) to set up and so that paperwork can be completed after the defense. Students are welcome to bring guests to the defense, as long as you clear this with your advisor in advance. The guests will be asked to leave once the committee begins deliberations.

Presentation. Students will prepare a 15-20 minute presentation on their thesis/project and will make that presentation at the beginning of the defense. Please do not simply summarize the paper. Advisors will provide specific guidance around the questions that should be answered in this opening presentation. Possible questions include:

- What led you to select your topic?
- What did you find particularly interesting or surprising as you investigated your guiding question?
- How is the topic of your thesis/project relevant to your work?
- Describe the major (3 or so) researchers who informed your literature review?

Visual Representation. Additionally, students may be asked by their advisors to develop a visual representation (i.e., an infographic, mind map, or flowchart) that synthesizes the main content of their thesis project (see Appendix B for further explanation and examples). The presentation and/or visual representation will serve as a springboard for subsequent discussion of the thesis/project and questions from the committee.

Results of the Oral Defense

When the defense is completed, meaning the advisor and second reader's questions have been answered, the student (and any visitors) will be asked to leave the room. The Committee will then deliberate and make one of the following decisions:

a. Passed the defense: The student passes the defense. The thesis/project is acceptable. The Committee can either pass with no revisions needed, or pass with minor revisions needed, to be approved by the advisor before the thesis can be digitally uploaded and a Satisfactory grade for EDUC790 can be entered.

b. Passed the defense with major revisions: The student passes the defense with reservation, indicating that major revisions are needed on the thesis/project. If the student passes with major revisions, the oral defense does not need to be repeated. Within one week of the defense, the student will receive an email from the advisor that clearly stipulates the required revisions. The student is then responsible for making the changes indicated and resubmitting the thesis/project within three weeks of receiving the feedback. The student's advisor will then notify the student of the decision on the thesis/project. The decision will either be that the thesis has passed, or it may still be returned for further changes until it passes.

c. Failed the defense: If the student fails the defense, it needs to be repeated at a later date and modifications are needed on the thesis/project. If the student fails, within one week of the date of the defense, he/she will receive an email with a description of the changes that must be made in the thesis/project and to the oral defense before it is acceptable. The student is then responsible for making the changes indicated and resubmitting the thesis/project to the advisor and the second reader. After consulting with the advisor, a second oral defense must be scheduled by the student. The same guidelines apply for the second defense as for the first defense. The oral defense may be repeated only once.

Immediately After the Oral Defense

The advisor will notify the program director that you have completed the thesis/project and oral defense. The program director will turn in a grade for the thesis/project after being alerted that your thesis has been electronically submitted to the Bethel Digital Library.

Submit Your Completed Thesis/Project to the Bethel Digital Library

Once your thesis advisor has given you final approval on your thesis, follow this process to submit it to the Bethel Digital Library:

1. Save your work and name the file with the following format:
    Last name-first (and) middle initials-t or d-yyyy of defense
    For example, **doe-ja-d-2025.docs** is the file name of **J**ane **A**nne **Doe**'s **thesis**, which she submitted in **2025**. Be sure to include the hyphens.
    We accept the following file formats - Word (.doc, .docx) or PDF (.pdf)

2. [Submit your **approved** thesis/dissertation](#) to the Library through the Theses and Dissertation submission form.

3. Complete four main actions on this form: First, submit the *key pieces of information* about your thesis. Next, submit the *electronic file* of your thesis. After that, select a *license* (choose how others will be able to use your work). Last, *agree to two statements* about permission to put the work online and that all the work is yours, properly cited, or used with permission.
    Here is the information required on the submission form:
    - First Name - Middle Initial or Middle Name (optional) - Last Name
    - Email
    - Program (select your Master's program) (See Figure 1)
    - Title of Paper/Project
    - Year Approved
    - First Advisor
    - Second Advisor (optional)
    - Third Advisor (optional)
    - Abstract
    - Keywords (4 - 5 key terms that will help people search for your thesis)

Figure 1 - Program field:

Once a student submits a thesis, an email will be sent to the program director of the student's program, who will approve the electronic submission. This will alert the program director to change the student's TEAC795/TEAC790 grade to Satisfactory.

Further information about the electronic dissertations can be found on the Library website at https://www.bethel.edu/library/digital-library/theses-dissertations/

Changes to theses are not permitted after the materials have been submitted to the Bethel University Digital Library.

If you have any questions about uploading your thesis, contact Kari Jagusch at k-jagusch@bethel.edu or 651.638.6937.

Writing the Thesis

Proposal/Prospectus (Written in TEAC755 or TEAC756)

Portions of the prospectus may be used in Chapter I and II of your thesis. Students should check with their advisor when initial writing begins to confirm which parts can be used and which will need revision.

The thesis is written in third person voice, with some exceptions as approved by the advisor.

Chapters in the Thesis

The chapters in the thesis differ slightly depending on which type of thesis you write. The first two chapters are the same in all three options. The final chapters are different depending on which one you choose. The Application thesis includes an additional chapter to explain how your original application materials are connected to the research you reviewed, and it also includes the application materials you create (in the appendices).

CHAPTER I: INTRODUCTION (all three options)

This chapter sets the context for the guiding question(s) of interest. The goal of this chapter is to present a rationale for the importance of the thesis topic and specific question. The context and rationale for the thesis question can be developed in a number of ways such as historical context, incidence data, or current societal issues and trends. It is important to include references to the literature as the context and rationale for your question as it is developed.

This chapter typically begins with more general information on the topic and moves to ending with the statement of the guiding question sought to be answered through the literature review in Chapter II. There may be more than one guiding question, or your guiding question may have sub-questions. This chapter also includes definitions of terms that are necessary for readers to be able to understand words in the particular context of your research.

CHAPTER II: LITERATURE REVIEW (all three options)

The goal of this chapter is to present and critique the literature to answer the guiding question identified in Chapter I. As the literature is read, it will be important to watch for themes that can be used to organize this chapter. It is important to consider the structure and use of transitions in this chapter. Use headings, consistent with APA, to make the organization clear to the reader.

The first paragraph of Chapter II must contain an explanation of the process and parameters for the literature review search. The purpose of adding this paragraph(s) is to make the thesis stronger academically because it better replicates published scholarship of a meta-analysis or a basic literature review. This paragraph should also include an acknowledgment of the use of AI tools if they were used to support the writing or organization. (AI should not be used as a source of intellectual content or ideas.) For an example, see the section on Academic Dishonesty in this handbook.

CHAPTER III: DISCUSSION AND CONCLUSION (Literature Review option only)

Chapter III typically includes the following five sections:

1. **Summary –** This section summarizes Chapter II and answers the question(s) that guided the research. Typically, the summary contains citations that are repeated from Chapters I and II. It is not expected that new citations will be used in the summary.

2. **Professional Application –**This section is designed to highlight the information and applications you think are the most important for your colleagues to know based on what you have read. When writing this section, go from broad to specific by writing about how your research applies to education in the United States, and maybe globally if that fits your topic, education in Minnesota, and education in P-12 classrooms.

3. **Limitations of the Research –** This section includes both how you limited your research pool (what did you exclude from your review and why) as well as how the pool of research was limited because the research did not exist. What did you expect to find in the research that was not there?

4. **Implications for Future Research –** What research do you think needs to be done in this area given what you have read? What questions do you still have, or what new questions came up based on what you read and learned?

5. **Conclusion –** This section is usually the shortest one in this chapter. It should restate your guiding questions, and include your final comments.

CHAPTER III: APPLICATION OF THE RESEARCH (for Application Emphasis and Collaborative Research Project)

Typically, this chapter will describe:

1. Evidence-based rationale showing connections between the literature review and the original application materials

2. Explanation of the project in detail, including its purpose
   Details about the audience: who the materials are being created for, who will use it, and how buy-in will be sought from others who may want to use the materials
3. Resources needed: people, costs, and time
4. Sustainability: how might this project be implemented in a way that will be lasting
5. For the Collaborative Research Project, the elements of Chapter III are the same as listed above, however, each collaborator will create their own application materials specific to a different setting, audience, or purpose.

CHAPTER IV: DISCUSSION AND CONCLUSION (Application Emphasis and Collaborative Research Project)

Write the same sections as Chapter III in the Literature Review option.

Appendices

In the Literature Review, include figures, tables, and graphs. In the Application Emphasis, include examples of application materials that were developed. This might include curriculum, teacher in-service programs, or system delivery models. In the Action Research Project, include figures, tables, and graphs.

Summary of the Required Chapters

Here is a summary of the required chapters in all three options:

Literature Review: Chapter I, Chapter II, Chapter III

Literature Review with Application Emphasis: Chapter I, Chapter II, Chapter III, Chapter IV

Collaborative Research Project: Chapter I, Chapter II, Chapter III, Chapter I
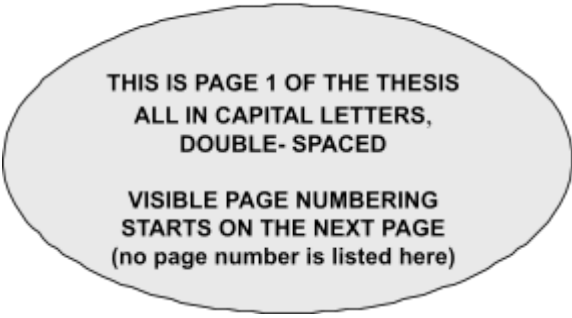
Format of the Thesis/Project

Write your thesis/project in the current version of APA. Follow these formatting guidelines:

Font and Size	Double-space the document, use 12-point font size, and use either Times New Roman or Calibri.
Margins	Use a 1 inch margin on the top, bottom, left and right sides of the document.
Page numbers	Use Arabic numerals. Start page 1 on the title page. Insert page numbers in the upper right corner 1 inch from the top and 1 inch from the side. Do not include a Running Head.
Keywords	In the first paragraph of Chapter II, list 4 or 5 key words that will help readers search for your thesis in the Bethel Digital Library.
Ordering of pages	Start each chapter on a new page.
Title Page	Write the title page in all CAPITAL LETTERS. Do not include a page number on this page.
Acknowledgements	This is an optional page.
Abstract	This should be 100-120 words and written in the appropriate style. This page is not indented.
Table of Contents	See the sample in this handbook.
List of Tables	This page is only required if your document contains tables.
References	Make sure the in-text citations cited in the paper match those listed in the References. List all references in APA.
Typos	Spell-check your document before each time you send a draft to your advisor. In addition to spell-check, critically read your document to eliminate all grammatical and mechanical typos.

Intellectual Property Rights

In addition to the responsibilities students have to abide by standards of academic integrity, students are also entitled to the protection of their intellectual property rights.

1. Work submitted in Bethel University classes is to be used solely for educational purposes within the context of the course in which the student is enrolled.
2. Any other use of student work must credit the student as the author of the work and must be authorized by the student. (If a student seeks to publish research involving human subjects, s/he must have secured the appropriate review/approval from Bethel's Institutional Review Board prior to collection and analysis of data.)
3. Students have the right and responsibility to redact any sensitive, personally identifiable information (e.g., names of businesses cited in case studies, demographic information related to research subjects, etc.) prior to releasing their work for applications outside of the classroom.
4. Although students may choose to co-author with a faculty member, students own their research and any other materials they design independently.
5. Students are encouraged to copyright written materials when releasing them outside of the classroom. Students who complete theses, dissertations, and capstone projects acknowledge, by completing the project, that they are aware that a copy of the work will be retained in the library.

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ALL IN CAPITAL LETTERS,
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VISIBLE PAGE NUMBERING
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A MASTER'S THESIS (or) PROJECT SUBMITTED TO THE FACULTY

OF BETHEL UNIVERSITY

BY

CHRIS A. STUDENT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

JULY 2025

BETHEL UNIVERSITY

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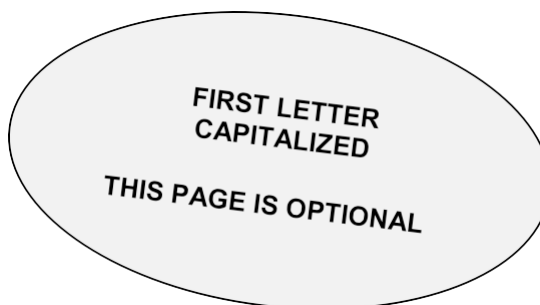Chris A. Student

July 2025

APPROVED

Thesis Advisor: Name Namely, Degree

Program Director: Name Namely, Degree

This page is centered
Except for the Advisor
and Program Director
names which are right
justified.

Acknowledgments

FIRST LETTER
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Abstract

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100-120 WORD SUMMARY OF
YOUR PAPER

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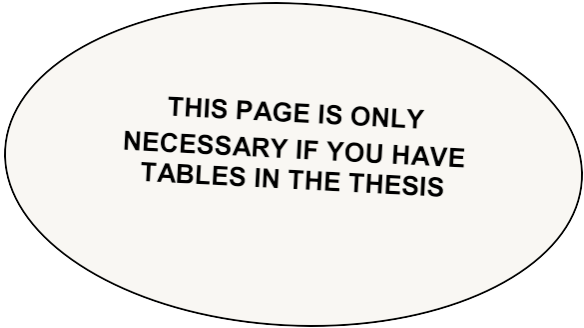NO CITATIONS SHOULD BE
INCLUDED IN THE ABSTRACT

Table of Contents

The Table of Contents should match heading format from the paper. It can have dot leaders or not – check with advisor.

List of Tables

Table

THIS PAGE IS ONLY NECESSARY IF YOU HAVE TABLES IN THE THESIS

Each chapter begins on a new page.
Follow heading format guidelines as
noted on
page 31 of this handbook.

CHAPTER II: LITERATURE REVIEW

Literature Search Procedures

To find the literature and information for this thesis, searches of Education

Journals, Academic Search Premier, Psychology Database, ERIC, PSYCHInfo, and

EBSCO MegaFILE were conducted for studies and publications from 2010-2020. The

key words that were used in these searches included "screen time," "adolescents and

screen time," "screen time and learning," "impacts of screen time," "screen time and

sleep," "screen time and effects," "screen time and physical health," "screen time and

mental health," "predictors of screen time," "benefits of screen time," "implications of

screen time," "impact of screen time on development," "screen time and self-esteem,"

"screen time and stress," "screen time and depression," "screen time and anxiety,"

"behavioral predictors of screen time," "screen time and internet addiction" "screen time

and self-image," and "screen time and health." This chapter will review the literature on

negative impacts of screen time in three sections in the following order: Impacts of

Screen Time on Physical Health; Impacts of Screen Time on Sleep; and Impacts of

Screen Time on Psychological Health and Well-being. Additionally, Grammarly was used for

writing assistance in the preparation of this thesis. It was not used as a source of intellectual

content or ideas.

Impact of Screen Time on Physical Health

One of the key areas of impact that screen time users may experience is physical

health. For the purposes of this research, physical health is defined as the overall

19 conditions of an individual's body, which may include weight, body mass index,

physical activity level, and diet.

Example of Reference page. All references listed are also cited within the thesis.
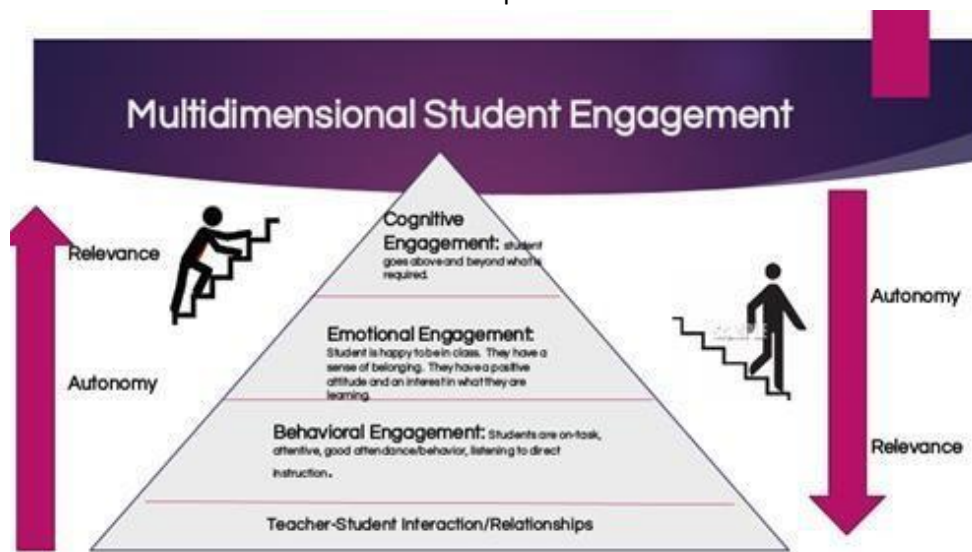
References

Albaugh, N., & Borzekowski, D. (2016). Sleeping with one's cellphone: The

relationship between cellphone night placement and sleep quality, relationships,

perceived health, and academic performance. *Journal of Adolescent Health, 58*(2),

S31-S36. https://doi:10.1016/j.jadohealth.2015.10.075

A third of U.S. households have three or more smartphones. (2017, May 25). Pew Research.

https://www.pewresearch.org/fact-tank/2017/05/25/a-third-of-

americans-live-in-a-household-with-three-or-more-smartphones/

Babic, M., Colyvas, K., Morgan, P., Plotnikoff, R., Lonsdale, C., & Lubans, D. (2017).

Longitudinal associations between recreational screen-time and mental health in

Australian adolescents: A cross-lagged panel analysis. *Journal of Science and*

Medicine in Sport, 20, https://doi:10.1016/j.jsams.2016.12.012

Baer, S., Bogusz, E., & Green, D. A. (2011). Stuck on screens: Patterns of computer and

gaming station use in youth seen in a psychiatric clinic. *Journal of the Canadian*

Academy of Child and Adolescent Psychiatry = Journal De L'Academie Canadienne

De Psychiatrie De L'Enfant Et De L'Adolescent, 20(2), 86-94.

Borth, D. (2017, October 11). Mobile telephone. Retrieved April 22, 2020, from

https://www.britannica.com/technology/mobile-telephone

Brooks, M. (2018). How much screen time is too much?. [online] *Psychology Today*.

55, https://www.psychologytoday.com/us/blog/tech-happy-

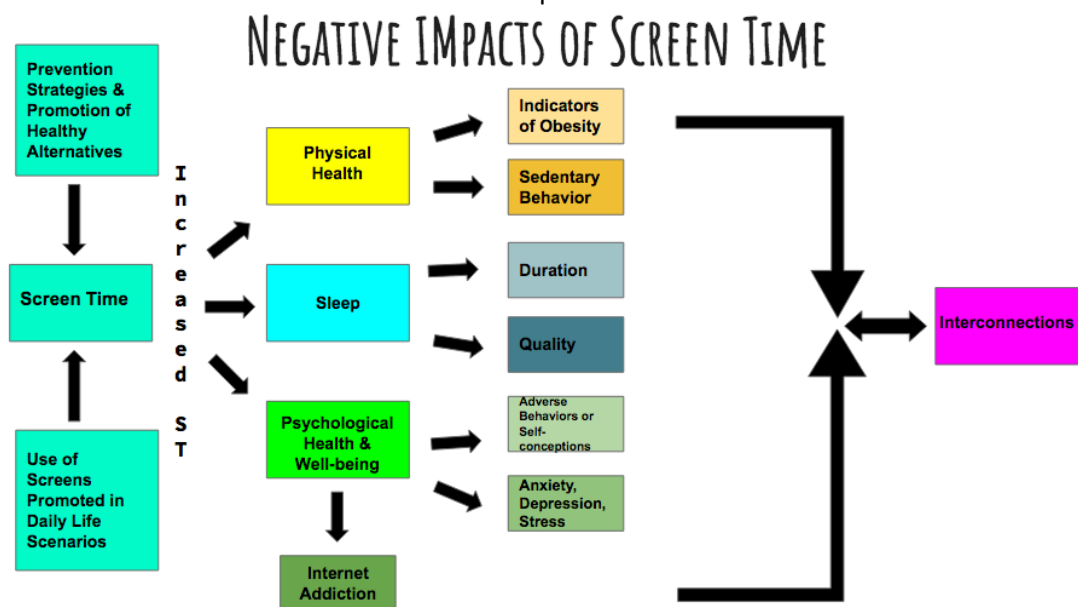life/201812/how-much-screen-time-is-too-much

Appendix A: Possible Presentation Option for Oral Defense

Develop a visual representation to show how you see the main themes of your paper relating to each other. Think of it as an info-graphic or mind map that shows connections between chunks of information. Two examples are provided for your consideration. Use these examples to help you think about how you might represent your own learning from the thesis process. This part is totally open-ended and an opportunity to capture your learning in a unique way. Your image may be presented electronically or in physical form. The two examples are used with permission.

Example 1

Multidimensional Student Engagement

Relevance

Autonomy

Autonomy

Relevance

Cognitive Engagement: student goes above and beyond what's required.

Emotional Engagement: Student is happy to be in class. They have a sense of belonging. They have a positive attitude and an interest in what they are learning.

Behavioral Engagement: Students are on-task, attentive, good attendance/behavior, listening to direct instruction.

Teacher-Student Interaction/Relationships

Example 2

NEGATIVE IMPACTS OF SCREEN TIME

Prevention Strategies & Promotion of Healthy Alternatives

Screen Time

Use of Screens Promoted in Daily Life Scenarios

Increased ST

Physical Health

Sleep

Psychological Health & Well-being

Internet Addiction

Indicators of Obesity

Sedentary Behavior

Duration

Quality

Adverse Behaviors or Self-conceptions

Anxiety, Depression, Stress

Interconnections

Appendix B: Second Thesis Readers

When the advisor and student agree that the thesis/project is near completion, a second reader for the oral defense should be selected and contacted. Students will select the second reader in consultation with their advisor, and students must have approval from their advisor before they contact a second reader and request his/her participation in the oral defense. Either the thesis advisor or the second thesis reader must have expertise related to the subject matter of the thesis. The following are the qualifications and time expectations of the second reader.

Qualifications

The second reader:
- Must be approved by the thesis advisor
- Must have a master's degree
- Must have written a thesis
- Be a current or former educator
    - Does not have to be a Bethel University employee
    - Can be a colleague of the thesis student but not a peer; preference should be given to school administrators (e.g., principal, assistant principal, curriculum director, team lead, and so forth)
- Must have expertise related to the subject matter of the thesis if the thesis advisor does not have that expertise
- Must be willing to complete applicable paperwork in order to receive the hourly stipend
- Must be willing to thoroughly read and edit the thesis paper following APA and Bethel's Thesis Handbook guidelines
- Must be willing to prepare several thoughtful questions ahead of the defense meeting
    - Questions that help the thesis student reflect on their learning at a deeper level
    - Questions about the practical application of the research
    - Questions about the research process and choices for limitations, etc.
- Must be willing to participate fully in the thesis defense meeting

Time as Second Reader

Upon completion of the thesis and oral defense, second readers will be paid for up to 10 hours of work, including time spent at the oral defense. Note that while 10 hours is the maximum, 5-7 hours are the typical number submitted by second readers.

APA Style (7th ed.)
Reference List Rules/Examples

- Starts a new page in your paper
- The word "References" is centered at the top, in bold
- In an accessible font (e.g., a sans serif font such as 11-point Calibri or a serif font such as 12-point Times New Roman)
- One-inch margins
- Double spaced
- Indents .5 inch the subsequent lines of references that are too long to fit on one line
- In alphabetical order by the first element in each reference
- Only contains references that have been cited in text
- Author's names are listed last name first
- An author's first and middle initials are used rather than full names
- When a reference does not have an author, the title is used as the first element
- The date that the item was published (or uploaded) is placed in parentheses
- If the item doesn't have a publication date, the abbreviation n.d. is used
- If the item has a sub-title, it should be included
- A period, followed by *one* space, is used to separate author, date, title, and publisher information
- A period is placed at the end of each reference, except those ending in a DOI or a URL

—————————————————————————————————

Examples of Common References
(All references should be double-spaced)

Article in a Journal with DOI
Costa Pinto, D., Borges, A., Maurer Herter, M., & Boto Ferreira, M. (2020). Reducing ingroup bias in ethical consumption: The role of construal levels and social goodwill. *Business Ethics Quarterly, 30*(1), 31-63. https://doi.org/10.1017/beq.2019.25

Article in a Journal with No Author and No DOI
FASB modifies definition of 'collections'. (2019). *Journal of Accountancy, 227*(6), 1.

Article in a Journal with 21 or More Authors
Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetmaa, A., . . . Joseph, D. (1996). The NCep/NCAR 40-year reanalysis project. *Bulletin of the American Meteorological Society, 77*(3), 437-471. http://doi.org/fg6rf9

Newspaper Article
Evans, M. (2019, August 13). DNA deals stir worry over ethics. *Wall Street Journal*, B3.

Buckley, C. (2020, January 2). More women than ever are directing major films, study says. *New York Times*. https://www.nytimes.com/2020/01/02/movies/women-directors-hollywood.html?action=click&module=Latest&pgtype=Homepage

Authored Book

Irving, J. A., & Strauss, M. L. (2019). *Leadership in Christian perspective: Biblical foundations and contemporary practices for servant leaders*. Baker Publishing Group.

Authored Book with an Edition Other Than the First

Jackson, B., & Parry, K. (2018). *A very short, fairly interesting and reasonably cheap book about studying leadership* (3rd ed.). SAGE.

Religious Work

The holy Bible, King James version. (2004). American Bible Society. (Original work published 1611)

Chapter in an Edited Book with DOI

Casati, N. M., Kesavabhotla, K., & Cybulski, G. R. (2018). Future of leadership in healthcare business: A global perspective. In B. S. Thakkar (Ed.), *The future of leadership* (pp. 197-228). Palgrave Macmillan. https://doi.org/10.1007/978-3-319-73870-3_8

Entry Without an Author in a Reference Work

Code of ethics. (2011). In V. L. Burton (Ed.), *Encyclopedia of small business* (4th ed., Vol. 1, pp. 235-237). Gale.

Government Report

National Cancer Institute. (2018). *Facing forward: Life after cancer treatment* (NIH Publication No. 18-2424). U.S. Department of Health and Human Services, National Institutes of Health. https://www.cancer.gov/publications/patient-education/life-after-treatment.pdf

Webpage on a News Website

Brooks, C. (2013, December 13). *7 steps to ethical leadership*. Fox Business. http://www.foxbusiness.com/features/2013/12/03/7-steps-to-ethical-leadership.html

Webpage on a Website

Cottom, A. (2019, September 20). *APHA supports work to drive action on climate change and health*. American Public Health Association. https://www.apha.org/news-and-media/news-releases/apha-news-releases/2019/apha-supports-action-on-climate-change

Blog Post

MacDonald, C. (2019, June 3). Ethics in sales -- Across the organization. *The Business Ethics Blog*. https://businessethicsblog.com/2019/06/03/ethics-in-sales-across-the-organization/

YouTube / Online Video

Fogarty, M. [Grammar Girl]. (2019, October 3). *Active voice or passive voice?* [Video]. YouTube. https://youtu.be/AKHgGnxbj4o

Fogarty, M. (2019, October 1). *Grammar Girl's quick and dirty tips for better writing* [Video]. LinkedIn Learning. https://www.linkedin.com/learning/grammar-girl-s-quick-and-dirty-tips-for-better-writing/quick-and-dirty-tips-for-better-writing?u=57679401&auth=true

APA Style (7th ed.)
In-Text Citations Rules & Examples

- **Reminders:**
  - Because in-text citations are based on references, references need to be correctly formatted *first*
  - Cite only works that you have read and ideas that you have incorporated into your writing

- **Types of in-text citations:**
  - **Parenthetical**
    - Both the author and the date, separated by a comma, appear in parentheses within or at the end of a sentence
  - **Narrative**
    - The author appears in running text and the date appears in parentheses immediately after the author name

Basic	List by author and date: (Sternberg, 2020)
Three or more authors	Beginning with the first notation, use only the first author's name and et al.: (Austen et al., 2021)
Two or more works by different authors (same note)	To cite several works by different authors in the same note, list each author (in alphabetical order) and date, separated by semicolons: (Benner, 2020; Greene & Williams, 2018; Swift et al., 2022)
More than one author with the same last name (same year)	Include initials with the last name: (Barratt, J. D., 2022) -- distinct from (Barratt, L. K., 2022)
Multiple works by the same author (same year)	Use letters to distinguish the sources: (Morrison, 2021a) -- distinct from (Morrison, 2021b). The letters indicate the alphabetical order of the titles.
Multiple works by the same author (same note)	To cite several works by the same author (all included in the reference list) in the same note, include the author's name and all dates in chronological order, separated by commas: (Vidich, 2018, 2020, 2022)
Organization as author	In the first note, present the organization's name in full, with an abbreviation in brackets: (American Management Association [AMA], 2020). Use the shortened form in subsequent citations: (AMA, 2020).
No author	Include a shortened version of the title in title case, a comma, and the year: ("Optimum Performance," 2019) (*Common Ground*, 2020). NOTE: If the title was in the italics in the reference, it is in italics in the in-text citation. If the title was *not* in italics in the reference, it is surrounded by quotation marks in the in-text citation.

Parts of sources	When citing only a portion of a source (For example, a page to identify a quotation), include the author or title as appropriate, the date, and clarifying information: (Kimathi, 2022, p. 451) (Nguyen, 2021, Section 3) (Murray, 2020, Ethics section) (Patel, n.d., para. 5) (Johnson, 2019, Chapter 2) (Sanchez, n.d., Module 4, para. 2)
Personal communication	Cite email, correspondence, memos, interviews, etc. by listing the person's name, the clarifying phrase "personal communication", and the specific date: (L. R. Bates, personal communication, March 7, 2021)
No publication date	Use the abbreviation n.d.: (Williams, n.d.)
Secondary sources	Although it is ideal to cite from an original source, it is not always possible to track it down. Therefore, an information source can be cited as a secondary source. For example, if you found information in the following source... Yang, Y. T., & Nichols, L. M. (2011). Obesity and health system reform: Private vs. public responsibility. *Journal of Law, Medicine, and Ethics, 39*, 380-386. ...that discussed a study conducted by other scholars, but you could not locate that study, this is how it would be cited in text: Reberto et al. (2009) observed that when menu labels are prominently displayed, customers will, with some regularity, select food with fewer calories (as cited in Yang & Nichols, 2011). NOTE: Only the Yang and Nichols source would be included in your reference list

Information adapted from:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Appendix E: APA Style (7th ed.) Headings and Text Formatting

Level	Format
1	**Centered, Bold, Title Case Heading** Text begins as a new paragraph.
2	**Flush Left, Bold, Title Case Heading** Text begins as a new paragraph.
3	*Flush Left, Bold Italic, Title Case Heading* Text begins as a new paragraph.
4	**Indented, Bold, Title Case Heading, Ending With a Period.** Text begins on the same line and continues as a regular paragraph.
5	*Indented, Bold Italic, Title Case Heading, Ending With a Period.* Text begins on the same line and continues as a regular paragraph.

Note: According to the Bethel programs using this handbook, **Chapter Titles will be considered Level 0** and will be Centered, Bold, and in all Title Case. For other headings, "Title Case" means that most words have the initial letter capitalized.