Barry University

Honors Program

HON 479H:
Senior Honors Thesis/Project

Information Packet

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IMPORTANT DEADLINES FOR THESES/PROJECTS

STEPS TO TAKE:	TIME LINE:	DUE DATES:
Student begins and/or enrolls in HON 479H (a one-time enrollment).	Up to 3 semesters prior to graduation (preferred enrollment term is the student's graduating term).	1st semester Junior year
Student meets with Honors Program Director (HP Dir) for thesis orientation.	By the 4th week (wk) of the initial semester.	1st semester Junior year
Student submits thesis proposal (proposal) to HP Dir (see pp. 5 & 40 for length requirements & form).	By the 4th wk of the semester.	2nd semester Junior year
HP Dir approves proposal.	1 - 2 wk after proposal submission.	2nd semester Junior year
Student begins thesis work with thesis advisor & committee.	Immediately after proposal is approved.	2nd semester Junior year
If applicable, student obtains an IRB approval (check IRB deadlines).	2 - 4 wk after proposal is approved.	2nd semester Junior year
Student and/or thesis advisor schedules oral defense with HP Dir.	4 wk prior to graduation.	Graduating semester
Student submits copies of defense ready draft to thesis committee & HP Dir.	2 wk prior to the defense date.	Graduating semester
If applicable, student works on any revision recommended by thesis committee.	Immediately after the defense.	One month prior to commencement
Student submits revised thesis copy to thesis advisor and HP Dir for a final proofreading.	Be considerate and give proofreaders sufficient time.	Two weeks to commencement
Student obtains signatures of the thesis committee members on 4 originals of the certificate page (see pg. 16 for quality of paper).	Keep in mind that faculty may not keep regular office hours during the final exam week.	One week to commencement
Student submits 4 final thesis copies (for binding) on specified paper, a PDF copy of the thesis, and binding fee to HP Dir.	No later than Thursday of the Final Exam week – allow a minimum of one hour for this process.	One week to commencement
HP Dir changes HON 479H's grade from IP to CR.	Immediately upon the receipt of the 4 final thesis copies and binding fee.	End of last term
HP Dir notifies student of thesis pick up. One copy will be sent to advisor. The remaining copies will go to the library and HP lab.	4 – 8 wk after HP Dir submits final thesis copies to the library.	Up to two months after graduation
Student confirms that the thesis title appears on the final transcript.	After the Registrar's issues the requested final transcript to the student.	One month after graduation.

HONORS THESIS/PROJECT PROPOSALS

The maximum length of a thesis proposal is no more than 10,000 words.

The minimum length of the body of a complete thesis is 30 pages, excluding references, appendices, etc.

The first step in completing the Senior Honors Thesis (HON 479H) is to write a thesis/project proposal. Thesis/project proposals must be submitted to the Honors Program Director (HP Dir) **NO LATER THAN THE 8th WEEK** of the initial semester of HON 479H. Once the proposal is approved, students can begin conducting their research. If applicable, students must also obtain the Institutional Review Board (IRB) approval prior to any data collection. The submitted proposal should consist of the following: the proposal **form** (see pg. 40), proposal's **cover page**, and the actual **proposal** (i.e., the first three chapters of the proposed thesis).

The cover page of the proposal needs to contain the following:

- Thesis/Project's title (the title should indicate as specific as possible the scope of research)
- Names of the thesis supervisory committee members
- Name of student

The proposal needs to contain the following:

- Introduction - In non-technical language **and** in response to one or more of the university's core commitments, the statement of purpose
- Literature Review - Scholarly literature to be examined
    - Research questions and/or hypotheses
- Methodology - Design of Methodology
- Contribution attempted to be made to the advancement of knowledge in the field
- Sample references or works cited

It is expected that students prepare a proposal in consultation with the HP Dir, the thesis advisor and/or thesis supervisory committee, prior to submitting the proposal.

Failure to submit the thesis proposal by the deadline will result in "NC" grade in HON 479H, forfeit of Barry Honors Scholarship, and departure from the Honors Program.

HONORS THESIS/PROJECT SUPERVISORY COMMITTEE

An Honors Thesis/Project supervisory committee consists of **four** (4) full-time faculty members, holding terminal degrees:

1. Chair, thesis supervisory committee (i.e., thesis advisor);

2. A faculty member from the same discipline as the thesis advisor (i.e., thesis supervisory committee member, also known as the second reader);

3. A faculty member from outside of the discipline (i.e., an external member);

4. A faculty member of the Honors Program.

In collaboration with HP Dir, thesis advisor, and student work together to form the membership of the thesis supervisory committee.

SCHEDULING ORAL DEFENSE

When the thesis is ready to be defended, the student and thesis advisor contact the thesis committee and HP Dir to select a defense date.

Once the defense date has been determined, HP Dir reserves a room for the defense and e-mails a meeting confirmation to all parties involved.

All committee members must be present at the oral defense.

RESULTS OF ORAL DEFENSE

The result of the oral defense will be reported to HP Dir on the Oral Defense Report Form which will be provided at the oral defense meeting.

This form will be completed and signed by the thesis supervisory committee. Where applicable, brief details of revisions required should be included under the "comments" heading.

Explanation of Results

(i) Accepted

The thesis supervisory committee agrees that the thesis/project is acceptable without revisions.

(ii) Accepted Pending Minor Revisions

The thesis supervisory committee agrees that the thesis/project is acceptable pending minor revisions, such as corrections of typographical errors or changes of a minor editorial nature. It is the thesis advisor's responsibility to ensure that such corrections are made.

(iii) Accepted Pending Specific Revisions

The thesis supervisory committee agrees that the thesis/project is acceptable pending changes which may include insertion or deletions. Such changes would be of the sort which do not radically modify the development/argument of the thesis/project but which go beyond minor revisions. The practical criterion will be that the committee is able to specify such changes with precision. It is the responsibility of the thesis supervisory committee to ensure that all such changes are made.

(iv) Referred Pending Major Revisions

The thesis supervisory committee agrees that the thesis/project requires substantive changes in order to be acceptable. Detailed reasons for this decision must be supplied by the members of the thesis supervisory committee. These changes must be seen by all

members of the thesis supervisory committee. One of the following alternative procedures, to be agreed on by the thesis supervisory committee before the oral defense is adjourned, must be used.

(a) the thesis supervisory committee reconvenes within six (6) months to examine the work;

(b) the thesis advisor circulates the revised thesis/project within six (6) months to all members, who will then inform the HP Dir in writing, as to whether the thesis supervisory committee feels that the major and minor revisions requested have been met.

(v) Failed

The thesis supervisory committee agrees that even with major revisions the thesis/project is not acceptable.

Voting

The oral defense requirement is met:

(a) when the thesis supervisory committee **and** the HP Dir unanimously accept the thesis/project with or without minor or specified revisions, OR

(b) when there is not more than one vote for major revisions or failure, or more than one abstention.

The candidate fails the thesis/project oral defense if:

(a) more than two of the thesis supervisory committee members vote for failure. Abstentions will not be regarded as votes for failure.

If neither of the above applies, the thesis/project shall be referred for major revisions. A thesis/project cannot be referred for major revisions more than once.

In an event that the candidate passes the oral defense **and** after the candidate has delivered all four (4) copies of the thesis (on required paper), an electronic copy of the thesis, and binding fees to the Honors Program, the HP Dir will submit the grade or the grade adjustment form for HON 479H and thesis title to the Registrar's Office. Note. The Registrar's Office can only issue a final transcript when the "IP" grade for HON 479H has been adjusted to either "CR" (credit) or "NC" (no credit). For students who opt out of the thesis process, their final grade in HON 479H will be "NC."

Sample of the title page (see pg. 16 for format of pagination)

Thesis Topic

A thesis submitted to the Faculty of Barry University
in partial fulfillment of the requirements
for the completion of the Honors Program

by

First name Last Name

Graduating Month, Year

Sample of the certificate page (see pg. 16 for format of pagination)

Barry University
Honors Program

Honors Thesis Written by

First Name Last Name

Approved by:

_____	_____
Print Faculty's Name Here Chair, Thesis Supervisory Committee	Print Faculty's Name Here Thesis Supervisory Committee Member
_____	_____
Print Faculty's Name Here Honors Program Faculty Member	Print Faculty's Name Here External Member

Sample of the Abstract page (see pg. 16 for format of pagination)

Dill, Bethany (B.S., Education)
Integrating Psychosocial Support Into Educational Strategies for Syrian Survivors of Refugee Trauma May 2016

Abstract of a senior honors thesis at Barry University
Thesis supervised by Dr. Gerene Starratt
Number of pages in text: 82

Before, during, and after flight, refugees experience many kinds and combinations of refugee trauma. Despite refugee populations' particular need of psychosocial support, many obstacles prevent them from receiving it. Trauma contributes to the complex barriers that keep 50 percent of Syrian refugees of school age out of school. Educational and psychosocial needs of Syrian survivors of refugee trauma were explored through interviews with human rights, education, mental health, and refugee experts. Recommendations were identified for the integration of psychosocial support for Syrian refugees in Lebanon, which is hosting over one million Syrian refugees. Educational opportunity can cultivate a sense of normalcy for refugees and prevent a "lost generation." Together, education and psychosocial support may help refugees to cope with stressors and make academic progress, fostering resilience as Syrian youths become active survivors and empowering them to contribute to their communities now and in the future.

Keywords: refugees, trauma, psychosocial support, education, resilience, normalcy, empowerment

Sample of the Acknowledgements page (see pg. 16 for format of pagination)

ACKNOWLEDGEMENTS

I would like to thank everyone who has supported and encouraged me through this long and stressful, yet rewarding experience.

I am so thankful to the chair of my thesis supervisory committee, Dr. Hugh M. Murphy for his patience, time and knowledge from the initial to the final stages of my thesis. On a personal level, I would like to thank him for his love, care and laughter that he has shared with me these past three years at Barry University. I would like to give a special thank you to Dr. Pawena Sirimangkala. She has always been there for me with support, belief and guidance. I appreciate everything she has done for me throughout this process and my time at Barry University. I would also like to thank the rest of my committee members, Dr. Larry Byrne, and Dr. Giselle Rios, for their support and taking the time to be part of this important journey.

I owe my deepest gratitude to my friends and family who have tried to keep me sane, healthy and relaxed during this whole process. Thank you Giordan, Mary, Mcley, Willy, Louis and Melissa for your friendship, love and belief in me. I couldn't have done this without the guidance and knowledge of my sister-in-law, Kim, who I will never be able to thank sufficiently. I would also like to thank all the participants who helped me in my research.

Lastly, I offer my regards and blessings to all who have been part of my life these past three years here at Barry University. It has been a wonderful journey and something I will never forget. I have accomplished more than I ever thought I could and it's only the beginning, see you on Broadway.

Sample of Table of Contents (see pg. 16 for format of pagination)

TABLE OF CONTENTS

Sample of List of Table (see pg. 16 for format of pagination)

LIST OF TABLES

FORMAT

(1) Paper

Use 8-1/2" X 11" (also see pg. 17 for quality of paper)

(2) Typescript

The text should be double-spaced and on one side of the paper only. Footnotes and long quotations may be single-spaced. The entire thesis/project must be in the same type, and care should be taken to ensure evenness of impression and blackness. Faint or broken type is not acceptable. Ink jet printer quality is NOT acceptable if it produces faded or broken type. The font size should be at least 10 point, but no larger than 12 point.

(3) Margins

Leave one and one-half (1-1/2) inch margin at the LEFT-HAND edge of the paper to allow for binding. Leave one inch margins at the TOP, BOTTOM, and RIGHT-HAND edges. These margins also apply to all illustrative material and pages containing tables, charts, and maps.

Margin requirements apply to EVERY page, including illustrations (tables, figures, charts), the abstract, appendices, and title page.

(4) Running Headers

Do **NOT** use running heads to put title, name, chapter, etc., on each page. This information is unnecessary, and thesis/project with running heads will not be accepted.

(5) Diagrams and Tables

All diagrams and tables should be numbered as well as the page on which it appears. Page numbers should appear on tables and diagrams in the same position as they appear in the text. These tables may be horizontal or vertical as long as the required margins are used.

(6) Appendices

Materials copied from other sources must meet the same requirements as the body of the paper. Copies from books, maps, etc., must be clean and legible. There may be no residual shadows of page edges as created in the photocopying process.

(7) Preparation of Title Page

The title page must be prepared in the required format (see sample of the title page). It should be noted that the center of the typed matter on the title page is adjusted to 1-1/2" left and 1" top, bottom, and right margins.

(8) Preparation of Certificate Page

Certificate page must be prepared in the required format (see sample of the certificate page). Four copies of this page are required. Following a successful oral defense, these

pages will be signed by the thesis supervisory committee.

(9) Abstracts

Each thesis/project must contain an abstract (see sample of the abstract page). The abstract is expected to give a succinct account of the thesis/project so that a reader can decide whether to read the complete work. The Abstract should be no more than 250 words. An abstract contains a statement of the problem, the procedure or methods used, the results and the conclusions. The Abstract page must appear immediately before any acknowledgments and the table of contents.

(10) Contents

The Table of Contents, List of Tables, and List of Illustrations, where applicable, should follow the abstract and acknowledgements.

(11) Pagination

In the thesis manuscript, the pagination in **Roman Numerals** of the preliminary matter is as follows:

Title Page (i) *(Number **not** typed on)*
Certificate Page (ii) *(Number **not** typed on)*
Abstract (iii) *(Number typed on)*
Acknowledgments (iv) *(Number typed on)*
Table of Contents (v) (*Number typed on)*
List of Tables (vi) *(Number typed on)*

Please note that the page numbers are NOT TYPED on the title and the certificate pages. Depending on the length of the abstract, the pagination of the following materials must be adjusted accordingly. For the remainder of the thesis/project, including the introduction, main body, illustrations, appendices, and bibliography, **ARABIC NUMERALS** are used starting with 1.

PROCEDURES FOLLOWING THE ORAL DEFENSE

(1) Number of Copies Required

In order to complete all Honors Program requirements, the student must submit FOUR (4) UNBOUND, final, approved copies of the thesis/project and an electronic copy of the thesis. Only good copying quality is acceptable.

In order to graduate with the designation of Honors Program in the final transcript, the student must submit these copies to the HP Dir by the commencement date.

(2) Quality of Paper

All Copies must be made on high quality paper (at least 20, but no more than 24, pound bond paper and a minimum of 75% rag content (commonly known as resume paper). This standard is required because of its durability and permanency.

For more information, please contact the Library Technician (Ms. Auria Robinson at 305-899-4812 or e-mail arobinson@barry.edu

(3) Binding and fees

The HP Dir arranges to have the four required copies of the thesis/project bound. The bound copies are distributed as follows:

- ✓ 1 copy to the Monsignor William Barry Memorial Library
- ✓ 1 copy to the Honors Program Computer Lab
- ✓ 1 copy to the thesis/project advisor
- ✓ 1 copy to the student

Note1. Check with the HP Dir approximately two months after graduation to arrange for the thesis pick up. If thesis is to be mailed to the student, be sure to update the mailing address with the HP Dir.

Note2. Students pay for the student's copy and can order additional thesis copies at the rate of $20.00 per thesis (price subject to change without notice). For the student's copy, make check for the amount of $20.00 and payable to: Barry University, Inc.

Note3. Students requesting the mail out of the bound thesis copies must provide HP Dir with a pre-paid postage for shipping.

Hon 479H
Sample Thesis Outline #1

FOR HONORS PROGRAM STUDENTS IN NON-SCIENCE MAJORS (E.G., HUMANITIES, SOCIAL SCIENCES, BUSINESS, EDUCATION, AND NURSING)

Introduction

A. Introduce the problem (cite current and relevant statistics).
B. Develop the background and indicate why this is a worthwhile topic to investigate or examine.
C. State the purpose and rationale:
    1. indicate your research approach: behavioral scientific, humanistic/interpretive, critical perspective, and/or a combination of these approaches;
    2. indicate how your chosen theories will be useful (in providing answers, solutions, and/or understanding) in this analysis.

Literature Review

A. Introduce the chosen theories (a minimum of four) by previewing how each of the theories will help explain and predict, explain and understand, or question this social issue, social problem, or social representation;
B. Discuss the philosophical issues (i.e., epistemology, ontology, and axiology) in relation to your theories and identified variables;
B. Discuss previous research findings relevant to each theory:
    1. For each theory, you need to cite research articles and their findings that are related to your research goals (Rely mainly on current relevant periodical articles and books. Newspaper and pop magazines can offer current and relevant statistics that are appropriate in the introduction section. Internet sources used must come from full length research articles rather than abstracts.
C. After reviewing these research articles, identify your dependent and independent variables and formulate your hypotheses or research questions (i.e., what do you expect to find).

    For example, you are interested in examining the relationship between intercultural communication training outcomes and small group decision making process. From the review of the relevant literature and the four theories chosen (In this example, the chosen theories are functional perspective, constructivism, uncertainty reduction, anxiety/uncertainty management), you now need to identify your independent variables (in this example, they are cognitive complexity, training program content that includes the four functions of the functional perspective). You also need to identify your dependent variables (in this example, they are uncertainty reduction and anxiety reduction as training outcomes). Your hypotheses should then look like this:

    H1: There's a relationship between intercultural communication training outcomes and characteristics of trainees.
    H2: Cognitively complex trainees are more likely to reduce uncertainty and anxiety than cognitively simple trainees.

Method

A. Identify the data or participants (e.g., college students, organizational members, married couples) and sample size (as discussed in class, depending on your methodology, sample sizes will vary. Methodology choices may include: meta-analysis/systematic review, extended literature review, experimentation, interview and/or questionnaire survey, ethnography, and textual analysis (e.g., rhetorical criticism, content analysis). Consult with your thesis advisor and HP director on an appropriate methodology and sample size for your research;

B. Identify specific steps taken in obtaining data (refer to research articles in your field for specific guidance on how to write up this section).

Results

A. Report what you found – here you need to be specific and report in details what you found. **Note.** It is strongly recommended that students find research articles that employed same or similar research method(s) and use them as models when writing this and other thesis sections;

B. Report whether you found support for each of the hypotheses.

Discussion

A. How does your research contribute to the social phenomenon examined.

HON 479H
Sample Thesis Outline #2

FOR HONORS PROGRAM STUDENTS IN SCIENCE MAJORS (BIO, MATH/CS; PHY SCI)

I. Introduction
   A. Background/review of previous work in the field
   B. Statement of research/Experimental plan (Proposed project research)

II. Experimental Procedure
   A. List and explain in logical order:
      1. Equipment
      2. Procedures/syntheses
      3. Chemicals
      4. Supplies
      5. Preparation of sample or sampling procedure

   used in your experimental design/data collection
   B. Provide **detailed** information for each component (example: purity, company/manufacturer name, make/model of instruments used, relevant operation parameters used)

III. Results and Discussion
   A. List, in an organized fashion, all data and results obtained from experimental work
      1. Data Tables
      2. Graphs/plots
      3. Relevant spectra
      4. Instrument or procedure output

      (label these consecutively as Table 1, Table 2, etc for data collections and Figure 1, Figure 2, etc for graphs, spectra, reaction schemes/mechanisms, etc.)
   B. Provide detailed analysis/interpretation of all results obtained and included in results section.
   C. Where appropriate, provide relevant error analysis and statistical analysis of data obtained and reported.

IV. Conclusions
   A. Provide a brief summary of results obtained
   B. Provide a description of final findings/conclusions drawn from the experimental results
   C. List several ideas for future work/experiments to be performed based on the results obtained

V. References
   A. List all reference sources used, in sequential order of first appearance in paper
   B. Most scientific organizations have guidelines for formatting referenced work. Follow the guidelines for your discipline

Sample of The First Three Chapters

Chapter 1

Introduction

As conflicts in the Middle East persist, the number of people driven from their homes continues to increase. Some remain displaced in their own countries; others flee their countries to seek safety beyond the borders of their home countries. By the end of 2014, recorded global displacement had never been higher, with 59.5 million forcibly displaced; and the number grows steadily as wars intensify (United Nations High Commissioner for Refugees [UNHCR], 2015). Across all nationalities, Syrians account for the largest percentage of the worldwide displacement statistic, including both internally displaced people and refugees. More than half of the world's refugees are children. Correspondingly, children make up over half of registered Syrian refugees (UNHCR, 2015).

Although experiences vary vastly among refugees, even within any particular population, no refugee can avoid trauma. The experience of displacement in a country not their own, shared by all refugees, is characterized by trauma. Common experiences of refugees include horror; fear; imprisonment; malnutrition; torture; a sense of being unwanted; rape; loss of family members, friends, property, livelihood, and identity; injury; harsh environmental conditions; betrayal; and witnessing or being forced to participate in war or the infliction of harm (Refugee Health Technical Assistance Center, 2011). Child refugees are particularly susceptible to long-term effects of trauma because they are typically cared for at home and at school by parents, other relatives, and teachers. For children, who are accustomed to being protected and are just beginning to learn about the world and make sense of it, the trauma they experience as refugees is especially disorienting. While education offers some normalcy to child refugees who are able to attend school, past and present trauma threatens their capacity to learn effectively. Real or perceived threats, or memories of them, compete with and interrupt their learning.

Background of the Problem

"Since the beginning of the conflict, Syrian children

have been the forgotten victims of the horrific war"

(Save the Children, 2016).

On December 17, 2010, Tunisian market inspectors harassed street vendor Mohamed Bouazizi and, claiming he lacked a required permit, confiscated his fruit and vegetable cart. The event's witnesses reported that a police officer hit Bouazizi, who was three years old when his father died and had financially supported his mother

and sister since age ten. The same day, when he was not granted a hearing with the local governor, he set himself on fire. Bouazizi died of his injuries on January 4, 2011 and violent protests spread rapidly throughout the country. Demonstrators called for the dissolution of the Tunisian President Zine El Abidine Ben Ali's oppressive regime ("Mohamed Bouazizi," n.d.). On January 14, Ali's authoritarian rule came to an end when he fled to Saudi Arabia. Consequent political dissent and unrest in the region erupted in Egypt, Yemen, and Bahrain in early 2011 ("The Major Events," 2012). The series of uprisings is commonly referred to as the "Arab Spring" ("Who First Used," 2011).

In March 2011, pro-democracy protests followed the arrest and beatings of several youths from Syria's southwestern city of Daraa for spray-painting antigovernment graffiti on their school walls ("The Major Events," 2012), echoing a cry of revolution reverberating across the Middle East and North Africa: "The people want the fall of the regime" ("In Syria, Crackdown," 2011). Responding harshly to the dissent, security forces opened fire on the crowd of protesters, killing at least three and wounding many ("Middle East Unrest," 2011).

In the subsequent months, Syrians' outrage grew and protests intensified ("Arab Spring," 2011), erupting throughout the country. In addition to countering resistance with military force, killing hundreds ("Revisiting the Spark," 2012), the government passed a new law requiring protesters to receive permission from the government to demonstrate, shut down telephone and Internet communication in several areas, cut water ("Syrian Civil War," n.d.) and electricity, shelled homes and mosques, and posted snipers ("The Major Events," 2012), resulting in the international condemnation of President Bashar al-Assad's violent regime. In June, thousands of residents from Jisr al-Shugur fled to Turkey after the Syrian army began an assault on the city when residents contested a report of the deaths of 120 Syrian soldiers. Syrian media claimed that the soldiers had been killed by gunmen, while residents said that government forces had killed the soldiers for their unwillingness to shoot demonstrators. Rebel militias assembled to oppose the government ("Syrian Civil War," n.d.), some soldiers from the Syrian army defecting and joining the opposition ("Revisiting the Spark," 2012), and by 2012, the uprising had escalated into a civil war. Turkey, Qatar, and Saudi Arabia funded and provided weapons for these opposition groups, and Iran and Hezbollah armed Assad's forces. Later in 2012, Hezbollah began sending militants to help Syria's army resist its rebel adversaries ("Syrian Civil War," n.d.).

A result of the composite of al-Qaeda and the Islamic State in Iraq (ISI), the Islamic State's (IS) escalating violence has had a severely exacerbating effect on Syria's civil war. IS is also commonly known as the Islamic State of Iraq and Syria (ISIS), or the Islamic State of Iraq and the Levant (ISIL), translations from al-Dawla al-Islamiya fi

al-Iraq wa al-Sham. After Jordanian Abu Musab al-Zarqawi formed al-Qaeda in Iraq (AQI) in 2004 in support of Osama bin Laden, AQI created ISI as a subsidiary, which did not flourish (John, 2015). When Abu Bakr al-Baghdadi became ISI's leader in 2010, it began to restore the power it had lost from U.S. presence in Iraq and Sahwa councils that opposed is methods. The jihadist group fought against the Assad regime, establishing the al-Nusra Front ("What is 'Islamic State'?", 2015). Baghdadi declared the amalgamation of forces ISIL in April 2013, a merger that al-Nusra and al-Qaeda rejected (John, 2015). Because IS opposed the Syrian Armed Forces, individual donors and charities who also hoped to oust Assad provided the militant group with financial support. Kidnapping for ransom, raids, extortion, taxes, and sexual enslavement of abducted victims also provide revenue. Moreover, IS has prospered by selling oil, though airstrikes have affected its finances ("What is 'Islamic State'?", 2015). In June 2014, ISIS declared itself a caliphate called the Islamic State, communicating its leaders' intention to supersede the government authorities of the countries in which it is present and govern according to Sharia law (John, 2015).

Since the birth of the conflict, 250,000 have been killed and half of Syria's people are displaced: at least 7.6 million inside Syria and, by July 2015, the number of Syrian refugees exceeded four million. These numbers do not include over 270,000 Syrians who have applied for asylum in Europe and the thousands who have not yet resettled in neighboring countries (UNHCR, 2015). Yacoub el-Hillo, the United Nations humanitarian coordinator for Syria, said in September 2015 that if the war "continues unabated," another million Syrians will be displaced before the end of 2015 ("Syria Conflict," 2015). Antonio Guterres, the United Nations High Commissioner for Refugees, reported that the Syrian refugee population is the largest refugee group from a single conflict in a generation (UNHCR, 2015), making the exodus the world's biggest refugee crisis for nearly a quarter of a century. Well into the conflict's fourth year, UNHCR predicted that, the situation intensifying, there was no end in sight (2015). In the words of the Brookings Institution, solutions "seem further away than ever" (2015, para. 2).

By July, the agency had received less than a quarter of its estimated humanitarian and development aid needed for the year of 2015, resulting in refugees' lack of access to food aid, lifesaving health services, and schooling (UNHCR, 2015).

For Syria's surrounding countries, the funding shortage also means that the UNCHR cannot provide the planned support to prevent instability (UNHCR, 2015). Jordan, Lebanon, Turkey, Egypt, and Iraq are hosting more than four million Syrians (Amnesty International, 2015), with the vast majority in Jordan, Lebanon, and Turkey (Kirişci, 2015). Competition for basic needs like employment, housing, and water is straining host communities and impoverished refugees are increasingly turning to child labor, begging, and child marriages (UNHCR, 2015).

Before the war, education for Syrian children was free and mandatory, the primary school enrollment rate standing at 99 percent ("When I Picture My Future," 2015). Now, Syrian children face many devastating barriers to educational opportunity. By 2014, Syria had the second worst school enrollment rate in the world (United Nations Relief and Works Agency, 2014, p. 38). During the 2013-2014 school year, 49 percent of Syrian refugees were not attending school (United Nations International Children's Fund [UNICEF], 2015). In Lebanon, 77 percent of Syrian refugees of school age were out of school by the end of 2014 (UNHCR, 2014). Though the Lebanese Ministry of Education allotted 200,000 places for Syrian children in the 2015-2016 school year to go to school for free in shifts, 200,000 Syrian children were predicted to remain out of school (UNHCR, 2015). Many have been out of school for years (REACH, 2015, p. 2).

REACH, a joint initiative of ACTED and IMPACT international non-governmental organizations and the UN Operational Satellite Applications Programme, reported in a 2014 study that lack of capacity in public schools, transportation costs, language of instruction, tuition fees, bullying, sexual harassment, child labor, official documentation requirements, safety concerns, and limited outreach to school-age children were barriers hindering Syrian children from enrolling or staying in school (2015).

Assessment of refugees' psychological distress can be problematic because researchers' differing methodologies and poorly translated or culturally insensitive measures cause difficulty drawing conclusions across studies (U.S. Department of Veterans Affairs, n.d.). As prevalence rates of post-traumatic stress may not be indicative of reality and vary drastically from study to study, it is crucial that the nature of refugees' experiences be considered for their benefit in designing responses to their plights. The 1951 Convention Relating to the Status of Refugees describes a refugee as a person with a "well-founded fear of persecution" due to race, religion, nationality, or membership of a particular social group or opinion; is outside of the country of nationality or of habitual residence; and is "unable or unwilling to avail himself or herself of its protection" (UNHCR, 2015). People who flee their own countries out of fear of harm or death by any combination of violence, war, or various forms of persecution experience trauma, which is often comparatively protracted, and are especially at risk for developing post-traumatic stress disorder (PTSD). Risk factors for PTSD include experiencing dangerous events and traumas; sustaining injury; witnessing violence; feeling horror, helplessness, or extreme fear; having little or no social support after the event, and dealing with extra stress after the event (National Institute of Mental Health [NIMH], n.d.). Consequently, whether Syrian refugee students experience PTSD or traumatic stress by another name, their lives are marked by trauma and, as a population, are in need of psychosocial support. Refugees who have experienced

especially severe trauma are in particular need of psychosocial support. The trauma refugees experience significantly affects the brain. When trauma occurs, the amygdala, hippocampus, and prefrontal cortex respond, sometimes causing lasting changes in the brain and increased cortisol and norepinephrine reactions to stress. Two relevant characteristics of PTSD are changes in memory and concentration (Bremner, 2006).

In a Technische Universität München (TUM) study in Germany, published in September 2015, Mall reported that one in five Syrian refugee children is experiencing PTSD. The sample size was 100. The TUM researchers expected the statistic to increase (Mall, 2015). Thus, effective learning in school settings for refugees, given the nature of their traumatic experiences and responses to trauma, is a concern of critical significance. If students' concentration and memory are impaired, and if a heightened or sustained sense of danger prompts the brain to react to peril—whether it is truly a threat or only stimulates the brain to respond as if it is—their self-efficacy and relationships may suffer and they may lack the capacity to make academic progress.

Significance of the Problem

"It's the largest humanitarian tragedy of our time."

—Ninette Kelley, UN High Commissioner for Refugees' Representative to Lebanon

(Shaheen, 2015).

Syria's generation of refugee children is at risk of lifetimes plagued by social, economic, and mental health difficulty. Due to the devastation of the system of education in Syria, it has been predicted that the country's postwar economy could lose up to 5.4 percent of its GDP; Syrian children without a primary education may earn 32 percent less in their first job than Syrians with a secondary education and 56 percent less than Syrians with a university education (Save the Children, 2015, p. 2). According to World Vision International, the war could permanently alter children's learning, response to fear and stress, memory, social interactions, and ability to control emotion, resulting in a "lasting legacy of war" (Schafer, 2014).

In Lebanon, Syrian refugees accounted for one in five people by 2014 (Save the Children, 2014, p. 17). Today, Syrian refugees account for one in four people, making up 25 percent of the population in Lebanon (Amnesty International, 2016), where the consequences of lack of academic progress among Syrian refugees is particularly grave. For Syrian refugees who are in school, for whom acute psychological distress may impede concentration and learning, lack of academic progress could breed more unrest in the region.

But if the psychosocial needs of those receiving an education are addressed, students' learning may improve, potentially protecting the future of country from which they have fled. Research has suggested that increasing

education at all levels reduces political conflict (Østby & Urdal, p. 23). Save the Children reported in 2014 that students' distress could be minimized by empowering teachers and communities to build children's resilience to trauma, an element lacking in educational and child protection efforts for Syrian children (p. 4).

Purpose

The aim of this study was to generate recommendations for the integration of psychosocial support into educational strategies for Syrian refugees of school age in Lebanon. Educational opportunity can cultivate a sense of normalcy for refugees and prevent a "lost generation." Together, education and psychosocial support may help refugees to cope with stressors and make academic progress, fostering resilience as Syrian youths become active survivors and empowering them to contribute to their communities now and in the future.

Research Questions

- Would psychosocial support for Syrian refugee students in Lebanon facilitate academic progress by helping students cope with stressors?
- What would psychosocial support look like for Syrian refugees in a school setting in Lebanon?
- Would psychosocial support in a school setting provide a more holistic experience for Syrian refugee students in Lebanon or disrupt their focus by bringing upsetting thoughts and emotions to mind?
- Would a certain educational context particularly enable psychosocial interventions?
- Can and should psychosocial support be integrated into educational strategies for Syrian refugee students in Lebanon?

In order to address these questions, the background and nature of the Syrian civil war must be considered, as well as the unique situation of Syrian refugee students in Lebanon.

Chapter 2

Literature Review

Theoretical Framework

Human rights approach. This study was constructed from a human rights perspective, as described in the Universal Declaration of Human Rights. This founding document of international human rights law was adopted by the General Assembly of the United Nations in December 1948. The Declaration defines economic, political, civil, social, and political needs fundamental to the human person. Particularly relevant to this study are the rights to life, liberty, security, work, education, and asylum from persecution, each pronounced inherent to all people, unalienable, universal, interdependent, indivisible, equal, non-discriminatory, and obligatory

rights in the Declaration (United Nations [UN], 1948; Office of the High Commissioner for Human Rights [OHCHR], 2016). Although the UN stipulates that these rights should be protected by all states, the Declaration itself is non-binding. However, many international treaties have followed its adoption by the UN. All states have ratified one or more of the nine core international human rights instruments, and 80 percent of states have ratified four or more. In 2009, the Declaration became the most translated document in the world (OHCHR, 2016).

Elements of sociocultural theory, the theory of cognitive development, the psychosocial theory of human development, social cognitive theory, and social conflict theory also guided this study:

Sociocultural theory. Because learning is a social and contextual process, one's surroundings affect cognition and behavior. Cultural and historical factors contribute to development, and social interaction plays a fundamental role in mental functioning. Correspondingly, a collaborative environment supports the learning process (Vygotsky, 1962, 1978).

Theory of cognitive development. Piaget (1951, 1952, 1955) posited that intellectual development progresses in stages. Knowledge is organized into *schemas*, categories that shape one's interpretation of and interaction with the world. *Assimilation* occurs when new information is added to a schema; knowledge may be adapted to fit a schema. Existing schemas change and new schemas are created by new information and experiences, a process called *accommodation* in which one's schemas, not the incoming information, are transformed. When assimilation and accommodation are balanced, *equilibrium* is attained.

Psychosocial theory of human development. In his classic work, Erikson (1964) noted that external factors affect children's development. Development is divided into stages of general age ranges, but the stages are interrelated. At each stage, the child faces a conflict. If the child overcomes the conflicts, he or she will develop valuable psychological strengths that facilitate healthy development. Stages relevant to this study are *Trust vs. Mistrust*, *Autonomy vs. Shame*, *Initiative vs. Guilt*, *Industry vs. Inferiority*, and *Identify vs. Role Confusion*.

Trust vs. mistrust. If a caretaker nurtures the child and fulfills his or her basic needs, the child will develop a sense of safety and security. If the child's needs are not met, he or she will become fearful of the world. Even if the child's trust is accompanied by doubt, he or she will develop hope if trust and doubt are balanced. The outcome of this stage shapes the child's relationship with the world.

Autonomy vs. shame. Children who fail to learn new skills feel defeated and develop low self-esteem. Those who achieve mastery of this stage develop self-assurance.

Initiative vs. guilt. Mimicking adults, children will initiate play and attempt to lead others. Children either

develop courage or, if efforts are too forceful, experience guilt.

Industry vs. inferiority. Within this especially social stage, children's relation to their community and school is particularly important. If children learn and create, they gain a sense of pride. If children are dissatisfied with their knowledge, skills, and products, or lack encouragement from others, they feel inadequate.

Identity vs. role confusion. Adolescents manage social interactions, develop a sense of morality, and seek for an identity. If successful in this process, adolescents reconcile their desires with their role in their communities. If reconciliation is unsuccessful, adolescents are unsure about their identity, place in their communities, and future.

Social cognitive theory. Bandura (1977, 1986, 1997) theorized that individual learning is informed by others' ideation and actions. People are more likely to adopt behaviors of those with whom they identify, a concept called *identification*. Positive or negative and internal or external reinforcement occur. One's *self-efficacy*, a belief in one's capacity to achieve a goal, is developed through four means:

Mastery experiences. When one masters a task or overcomes a challenge, he or she expects that success will continue.

Vicarious experience. Learning occurs through observation and imitation, especially when a person similar to oneself models behavior.

Verbal persuasion. Encouragement and feedback help one to meet objectives.

Physiological states. Emotions and physical conditions affect confidence in one's abilities.

Conflict theory. This philosophy of social conflict, which originated from the ideas of Karl Marx (Marx & Engels, 1872), holds that the incompatible goals of people result in the struggle for agency. Powerful groups use their dominance to serve their interests, exploiting those with less power. Oppressed groups are disadvantaged in society.

Maslow's hierarchy of need. In Maslow's model, human needs are grouped by their immediacy. Only once a stage is met can one progress to the next stage. In order of priority, the original pyramid comprised *Physiological Needs*, *Safety*, *Love* and *Belonging*, *Esteem*, and *Self-Actualization* (Maslow, 1943, 1954). Maslow (1969) later updated the hierarchy to include the need of *Self-Transcendence*.

Disasters and Trauma

Becker-Blease, Turner, & Finkelhor (2010, p. 1040) defined disasters as "one-time or ongoing events of

human or natural cause that lead groups of people to experience stressors including the threat of death, bereavement, disrupted social support systems, and insecurity of basic human needs such as food, water, housing, and access to close family members."

Disasters often yield an onslaught of secondary losses and stressors that may become primary concerns for individuals and families. Consequences of the event may prevent survivors from the kind of everyday life that they once lived. Reminders of the disaster may trigger unanticipated and acute grief and trauma symptoms. Some examples are anniversaries of the disaster, signs of destruction in the community, or allusions to similar crises. Those who work with children should expect that triggers will prompt responses in children and should help children plan for these reactions. As adjustment difficulties interfere with cognitive, emotional, and social functioning, expectations of children's academic performance and behavior at school may need to be modified. Schonfeld, Demaria, and the Disaster Advisory Council and Committee on Psychosocial Aspects of Child and Family Health (2015) argued that all people directly affected by a disaster should receive psychological first aid, including psychoeducation and supportive services, to help them heal and cope effectively. Children should not be expected to adjust before their environments and supports within their environments are stable and restored.

Schonfeld et al. (2015) note that in the aftermath of a disaster, although medical stabilization is primary, mental health needs should be triaged shortly afterward. Even so, a clinical approach should not be the sole response to children's mental health needs. It is important to employ strategies that provide interventions and support to all children in various contexts. Most children experience long-term reactions to the crisis, and for many, cost and stigma are obstacles to mental health services. Cost-effective and accessible, schools can be particularly effective in serving children because they are trusted and familiar, can monitor children's progress over time, and provide additional services and referral. Schools may offer psychoeducation, psychological first aid, and group supportive services.

In addition to parents, other adults, including teachers, should use supportive strategies, contributing to the community's support system for children and fostering resilience. Adults in the community should provide children with information about the disaster. If children feel that information is being withheld from them, their sense of safety will be compromised, as well as their trust in these adults. Telling children that they should not be worried damages children's growth in coping with their emotions. Instead, adults should help children improve their feelings of powerlessness by assisting them in helping others. For both children and adults, disasters may stimulate posttraumatic growth (Schonfeld et al., 2015).

Children are especially susceptible to harmful consequences of trauma, differing from adults in physiology, extent of dependence on others, and ability to understand the nature of disasters and their effects. This confusion may cause additional stress, fear, anxiety, and ability to cope, which may manifest as difficulties such as developmental regression, withdrawal, enuresis, and somatic complaints (Disaster Preparedness Advisory Council & Committee on Pediatric Emergency Medicine, 2015).

Students who experience even one traumatic event may be afflicted with long-lasting symptoms. In a study of over 8,000 young students in New York City after the September 11, 2001 terrorist attacks, 87 percent of all students surveyed reported at least one symptom that persisted six months after the event. Forty-five percent of students were actively trying to avoid thinking or talking about the event. Sampling was citywide, random, and representative, and oversampling was used nearest Ground Zero and other high-risk areas (Hoven et al., 2005).

Displacement itself can be a constant source of trauma for refugees, occurring alongside a range of other traumas and symptoms of trauma. Instead of surviving a single traumatic event, refugees may experience disasters daily, living in an environment of trauma before, during, and after flight.

Refugees and Trauma

Reports of PTSD in refugee populations have varied across studies (Silove, 1999). In an epidemiologic study of Cambodian refugees on the Thai border whose trauma exposure was substantial, 15 percent were found to have PTSD (Mollica et al., 1993). Conversely, in studies of help-seeking groups attending clinics, 65 percent of Bosnian refugees in the United States and (Weine et al., 1995) and 48 percent of refugees in Oslo (Lavik et al., 1996) were reported to have PTSD.

PTSD is not the only outcome of trauma. In fact, there are concerns about an exclusive focus on PTSD in conceptualizing, studying, and attending to trauma (Horowitz, Weiss, & Marmar, 1987). Some suggest that western preoccupation with PTSD may wrongly treat human suffering as a medical problem (Summerfield, 1997). The medicalization of sorrow and distress has been reflected in literature about survivors of the Nazi Holocaust (Krell, 1997, p. 15).

Trauma can cause disturbances in one's sense of self. For example, survivors may experience incompetence, inferiority, degradation, depersonalization, and identity diffusion, which may exacerbate symptoms of trauma such as intrusive memories, anxiety, depression, and emotional underregulation. Horowitz (2015) defined five generalized phases of self-sense of survivors of trauma:

1. ***Initial outcry phase.*** The experience of trauma may prompt one to protect oneself and others.
2. ***Denial and avoidance phase.*** Survival or avoidance of harm may result in relief, which may cause dissociative experiences and a numbing of emotions.
3. ***Intrusive feelings and ideas phase.*** Reminders of reality and unwanted memories may be jolting. Consequences of intense feelings may involve somatic components. One may be secondarily afraid of losing self-control.
4. ***Working through phase.*** Intrusive thoughts and emotions may lessen, as may episodic numbing. Survivors' narratives may enable adaptation. A positive sense of self may return.
5. ***Completion stage.*** One has made adaptive changes.

Neuroscience and Education

Boredom, social exclusion, and lack of stimulating and playful activities are common experiences for displaced children, according to World Vision International (2014). The brain requires stimulation from relationships, education, and one's environment; lack of adequate stimulation can be linked to harmful neurological changes in children's brains (Schafer, 2014).

Studies of children have shown that the part of the brain in which learning occurs is inhibited under conditions of stress and trauma. In a Save the Children study in Syria (2014, p. 11), up to half of the students surveyed reported that they were "rarely" or "never" able to concentrate at school. Teachers in schools that Save the Children supports reported that one-third of students were unable to obey their instructions and nearly half could not focus on schoolwork in class.

Research Direction

More research is needed to address gaps in knowledge and identify best practices of treatment of children in disasters, advised the American Academy of Pediatrics' Preparedness Advisory Council and Committee on Pediatric Emergency Medicine (2015).

Chapter 3

Method

This qualitative study was conducted using grounded theory methodology. ***Grounded theory methodology, developed by Glaser and Strauss (1967), is characterized by open coding and memoing, constant comparison of new data with the rest of the data, and the completion of the study upon data saturation. A*** substantive theory

describing or explaining the matter studied may be developed about a specific research question. A researcher can feel confident in publishing a grounded theory study when he or she has written a "reasonably accurate statement" based on the findings (p. 113).

The research proposal was approved by Barry University's Institutional Review Board, with modifications, in October 2015.

Participants

Purposive sampling was used to identify human rights, mental health, education, and refugee experts from various human rights organizations and universities. The following 12 experts, recruited by e-mail, served as participants.

- Fadi Daccache is the Deputy Mental Health Coordinator for the International Medical Corps (IMC) in Lebanon.
- Dr. Lilia DiBello is an Associate Professor of Education and serves as the Chair of the Curriculum and Instruction Department in Barry University's Adrian Dominican School of Education (ADSOE).
- Bill Frelick is the Director of the Refugee Rights Program at Human Rights Watch.
- Dr. Mohammad Abo-Hilal is the founder of Syria Bright Future.
- Issam Khoury is the founder of the Center for Environmental and Social Development in the Middle East and North Africa.
- Marie* works for an international emergency relief organization in Lebanon.
- Dr. Emilie Ney is as an Assistant Professor of School Psychology and serves as the Chair of Barry University's Counseling Department in ADSOE at Barry University.
- Jane Olson was the International Chair of Board of Directors at Human Rights Watch from 2004-2010. She also served as the Chair of the Landmine Survivors Network and Co-Chair of the Women's Refugee Commission.
- Dr. Victor Romano is an Associate Professor of Sociology and Criminology at Barry University and serves as the Chairperson of the Miami-Dade County Commission on Human Rights.
- Dr. Lauren Shure is an Assistant Professor of Counseling in ADSOE at Barry University.
- Dr. Gerene Starratt is a cognitive psychologist and an Associate Professor in the Department of Curriculum and Instruction in ADSOE at Barry University.
- Tarek* is a human rights researcher who recently spent time in Lebanon.

*Pseudonym

Procedure

Prior to the interview, participants signed and returned consent forms by e-mail (Appendix A). Qualitative data were captured during 60-minute semi-structured interviews with experts. Guiding questions were used (Appendix B). Interviews were held with participants by phone and through e-mail. Participants were informed that they could withdraw participation at any time without adverse effects. Participants chose their own pseudonyms to be used in the thesis. Some gave consent to use their real names. The audio of the interviews was recorded using QuickTime Player. The interviews were transcribed verbatim by the researcher prior to coding and analysis. Resources recommended by participants were also used.

Data Analysis and Interpretation

Each interview was read several times to allow for comprehensive coding and analysis. The interview content was coded using open, axial, and selective coding. In vivo codes were also noted. Categories and themes were identified. Member checking was used.

Categories were grouped within themes. Data were interpreted by comparing and contrasting the data within each theme. Themes were grouped into broader topics to form a narrative summary and were then used to generate recommendations.

The study findings will be useful for teachers of Syrian refugee students and organizations serving the Syrian refugee population in Lebanon, which is, at the time of this writing, hosting 1.1 million Syrian refugees. Strategy recommendations may also be relevant to teachers and organizations working with refugee students in other contexts.

Sampling:

This study requires a sample; a sample of both teachers and student teachers would be beneficial. The total sample size should be around 30-40 individuals.

Demographically, the characteristics of the sample hold great importance. For one thing, the sample of individuals needs to be teachers, former teachers, or student teachers. Current teachers and student teachers are most appropriate, but former teachers could also be used because they were still exposed to the standard classroom setting. In addition, these individuals should be knowledgeable about the benefits and harms of online education and should have enough knowledge about the area to make accurate assertions as to if one might be better than the other. The ideal sample candidate should be a teacher within an American classroom who has been exposed to both a

traditional face-to-face learning environment and also an online education environment. Measures should be taken to make sure that both types of educators are represented. The gender of the sample is not relevant, as the impact of gender in teaching styles or methods is not being considered. These teachers should be teaching a classroom within the K-12 range. In addition, teachers who teach slightly older students, such as grades 6-12, are preferred because the students in these classrooms are more relevant to the study. In addition, the questions from the survey are more applicable to older students as opposed to very young students.

In order to find participants for this project, the researcher would need to find willing teachers or student teachers. One of the most likely places would be from the Barry School of Education.

The teacher surveys will most likely be conducted through a mixture of convenience sampling and snowball sampling. There are several Barry University teachers who were also school teachers, and would therefore make good candidates to interview. This would be an example of convenience sampling. From there, the initial interview subjects could provide contacts for further interviews, which would be an example of snowball sampling.

Reliability has to do with the quality of measurement, or how an experiment can be repeated. Reliability is a major issue in tests including human participants as humans have a tendency to misinterpret (Trochim, 2004). One way to increase reliability would be to test out the survey questions beforehand. This could easily be done as a small convenience pilot study using college students as participants. Another form of reliability is test-retest ability. If the participants were willing, they could take the survey more than once. To enhance reliability, the questionnaire survey could be given once, and then it could be given again to the same sample of students a month later to assess if the students responded in a similar way or not. The chose measurement instruments are reliable in that the questions are fairly straightforward and easy for the general audience to understand. In addition, the format of the Likert scale makes it easy to revise any questions that may have questionable reliability.

Validity refers to the approximate truth of propositions, inferences, or conclusions (Trochim, 2004). Simply stated, validity is a measure of how true the study holds for other persons in other places at other times. One threat to the validity of this research is that the sample is being taken in a nonrandom fashion. Because of this, the research is less likely to have the validity of a completely random sample. However, due to convenience, it is most likely that a snowball sample will be chose than a random sample. One way to make the research more valid would be to try and find a variety of individuals within the snowball sample rather than focus on one group. For example, teachers of different ethnicities, ages, and academic achievement levels could be sought out. After the participants are chose, another way to ensure validity is to ensure that participants actually respond to the questions and do not drop out.

One way to encourage this would be to offer an incentive for actually completing the questionnaire, such as extra credit on an assignment. As research continues, it would be important to try and obtain samples from several different classrooms in order to have valid data. As more connections are made through the snowball sampling, it would become more likely to be able to find a variety of teachers with different experience levels and different teaching backgrounds. Some of these teachers may teach predominately online and others may be classroom teachers. Some will also be teaching longer than others and will have more experience and insight into classical teaching. The measurement instruments are valid in that they consider both the opinions of the online teacher and classroom teacher, as well as the opinions of teachers from different generations.

In order to ensure that both reliability and validity are accounted for, the survey would have to be given multiple times to a fairly random and nonbiased sample of students. This could be done by trying to find a wide range of teachers and making sure that their answers stay consistent and do not change greatly over time.

Sample of the References section (APA format)

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Sample of an Appendix

Appendix A
Questionnaire Survey:

Questionnaire One utilizes a standard Likert 5 point Likert scale. The following abbreviations and values are used:

Agreement Level:	Abbreviated As:	Likert Point Value:
Strongly Disagree	SD	1
Disagree	D	2
Neutral	N	3
Agree	A	4
Strongly Agree	SA	5

Question: Please check or mark an "X" the appropriate box to indicate strongly disagree (SD) disagree (D) neutral (N) agree (A), or strongly agree (SA).	**SD**	**D**	**N**	**A**	**SA**
1. As a teacher/student teacher, I make efforts to immediately correct student errors while they are doing individual work.					
2. I correct my student's work (Checks over individual work, return tests promptly, offer feedback and help on homework) within a timely manner (within 3 days).					
3. I find that receiving feedback on work helps students improve the quality of their work by fixing mistakes they previously made.					
4. I believe students would get less feedback or individual attention if he or she were to take a class online.					
5. I believe that I am more effective in communicating the information a student needs to learn in a face-to-face setting as opposed to an online model.					
6. I have observed that students are more verbal when they work in small groups.					
7. I have observed that children make more of an effort to show their work to others and are verbally enthusiastic about the product about their work when it is done in a group setting.					
8. I have observed students communicate for longer intervals of time with their peers when working in groups.					
9. I find that students show a more complex level of thinking when working in groups.					
10. I find that students have become more verbal during independent					

activities after working in small groups.					
11. I find that students want more opportunities to work in small groups.					
12. I believe my students would be less verbal and more inclined to forms of nonverbal communication such as texting if they took their classes online.					
13. I find that being able to work in a group makes my students more comfortable when presenting his or her work in front of the class and myself.					
14. I find that the social skills of my students improve more if they talk to someone face to face rather than through technology (social media, texting, online).					
15. I believe that my face-to-face classroom is a more enjoyable experience than an online classroom because my students have expressed an eagerness to attend my class or show signs of participation to indicate enjoyment.					
16. I find that working in small groups builds skills that will be used in the real world such as proper grammar and conversational etiquette.					
17. I believe that students are more engaged in a face-to-face setting and complete tasks more readily.					
18. I feel that my face-to-face classroom is conducive to developing my students into productive member of society.					
19. I feel that my students would be less prepared to go to a regular college if they took only took online classes.					
20. I feel that my face-to-face classroom better simulates the conditions of a higher learning institution or workplace than an online learning environment.					
Demographics:	**Please write your response:**				
21.) Where do you teach? (Name of institution)					
22.) What age level or grade do you teach?					
23.) How many years have you been teaching in total?					
24.) Have you ever been an online teacher? (Indicate yes or no)					
25.) Have you ever been a traditional face-to-face teacher? (Indicate yes or no)					

BARRY UNIVERSITY
HONORS PROGRAM

SENIOR HONORS THESIS PROPOSAL FORM

I. **To be completed by student**:

Student's Name:_____

Course Prefix and Number: HON 479H Credit Hours: 3

Term Thesis Begins: _____ Tentative Oral Defense Term and Date: _____

Names of four (4) Thesis Supervisory Committee Members **and** their departments:

Thesis Advisor: _____

Thesis Supervisory Committee Member: _____

Honors Program Faculty Member:_____

External Member: _____

Title of Thesis (attach to this form, the following chapters: introduction, literature review, and methodology):

_____

Student's Signature: _____ Date: _____

II. **To be completed by Thesis Advisor**:

Proposed method(s) for student evaluations:

_____

_____

Dates for Student's Progress Reports (please refer to the suggested timeline):

_____ _____ _____ _____

If applicable, tentative date for student to submit to Institutional Review Board (IRB): _____

If special equipment/supplies are needed, please specify: _____

Thesis Advisor's Signature: _____ Date: _____

III. **Approved by Honors Program Director**:

HP Director's Signature: _____ Date: _____

Copies: Student, Thesis Advisor, and Office of the Honors Program

Revised 4/20/2021