



KALMANOVITZ
SCHOOL OF
EDUCATION

GUIDELINES

FOR THE

MASTER'S THESIS

2019- 2020

(Revised September 4, 2019)

Includes guidelines for submitting theses to ProQuest
Based on APA Publication Manual, 6th ed., 2010

Table of Contents

INTRODUCTION	1
PLANNING THE RESEARCH COMPONENT.....	2
CANDIDACY FOR DEGREE	4
ADVISORS	5
TIMELINE CHECKLIST.....	6
PRELIMINARY STRATEGIES.....	11
SELECTING YOUR TOPIC	12
LITERATURE REVIEW.....	13
CRITERIA FOR EVALUATING A RESEARCH STUDY.....	16
GETTING READY TO WRITE.....	17
WRITING THE PROPOSAL: THESIS.....	19
FURTHER GUIDELINES.....	20
YOUR COMMITTEE.....	21
ROLES AND RESPONSIBILITIES OF CHAIRS AND READERS	23
MEETING WITH YOUR COMMITTEE.....	25
APPROVAL OF YOUR STUDY BY THE INSTITUTIONAL REVIEW BOARD (IRB).....	26
ENROLLING IN THE FINAL COURSE:.....	28
MAJOR SECTIONS OF THE THESIS	29
REQUIREMENTS FOR TYPING AND FORMATTING YOUR PROJECT	34
ADDITIONAL TIPS.....	35
COPYRIGHT.....	36
HEADINGS	37
APPENDICES	41
APPENDIX A.....	42
APPENDIX B	43
APPENDIX C	44
APPENDIX D.....	46
APPENDIX E	50
APPENDIX F.....	54
APPENDIX G.....	61
APPENDIX H.....	62
APPENDIX I	63
APPENDIX J	64
APPENDIX K.....	67
APPENDIX M	71

Note: The information, including formatting instructions, in these Guidelines supersedes any instructions given in previous versions of the Guidelines.

INTRODUCTION

Theses (including action research projects), synthesis projects, and counseling master's projects are the culminating activities that integrate the knowledge and skills acquired during the master's degree program of study. The work submitted for a master's degree is expected to reflect the graduate student's highest level of scholarship and adherence to the technical details of the format and style set forth by the American Psychological Association (APA).

The Kalmanovitz School of Education at Saint Mary's College of California offers two types of master's degrees: the Master of Arts (M.A.) and the Master of Education (M.Ed.). To fulfill the requirements for the degree that the graduate student has selected, a thesis, synthesis project, counseling master's project, or action research project must be completed and approved.

Theses (including action research projects), synthesis projects, and counseling master's projects must be written following the most current *Publication Manual of the American Psychological Association* (APA) guidelines, *APA Publication Manual, 6th ed., 2010*.

The purpose of this book is to provide general guidelines for the completion of the culminating activity with a specific focus on the **thesis**.

THESIS

The master's **thesis** is a demonstration of a graduate student's ability to explore, develop, and organize materials relating to a certain topic or problem in a field of study. The goal of the thesis is not only to pursue research but also to create and develop an extended scholarly work. The thesis evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. The research study may be quantitative or qualitative, experimental, descriptive, creative or historical in nature. The research question may be based in the academic literature, or drawn from the teacher's own practice, as in action research. In some programs, an oral defense or presentation of the thesis is required. The thesis is a visible and permanent record of the quality of work that a graduate student has accomplished at Saint Mary's College.

The **thesis** allows the opportunity to implement high quality research in an area relevant to one's own present and future career. Many academics believe that through the act of research, students best learn to analyze, critique, interpret and apply the research results of other studies to education, administration and counseling. Furthermore, completing a research study with the guidance of a faculty committee better prepares the graduate student to do further research on their own or with others in the future. Practitioners who engage in research often have a different perspective than academic or laboratory researchers and, therefore, have much to offer the field of education.

PLANNING THE RESEARCH COMPONENT

It is important that you carefully plan the sequence of courses and requirements as you approach the final stages of your graduate work. Advanced planning helps to insure that the necessary requirements for enrolling in the research courses have been completed, that you will not be overly delayed in completing the thesis, and that you receive your degree as planned.

The courses that comprise the research component of the master's degree programs are as follows. Note that students in the MAEd program take the MATS course numbers while students in all other MA programs take the EDUC course numbers.

Research Seminar I (EDUC 572 or MATS 530) — 3 units

Research Seminar I includes an examination of the process of educational and counseling research, types of research design, critical evaluation of research studies and measurement techniques, and understanding of relevant statistical concepts. During this course students define their area of interest for the thesis or project and narrow the specific focus with help from an advisor and/or faculty member who may become a reader or chair for their work. The research topic must be approved by the Program Director as well as the chair and reader. Graduate students demonstrate and apply their knowledge of research designs by drafting the first chapter of their thesis, which includes the statement of the problem, research question(s), basic assumptions, and definition of terms. In addition, initial drafts of the theoretical rationale and research design or plan for the project are completed in first versions of Chapters II and III. During this course students arrange for a thesis chair and reader with their Program Director or advisor. By the conclusion of this course students should have their chair.

Research Seminar II (EDUC 582 or MATS 531) — 3 units

This course provides a practicum to continue with the preparation of the research proposal for the graduate student's thesis. Their topic must be approved by the Program Director as well as the chair and reader before beginning this course. The student continues to extend and revise the draft of Chapter I, develops a comprehensive literature review for Chapter II, and writes a methodology for Chapter III. The student formulates a statement of the problem, research questions, basic assumptions, definition of terms, and a research design or plan. Hands-on instruction is provided on how to carry out quantitative and qualitative data analysis and on how to synthesize existing research. Students receive feedback on their drafts from both their instructor and their committee chair. (Prerequisite: A grade of B- or better in EDUC 572.)

Thesis (EDUC 592 or MATS 532) — 3 units

The thesis is completed on an individual basis with your chair and reader, who serve as your committee after completing the research course(s).

The first semester you register for this course you must register for and pay for the full 3-unit tuition. You must register for EDUC 592-01 the first semester you take this course.

If the work is not completed in the term in which you have first enrolled in this course, you must take an "In-Progress" (IP) grade and enroll in Thesis-In-Progress (EDUC 592-IP) each Fall and Spring Semester until the thesis is completed. The "In-Progress" status is necessary so that you

may continue to confer with your chair and reader(s) and continue to have use of the library facilities. A fee is assessed for the “In-Progress” status each semester.

Time Limit for the Master’s Degree

The maximum completion time allowed for a master’s degree is five (5) years. The time limit for completion of the thesis is two (2) years after completing the EDUC 572 Research Seminar I course. If you do not finish within two years, you must repeat EDUC 582.

CANDIDACY FOR DEGREE

During the term in which you expect to finish all of your degree requirements, including your thesis, you need to complete a Graduate Commencement Registration Form **by the deadline for the term in which you are graduating which is posted on the KSOE website** and file it in the KSOE office. The mandatory graduate commencement and degree processing fee must also be paid at that time.

In addition, once your degree work is fully completed you will need to submit the Degree Verification and ProQuest Approval Form. This form can also be found on the KSOE website. There is no deadline for this form, but you must submit it in order for your degree to be processed. Therefore, the sooner after completion of your degree requirements you submit the form, the sooner your degree will be processed.

ADVISORS

There are various levels and types of support provided for you, as a master's degree candidate, throughout the program.

- A Program Director or admissions intake counselor of a particular master's degree program is usually your initial contact person for entrance into the master's degree program. This person may continue to advise in other roles as well, such as being your advisor or the chair of your faculty thesis advisory committee.
- If your master's degree is built upon a credential or certificate from Saint Mary's College, the advisor (Program Director or faculty member) who guided you through that coursework may continue to be your advisor in the master's degree program.
- If you did not complete a credential or certificate program at Saint Mary's College, an advisor will be assigned to you when you are admitted to the master's degree program.
- The master's degree Program Directors are responsible for general organizational issues and policies and may be contacted at any point in the program for assistance.

TIMELINE CHECKLIST

<i>Student's Name</i>	<i>Date</i>
DUE DATE	STEPS
_____	1. <u>Discuss Possible Topics with Several Faculty Members.</u> Explore topics with your advisor and other department faculty early in the program. Identify mutual research interests and the availability of faculty to be on your committee. If you do not have any ideas, talk with one of the faculty in your department.
_____	2. <u>Consult your Program Director or Advisor Regarding your Master's Thesis Committee.</u> Once you have decided on your topic, your advisor or Program Director will help you select a thesis chairperson. This chairperson will be the primary mentor for your study. Your chair may be any full-time faculty member at Saint Mary's College and should have expertise in the subject or issue you plan to investigate. Consult with your chair about the selection of your reader, who is the second member of your committee. Your advisory committee must have at least two faculty members, at least one of whom should be a full-time member in your program or school. Some faculty may request the submission of a written proposal (Step 6) prior to making any commitments. Fill out the Initial Chair and Reader Approval Sheet in Appendix A and obtain the signatures of your chair and reader and the Program Director on the form. Make a copy of the form for the committee members and your Program Director. This form should be submitted to the instructor of EDUC 572 or MATS 530. Be sure to make copies of your Timeline Checklist for each member of your committee.

- _____ 3. Take Research Courses. Consult with your advisor early in the program as to when you should take these courses. You should become familiar with the *Publication Manual of the American Psychology Association (APA)*, *APA Publication Manual (6th ed., 2010)*. Every chapter has information on how to write correctly and professionally.

Thesis Students (all students planning to do a research thesis) are required to complete the following research courses prior to commencement of their research: Research Seminar I (EDUC 572) and Research Seminar II (EDUC 582). You may refer to the course descriptions in the most recent *Kalmanovitz School of Education Catalog of Courses*.

MAEd students are required to complete Introduction to Classroom Research (MATS 530) and Classroom Research Project (MATS 531).

- _____ 4. Select Your Topic. With the guidance of your committee chair and other members, select a specific topic to study. Thesis Students. Identify feasible research questions after a review of the literature.

- _____ 5. Review the Research Literature, Finalize Your Research Question(s) or Problem (Issue), and Write Your Proposal. Thesis Students. Your proposal consists of the first three chapters of your thesis, as follows: Chapters I: Introduction, Chapter II: Literature Review and III: Methods. Your proposal should be a full draft of these chapters, providing the background and rationale for your research, reviewing the relevant research and theory, and specifying the methods you will use to carry out the research.

- _____ 6. Complete the Institutional Review Board (IRB) Process (if needed). This step is for those who plan to do research with people. Discuss this process with your chair. You must submit your plans to the Saint Mary's College IRB Committee. The Committee will assess and affirm the ethical and legal use of human participants in your study. You will also need to complete the CITI training. More information about CITI training can be found on the SMC IRB website: <http://www.stmarys-ca.edu/institutional-review-board>

- _____ 7. Reserve an Editor and/or Statistician. You may need to hire an editor who is familiar with APA style to assist with your writing. It is not the responsibility of your chair or committee member(s) to edit your paper. Those who plan on implementing an empirical research study that requires statistical analysis may be advised to consult with and/or hire a statistician. Be sure to discuss timing and fees with the editor and/or statistician. Please refer to Appendix B for recommended editors and statisticians. Appendix B also includes a list of writing tutors you may hire to assist with grammar and composition (but not APA style).

- _____ 8. Acquire Any Needed Copyright Clearances. Your chair (and duplicating services) can assist you in obtaining copyright clearances for materials used, if necessary. (If you quote more than one paragraph from another author or if you duplicate a copyrighted text or questionnaire for your research, you will need to obtain written permission to copy this material from the publisher or person holding the copyright.)

- _____ 9. Formal Approval of Proposal by Committee. After completing your proposal (usually after finishing EDUC 582 or MATS 531), submit it to your chair and reader for approval.

- _____ 10. Students in MA programs register for EDUC 592-01 (Thesis); students in MAEd register for MATS 532-01 (Classroom Research: Projects and Presentations). Register for this course. **Do not begin your research until you have met with your committee members and been given their approval. VERY IMPORTANT:** If you do not finish that semester, you need to register for EDUC 592 IP (In Progress) each additional semester until you complete your work. (This includes Summer and January Terms only if you plan to finish during one of those terms.)

- _____ 11. Begin your research. If you are doing a thesis, once you have approval to proceed from your thesis advisory committee and have obtained approval from the Saint Mary's College Institutional Review Board, gather and analyze your data. Consult with your committee or statistician about statistical analyses, procedures, and computer facilities prior to entering your data and setting up your program files. Show your data printouts to your chair and/or statistical advisor to gain assistance in evaluating their accuracy.

_____ 12. Apply for Graduation. Once you have completed your study or project and are close to a final draft, complete the Graduate Commencement Registration Form which can be found on the KSOE website. Fill out the form completely and submit it along with the required materials by the deadline posted on the KSOE website for that term to the KSOE front desk. The mandatory graduate commencement and degree processing fee must also be paid at that time.

_____ 13. Complete Your Final Chapters.

Thesis Students. Write up Chapter IV (Results) and Chapter V (Discussion), following APA conventions for formatting the manuscript. Edit drafts. Consult with your chair and/or statistical advisor about the organization and sequence of tables and/or figures in which you will display your results.

_____ 14. Submit the Complete Thesis to Your Committee. Include the Abstract, Table of Contents, Tables or Figures, References, Appendices and any other material that will be in your final document. After your chair has approved your entire thesis, make copies for each of your committee members. Consult with your committee members in advance to ascertain how much time they need to review your thesis. **Most faculty require a *minimum of four weeks to read your final draft. Allow yourself additional time to make final changes based on their recommendations and final consultations with your chair.***

Revise and resubmit your thesis to your chair and committee members as is necessary until final approval has been obtained. Send the final draft to the editor to ensure APA style is correct throughout.

_____ 15. Once your chair and reader approve your thesis and you have uploaded the document to ProQuest, you must have the signature page signed by your committee. The signature page (with your signature) should be submitted to the front desk for processing and routing. You will receive a pdf copy of the signed signature page once it has been signed by the committee via email.

_____ 16. Submit your thesis/project to ProQuest (see pp. 67-68 for directions). You will need to embed the fonts and make your paper into a PDF; directions for how to do these steps are on the ProQuest website. Please note that there are no actual signatures on the signature page submitted to ProQuest.

- _____ 17. You may order copies of your thesis for yourself through ProQuest; the various options and costs are detailed on the website. You may also have bound copies made for yourself by a bindery of your choice.

- _____ 18. Once your degree work is fully completed you will need to submit the Degree Verification and ProQuest Approval Form. This form can also be found on the KSOE website. There is no deadline for this form, but you must submit it in order for your degree to be processed. Therefore, the sooner after completion of your degree requirements you submit the form, the sooner your degree will be processed.

- _____ 19. Graduate and Celebrate!!!

PRELIMINARY STRATEGIES

1. Start an ongoing list of topics and ideas that intrigue you, unanswered questions, and areas of need in your professional field. Keep an ongoing list in a file that also includes pertinent references, lecture notes, contacts, and resources.
2. When you are able to focus on a topic of interest, use that topic, whenever possible, for class assignments. In this way, you can begin to build your reference file, explore the literature, and formulate your thoughts. Also, you will receive valuable feedback from the professors of your classes.
3. Early evaluation of your formal writing skill is important. If you feel inadequate in this area, seek help by enrolling in a writing class, start using writing guidebooks, use a tutor, and consult with professors. You may also obtain writing help and support through the Center for Writing Across the Curriculum (CWAC) which offers free writing advising to all students. CWAC is located on the first floor of De La Salle Hall (next to Hagerty Lounge). There are two options for students of all disciplines and levels:

Writing Circles: During weekly, small-group workshops, students discuss their own writing projects, theses, or dissertations. To join a Circle, students visit www.stmarys-ca.edu/WritingCircles before or during the first week of the semester, as Circles begin meeting week two. Once scheduled into a Circle time, students register for that section of EDUC 502/504.

One-on-one sessions: Students make appointments or drop in 4-8 p.m. Sunday; 10 a.m.-8 p.m. Monday; 10 a.m.-6 p.m. Tuesday; 10 a.m.-8 p.m. Wednesday and Thursday; and 12-4 p.m. Friday. Alternate hours and online sessions are also available. Contact information is: [925.631.4684](tel:925.631.4684) or on the web at: www.stmarys-ca.edu/cwac. Writing Advisers guide their peers toward expressing ideas clearly, always weighing audience and purpose. Writers bring their theses, dissertations, or course materials in order to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, organization, or research methods.

4. Be aware that the style of writing for a thesis is formal: clear, concise, non-biased, straight forward, and non-creative. This style may take some practice, especially if you have been used to writing creatively and personally. Learn APA Style and use it in writing your assigned papers for your classes in order to increase your proficiency with it.
5. Become familiar with the campus library and the systems for locating reference materials. Seek assistance from the reference librarians in the SMC Library.

SELECTING YOUR TOPIC

1. Choose an area in which you have a strong and sustained interest - a passion, personal investment, or determined commitment. When the outcome is important to you, it is easier to stay motivated and persevere during some of the difficult phases.
2. Take the earliest opportunity to do some reading in several areas of interest. If you are having a difficult time selecting a researchable topic, consider some of these sources:
 - Recent journal articles are an excellent way to identify topics of current interest in your field.
 - Most thesis and many journal articles include recommendations for further research; many studies are built upon previous investigations (e.g., extensions of the investigation, replication with a different population, improvement of a methodologically weak investigation).
 - Research needs can also come from practitioners who are on the frontlines and most immediately in touch with educational and clinical issues.
 - Meet the faculty who are teaching in the area of your interest and ask for resources.
3. There are several factors to keep in mind when selecting a topic:
 - Is it a realistic study in the allotted time frame?
 - Are there funding possibilities?
 - Will a study on this topic advance your professional development and/or career goals?
 - Do you have access to an appropriate population?
 - Do you have access to valid and reliable instruments?
 - Will a study on this topic fulfill the purposes of thesis research: (a) allow you to demonstrate your ability to do independent research, and (b) make a contribution to knowledge that can then be documented and disseminated?
4. Choosing your topic, narrowing your focus to a manageable problem, and posing the research questions are often difficult tasks. Close work with your advisor or committee on this component is a key to success.

LITERATURE REVIEW

A review of the literature is a thorough synthesis of published theoretical positions and research studies relevant to the topic selected for the thesis.

If you pick a broad topic, you will find too much information and need to narrow your scope. If the topic is too narrow, you may find few studies and need to incorporate related materials. For example, "Reading" is a topic about which thousands of books and tens of thousands of research articles have been written. In addition, there are many theoretical positions that need to be considered when reviewing the literature. It is clear that the topic of reading is too broad and, therefore, the topic needs to be narrowed. Conversely, a topic such as "Effects of Sensory-Motor Integration on Reading Achievement" may prove to be too narrow during the search of the literature to enable a comprehensive view of the underlying knowledge base in the area being investigated.

The research coursework provides guidance for your literature search and narrowing of your topic. However, whatever preliminary study you can do in your area of interest prior to enrollment in the course will significantly enhance your progress.

A student usually considers several possible topics prior to selecting a final topic and formulating a research question/hypothesis. Sometimes it is difficult to come up with a specific idea for a research topic. For any possible research topic, there is normally a wealth of associated literature. The leap from researchable topic to research question normally requires an extended period of time spent reviewing the relevant research literature. It is likely that first attempts at formulating a research question might be revised given the findings of the literature you review.

While every step in the research process is important, an organized and thorough review of the literature is essential in determining the ultimate success or failure of the study. A complete review provides the foundation for the entire study. The literature search gives the researcher the perspective to see what has already been done, how it was done, what was discovered, and what is needed next.

Your review of the literature on your selected topic provides a rationale and historical context for your study and application. Organize your review with sub-headings that follow a logical outline that supports your hypotheses or research questions. Begin with a general introduction and move toward the specifics; explore the historical (older) material and progress to the recent developments. Cite numerous supportive papers and studies, but only review the studies and theoretical papers that are directly relevant to your particular research question, issue, or proposed application.

- Discuss older research/literature first, then the more recent.
- Organized into sections.
- Related to the hypotheses/research questions.

In addition to an overview and organized presentation of the literature on your topic, this review section usually includes a rigorous summary and critique of key studies pertinent to your paper.

Written in one or two paragraphs, summaries of key research studies include information about the following:

- Participants: How many and who? What age or ethnicity (if relevant)?
- Measurements: What? Standardized? Novel?
- Procedures: How?
- Results: Main findings. Researcher's interpretation of the findings; any noteworthy limitations or applications to your study.
- Critique: Your evaluation of the study and significance of the results (internal and external validity, generalizability, credible findings and interpretations, etc.).

In the review of the literature you establish the need for your study. If you are doing a thesis, you should also cite relevant studies that use similar methods and procedures to defend your own methodology.

You know when you have completed your literature review because sources begin to repeat themselves.

Sources for Your Literature Review

A literature review reports research findings, not textbook excerpts, general magazine articles, or opinion pieces. There are generally several types of sources that must be consulted to produce a well-documented literature review.

1. **General Sources:** These provide information on the location of references. Included in this category are the periodic volumes that abstract the research literature by author and subject area in a variety of fields (e.g., *Current Index on Journals in Education*, *Exceptional Child Abstracts*, *Psychological Abstracts*, *the Reader's Guide to Periodical Literature*). One useful source is *The Statistical Abstract of the United States*, which is the annual national demographic book.
2. **Secondary Sources:** These include scholarly summaries in the form of meta-analyses and syntheses of previous research. For example, the American Educational Research Association (AERA) publishes the *Review of Educational Research*, which presents research summaries written by experts in their respective fields. Other excellent sources are: *The Handbook on Research on Teaching*, *the Encyclopedia of Educational Research*, and the *National Society for the Study of Education Yearbook*.
3. **Primary Sources:** These are accounts of actual research studies as reported in professional journals or in compilations of abstracts of student research (e.g., Dissertation Abstracts). Peer reviewed research journals are the most valuable source of information about the latest research published in a particular area. For example, some of the top publications in special education include: *Academic Therapy*, *American Annals of the Deaf*, *American Journal of Mental Deficiency*, *Education of the Visually Handicapped*, *Exceptional Children*, *Gifted Child Quarterly*, *Journal of the Association for the Severely Handicapped*, *Journal of Learning Disabilities*, *Journal of Special Education*, and the *Journal of Speech and Hearing Research*.

The SMC Library has an extensive list of its journals in the Reference Room. If the Library does not have the journal you need, ask the reference librarian for assistance with **Link-Plus** and the **inter-library loan system**. Most articles, dissertations and some theses are available. In addition, some 'full text' articles are available online through the Saint Mary's Library web site.

4. **Other Resources:** Sometimes in order to fully review the literature on your topic, you need to be a detective and investigate less accessible sources of information. These sources might include unpublished reports, conference papers, government monographs, and personal communications with other researchers in the field.

Using the Computer for Literature Searches

Most university libraries offer incredible resources for accessing information through the use of online computer reference searches. There are obvious advantages to online searches. For instance, ERIC documents can be downloaded or sent to your email address in full text. Using descriptor terms associated with the topic being searched, citation and abstract information can be listed on the computer screen and/or printed out.

Another advantage is the thoroughness of the online system. The information is both current and very complete in providing access to tens of thousands of documents. Most university libraries provide access to a variety of databases free of charge to enrolled students. Reference librarians can easily explain the fundamentals of the system in a few minutes.

Web sites (unless they are online versions of printed journals or peer reviewed online journals) are not authoritative sources. Therefore, they should not be relied upon as a source for research information, definitions, or tests. They may be used to illustrate a point or give an example of a phenomenon.

CRITERIA FOR EVALUATING A RESEARCH STUDY

Questions to ask yourself about the research studies you will be reading in preparation for your thesis:

Review of the literature:

1. Is the review recent?
2. Is the literature reviewed relevant?
3. Are there outstanding references you know of that were left out?

Problem and the purpose:

1. Is the statement of the problem clear?
2. Is the purpose of the study stated clearly?
3. Is there a theoretical rationale in which the hypotheses/research questions are grounded?
4. Is there a rationale for why the study was an important one to do?

Hypothesis/research question:

1. Are the hypotheses/research questions clearly stated?
2. Are the hypotheses testable?
3. Is the predicted relationship among the variables clear?

Method:

1. Are both the independent and dependent variables clearly defined?
2. Is the methodology (how the study was conducted) clear?

Sample:

1. Was the sample selected in such a way as to be representative of the population?
2. How was the sample selected?

Results and discussion:

1. Are the findings related back to studies discussed in the review of the literature?
2. Are the results related to hypothesis/research question?
3. Is the discussion of the results consistent with the results?

General features of the report:

1. Is it clearly written and understandable?
2. Is the language biased?
3. What are the strengths and weaknesses of the report?

GETTING READY TO WRITE

The process of moving from an idea to a well-defined and complete thesis is sometimes a difficult experience. What students find particularly frustrating is that there is as much rewriting as writing. Below are some things you can do to expedite this process.

1. All students start with a project that is too large. Narrow the scope. Ask your chair for assistance in narrowing down your research study.
2. Find other graduate students at the same point in the process and form a support group. In addition to getting moral support and encouragement, you can also ask them to look at your writing during its development and give you feedback on content, format, and writing style.
3. Good self-discipline reduces the amount of time needed. If you are not an organized person who can work independently without supervision, then you have to alter your behavior at least temporarily—accurate and complete records need to be maintained, which include a coding/filing system and log of materials read. In addition, it helps if you plan your daily and weekly work in advance by establishing tasks for the week and setting aside times when you will work on the project.
4. Set up a system to expedite your advisor's response time. Schedule regular appointments with your advisor. Provide your chair with all work you have completed (and any prior drafts, if you are rewriting) several days before the meeting with a note asking your advisor to return your work with comments at the meeting. If any of the writing/rewriting process is being done through the mail, include a stamped self-addressed envelope for the return of materials.
5. Set up your own timeline for completion of the different parts of your thesis or project. Allot an amount of time for the initial literature review (you will continue to review the literature throughout the thesis process), instrument selection/development, piloting the instrument and/or procedure, data collection, data analysis, writing up the results, and proofreading, rewriting and editing.
6. Remember that all graduate students get discouraged at times, but try not to let it interrupt your progress. Schedule activities that are personally rewarding, use your support group, and talk to your advisor who probably had his or her own days of frustration doing research.
7. As you write your document, you may find some of these ideas helpful:

Your writing style needs to be:

- Written in the first or third person.
- Clear and concise (yet often redundant).
- Non-biased (avoid editorializing and judgments).
- Adequately and appropriately cited.
- Straight forward (non-creative).

If this writing style is difficult for you, the following suggestions might help:

- Check out thesis from the library that are well written. Study the style and format.
- Use one or more writing reference guides.
- From the guides, make up a simple checklist to follow.
- Exchange papers with a fellow student and proofread each other's work.
- Keep your growing list of resources and references in an organized system such as a data base or using file cards, or use the system specified by your instructor (for example, a Research Study File).
- Purchase the most current *Publication Manual of the American Psychological Association* (APA Manual), (*APA Publication Manual, 6th ed., 2010*) in the bookstore and use the APA format for reference material (e.g., author, year, title). This saves time later on when you list these in the reference section of your paper. APA Style software is also available for purchase.
- Research of the literature should be intriguing but will undoubtedly be time consuming. Set aside large segments of time for library work, some of which can now be completed at home by using the Saint Mary's College library web site. If you feel a source is a useful one, make a copy. It is particularly frustrating to find you don't have the reference information needed once you are writing.
- You may also obtain writing help and support through the Center for Writing Across the Curriculum (CWAC) which offers free writing advising to all students. CWAC is located on the first floor of De La Salle Hall (next to Hagerty Lounge). There are two options for students of all disciplines and levels:

Writing Circles: During weekly, small-group workshops, students discuss their own writing projects, theses, or dissertations. To join a Circle, students visit www.stmarys-ca.edu/WritingCircles before or during the first week of the semester, as Circles begin meeting week two. Once scheduled into a Circle time, students register for that section of EDUC 502/504.

One-on-one sessions: Students make appointments or drop in 4-8 p.m. Sunday; 10 a.m.-8 p.m. Monday; 10 a.m.-6 p.m. Tuesday; 10 a.m.-8 p.m. Wednesday and Thursday; and 12-4 p.m. Friday. Alternate hours and online sessions are also available. Contact information is: [925.631.4684](tel:925.631.4684) or on the web at: www.stmarys-ca.edu/cwac. Writing Advisers guide their peers toward expressing ideas clearly, always weighing audience and purpose. Writers bring their theses, dissertations, or course materials in order to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, organization, or research methods.

- Reference lists at the end of significant periodical articles may be valuable sources of information. They are usually current and related to the article's topic.
- Make timelines for yourself, revise as necessary, but commit to meeting them. Make a long range, general timeline and a specific, detailed, weekly timeline.
- Purdue University offers an Online Writing Lab to assist you with APA Style and to provide other writing resources. The lab can be found at <http://owl.english.purdue.edu/>

WRITING THE PROPOSAL: THESIS

The written proposal is your plan for the thesis. It consists of Chapters I, II and III of your thesis. Course instructors will assist students in the format, style and technical aspects of writing the proposal, but ongoing consultation with your chair is essential. It is your chair and reader who must approve of and sign your proposal. The more complete and carefully planned the proposal, the more likelihood of a successful thesis or project.

The Format

The following outline is suggested for a research proposal. For more information about what should be in each section, see pages 29-33. Adaptations would be needed for descriptive, historical, or case study type of theses. You may want to use the “Mini Proposal” in Appendix C as a guide before you write your proposal. Please consult your chair to verify that this outline is appropriate for your project proposal.

Thesis Proposal (including Action Research)

Title Page

Chapter I Introduction

Introduction

Statement of the Problem [including background and significance of the study]

Purpose of the Study

Research Question(s)

Limitations

Assumptions

Operational Definition of Terms

Implications

Chapter II Literature Review

Introduction [review purpose and research question(s)]

Overview of Literature Review

Theoretical Rationale

Review of Related Research

Conclusions

Chapter III Method

Introduction [review purpose and research question(s)]

Setting

Participants

Design

Measurements/Instruments

Procedure

Data Collection

Data Analysis

References

FURTHER GUIDELINES

The thesis should succinctly describe the problem to be investigated; the methodology/design proposal to be used; instrumentation, the proposed plan of data analysis; a rationale or theoretical framework; a plan for review of the literature; procedures for protection of human subjects, when appropriate; and the probable contribution to the field. All work submitted for review should reflect not only your scholarship but also your concern for the technical details of format and style.

1. The statement of the problem and purpose should both justify and explain your study. It should make a persuasive case that the study needs to be done and that the study should be completed in the manner that you propose.
2. All parts must be logically coherent. If you are doing a thesis, the research problem should flow from the review of the literature; the research questions must be congruent with the statement of the problem; the design and method must be appropriate to answer the research questions; and the sample or the data sources must be adequate to yield the required information.
3. Use operational definitions. In the design of the study, readers check to see if the proposed operational steps are appropriate to answer the research questions or carry out the project successfully.
4. The proposal should be thorough, assuming no knowledge on the part of the reader.
5. The methodology and any statistical procedures should be stated with a degree of specificity that allows the proposal to be replicated exactly.
6. Discuss strengths and weaknesses of the instruments and design.
7. Outline any statistical approaches in detail. Explain how the results will be interpreted and how they relate to the research questions or project purpose.
8. Learn and use the citation and organization style recommended by the American Psychological Association (APA), *APA Publication Manual, 6th ed., 2010*. This is your responsibility.

YOUR COMMITTEE

To assist in developing your thesis, a faculty chairperson and a faculty reader are necessary to guide you throughout the process, beginning when you have decided on the general area of your study or project. At least one member of your committee should be a full-time faculty member in your program or the School of Education. Contact your Program Director or advisor to assist in selecting a chair and reader Your EDUC 572 instructor will also assist you in this process. The ideal chair is both interested in your topic and competent to supervise the development of that topic into an acceptable study/project proposal. It also helps if you feel that your chair cares about your personal and professional development.

1. A chair must be willing to read succeeding drafts of the proposal during the development stage, make comments, and return the drafts to you promptly (**expect a minimum of two weeks for a chapter**) so that you can continue to move forward.
2. A chair must also be willing and able to protect you from unreasonable demands made by other committee members.
3. Ideally, your chair has had previous experience with both the topic and the research methodology (if needed).
4. Readers should be compatible with your chair and with each other.
5. Ideally, committee members are selected because of the potential benefits they can bring to your study (e.g., statistical expertise, familiarity with the literature, editorial board membership of a journal in which you hope to someday publish your findings).
6. When considering a chair and committee members, try to find out about upcoming sabbatical leaves or any other circumstances that might affect members' availability.
7. If a chair or reader declines, try to not take it personally. The faculty members have many responsibilities (e.g., teaching, administrative, committees). You want a chair and reader who have the time to support you.
8. Should you have particular difficulty working with either your chair or a committee member (e.g., he or she does not read, comment on, or return chapter drafts within two weeks) then:
 - (a) Send notice in advance that materials are being sent to be read;
 - (b) Schedule regular appointments and ask at those meetings for a firm commitment as to a date on which your materials will be read and returned to you; and
 - (c) Keep working.

If the difficulties continue, you may contact your Program Director or the Coordinator of Master's Programs to discuss changing your chairperson.

9. Once the chair and readers(s) have agreed to work with you, have them sign the “Initial Chair and Reader Approval Sheet” (Appendix A) and submit a copy to your EDUC 572 instructor. Be sure to keep a copy for yourself.

ROLES AND RESPONSIBILITIES OF CHAIRS AND READERS

RESPONSIBILITIES OF YOUR CHAIR

- Provides ongoing support for you throughout the entire thesis development, implementation, and writing process.
 - This support will include:
 - Suggestions of resources and names of significant researchers in the field of study.
 - The establishment of a Master's Workflow Contract (see Appendix B) between the student, chair, and reader
 - The identification of goals and objectives for thesis completion each term you are enrolled
 - The development of a timeline to finish your project
 - Regular communication either in person or online (as specified in your Master's Workflow Contract)
- Reviews drafts of each chapter first and then indicates when the draft is ready to be sent to the reader. Your chair provides both positive and constructive feedback.
 - You, your chair, and your reader are a team. Best practices in the review by chairs include:
 - Chair is responsible for overseeing the process of reviewing drafts
 - In the typical sequence the following steps are followed:
 - 1) Chair reviews drafts first and provides feedback to student
 - 2) Student incorporates feedback from the Chair
 - 3) Chair gives the ok to send the draft to the reader
 - 4) The student sends the draft to the reader and copies the chair
 - 5) The reader sends feedback to the student and copies the chair
 - 6) The student incorporates feedback from the reader
 - 7) The student sends the revised draft to the chair
- Handles any differences of opinion or conflicts between you and the reader.
- Oversees finalization of the thesis document
 - Reviews final draft and provides positive, constructive feedback
 - Chair approves document and APA formatting, signs signature page, and gives to front desk

RESPONSIBILITIES OF YOUR READER

- The reader should read the thesis at three time points:
 - Completion of Chapter I
 - Completion of Chapters I, II & III (proposal)
 - Completion of Chapters I, II, IV, & V (complete draft of thesis)
- Provides suggestions of sources and significant researchers for the candidate to read.
- Reviews final draft and provides positive, constructive feedback.

- After approval by Chair, signs the signature page indicating final approval of the document.
- Reader notifies Chair of approval of the document.
- Maintains communication with Chair regarding the document

MEETING WITH YOUR COMMITTEE

1. Once you have defined your topic, meet with faculty who have expertise in your topic as early in the program as possible. Have them help you define your topic further. Ask for names of key researchers in the field as well as other resources.
2. Schedule meetings with committee members as needed. Graduate students have different styles of working. If you work best with deadlines, schedule appointments approximately every three weeks with your chair. You can cancel them if necessary, but these meetings will help you stay on task. Be sure to send your chair the next draft at least two weeks ahead of your meeting so you have something concrete to discuss when meeting in person. Check with your committee members about whether they prefer to receive your drafts in hard-copy or via e-mail. **Always include the previous draft with the updated, revised edition.**
3. Your chair will read your thesis and return it to you with comments at the time of the meeting.
4. The scholarly dialogue that occurs between you and your committee members facilitates the professional growth of everyone. Don't hesitate to disagree with your committee members on substantive issues if you have a rationale to support your point of view.
5. Be sure to take careful notes or tape record during these meetings to help you remember what was said and what you need to do next.
6. If your chair and reader disagree, tell your chair that "there seems to be a difference of opinion. Will you please work with the reader to resolve it and let me know the outcome?" Don't get caught in the middle of the conflict.

APPROVAL OF YOUR STUDY BY THE INSTITUTIONAL REVIEW BOARD (IRB)

If you plan on using humans as participants in your project or thesis, you must obtain written approval of your research study from your chair and reader(s) before you may enroll in Thesis (EDUC 592), Action Research (MATS 532) or Montessori Seminar (MONT 599). The next step is to seek the approval of the Human Research Institutional Review Board (IRB). You will start the development of your IRB application in EDUC 582 and complete it with your chair.

Both good practice and the law require that research involving human participants be conducted according to institutional ethical and procedural protocols intended to protect the participants from social, psychological, and physical harm. The College seeks to assure that research conducted by students, staff, and faculty that involves human participants, is conducted in accordance with College protocols and applicable legal standards through a Human Research Institutional Review Board.

With few exceptions, all research that includes human participants and is conducted by students, faculty or staff of the College must be first approved by the College's Human Research IRB. Application forms can be obtained from the following webpage:

<http://www.stmarys-ca.edu/institutional-review-board>

The completed forms must be submitted to the IRB by your **chair**. Your chair will submit the application electronically as a pdf. In order to facilitate this process, you must complete the application as a single file with your last name_application as the name of the file (e.g. Smith_application.pdf). Complete the appendices to your application as a single file with your last name_appendices as the name of the file (e.g. Smith_appendices). You will work with your chair to complete the application and must send these electronic files to your chair who will then submit them to the IRB on your behalf. The Board meets approximately once every two weeks. IRB applications must be submitted via email before noon on the Friday of the week before the next meeting is held to allow time for the distribution of proposals and time for committee members to read them before the meeting. The deadlines are posted on the IRB website.

Any research conducted by graduate students that uses human beings as subjects must be reviewed and approved by the IRB. It is possible that a research project may be exempt from ongoing IRB review, but it must meet explicit criteria and the IRB staff must approve the exemption.

Beginning on January 1, 2013, there is a human subjects training requirement for all human subjects researchers (faculty and students) that must be fulfilled by all participating researchers (faculty and students) prior to beginning to collect data on your IRB application. The training is offered online through the Collaborative Institutional Training Initiative (CITI), which was founded in March 2000 as a collaboration between the University of Miami and the Fred Hutchinson Cancer Research Center. As of 2011, there were approximately 1130 institutions and organizations with access to the CITI course site. Please visit their site: www.citiprogram.org and follow the instructions for setting up a new user account for yourself.

If you have questions, you may ask your EDUC 572 and EDUC 582 instructors, your chair, or the IRB Chair or the educational representatives to the IRB.

Samples of letters to directors, parents, consent forms, and scripts for children are included in Appendix E. The consent form template is available on the SMC IRB website.

ENROLLING IN THE FINAL COURSE:

THESIS (EDUC 592)

ACTION RESEARCH (MATS 532)

MONTESSORI SEMINAR (MONT 599)

After the proposal has been approved, enroll in EDUC 592 or MATS 532 or MONT 599 depending on your program. These are not traditional courses but meetings conducted independently with your chairperson and reader(s). During this class (and in subsequent terms, if necessary), you will complete your research study and then complete writing the thesis. Your committee will read, edit, and evaluate each draft of your work in the areas of content, style, form, and language. Expect to revise, retype, and resubmit your paper many times; this is the norm.

When you take EDUC 592, MATS 532, or MONT 599 the first semester you register for this course you must enroll in EDUC 592-01, MATS 532-01, or MONT 599-01. This course carries the full 3-unit tuition. If you do not complete your thesis within that semester, you must register for the in progress section (EDUC 592-IP; MATS 532-IP; MONT 599-IP) of the course for as many semesters as you need to complete your thesis. This carries a \$200 fee each semester you enroll in the course. This in progress status is necessary so that you may continue to confer with your chair and reader and continue to have use of the library facilities.

The *APA Manual* must be followed for organization of the paper, details of documentation, and writing style. The *APA Manual* is designed to assist those who are submitting journal articles for publication; therefore, certain modifications can be made for thesis, projects, and other student papers.

MAJOR SECTIONS OF THE THESIS

Faculty members responsible for reading the thesis provide details regarding format and style, as well as any needed examples to guide you through the writing process.

In general, the following outline provides the format and conventions that are usually followed. Samples are in the Appendices, as noted.

Title Page (Appendix F)

Copyright Page (Appendix F)

Signature Page (Appendix F)

Abstract (Appendix F)

- One paragraph summary, a maximum of 150 words, of your thesis that includes research questions or purpose of project, theoretical rationale, methodology (type of data collected and kind of analysis or evaluation carried out), findings, and conclusions.
- Write this after your study or project has been completed.

Dedication (optional—Appendix F)

Acknowledgements (optional - Appendix F)

Table of Contents (Appendix F)

List of Figures (if any) (Appendix F)

List of Tables (if any) (Appendix F)

Chapter I

Introduction

(Chapter titles all appear bold, centered, on two lines, no colon, upper & lower case letters, as shown above)

Introduction (do not use a heading for this section)

- Describe the current state of the problem or issue or topic
- Provide information that helps the reader understand the context for your research problem

Statement of the Problem

- Discuss the importance of the study. Present the background or history of the problem.
- Identify the general "problem" that your research addresses

Purpose of the Research

- Identify the specific purpose of the research study
- Explain what you intend to accomplish with your study
- This section should transition from the problem statement to the research questions

Research Question(s)

- State the specific research question(s) (and hypothesis if applicable)
- The question or project should logically flow from the problem or issue and purpose you have described in the previous sections

Limitations

- Describe those things over which you have no control that may bias or skew the results

Assumptions

- State beliefs/underpinnings for your work that are not tested in your study

Operational Definition of Terms

- List working definitions/quotes/paraphrases from an expert for important technical terms. Include a citation for every definition..

Implications

- Describe the possible significance of the outcome(s) of your study (on the immediate setting and more broadly).

Chapter II

Literature Review

Introduction (no heading)

- Briefly re-state the problem, purpose of study and research question(s)

Overview of Literature Review

- Summarize the information presented in the rest of the chapter

Theoretical Rationale

- Present theoretical framework(s) that provide reasons for doing the study

Review of Related Research

- Present a carefully organized account of empirical research relevant to your study
- Can be organized by topic/construct, chronologically, general to specific. (see p. 12)
- Include reasons why studies are relevant, either throughout the section or in a summary paragraph

Conclusions

- Highlight the most important ideas/research presented in the chapter and relate to your study

Chapter III

Method

Introduction (no heading)

- Briefly re-state the problem, purpose of study and research question(s)

Setting

- Describe where the study took place (do not use actual names of schools, etc.)

Participants

- Describe the population from which the sample is gathered
- State how participants/sample were selected
- Describe the participants, give demographic and other important information
 - (e.g., gender, age range and median, ethnicity, race, SES, etc.)

Design

- State type of study: qualitative, quantitative or mixed methods
- State specific research design (case study, quasi-experimental, etc.)
- If appropriate, describe variables

Measurements/Instruments (if applicable)

- Describe tests, measurements or instruments used to gather data
- Give sample items either in this chapter (if brief) or an Appendix
- If using an existing test, include in-text citation (and reference) and include information on validity and reliability
- If using a researcher-created instrument, describe how it was created, piloted and tested for validity and reliability

Procedure

- Describe steps taken to carry out the research project as a whole
- Include any intervention steps or curriculum you implemented if relevant

Data Collection

- Describe specifically how data were collected (how was questionnaire distributed, test administered, interviews carried out, etc.)

Data Analysis

- For quantitative study, state the statistical analysis carried out (include name of test, p-level, etc.)
- For qualitative study, specifically describe how data were analyzed (constant comparison, data reduction, coding, etc.)

Chapter IV

Results

Introduction (no heading)

- Briefly re-state the problem, purpose of study and research question(s) Briefly restate research design and how the results were analyzed

Results (use as many headings/subheadings as needed)

- For quantitative study:
 - Present descriptive statistics and/or raw data first (put extensive raw data in an Appendix, or omit)
 - Present inferential statistics, if applicable
 - Include the “n” (number of participants), degrees of freedom, and p-value for any statistic that is calculated (t-value, chi-square, r, etc).
 - Use tables and graphs; any information presented in a table, figure or graph should also be described in the text as well
 - After giving each quantitative/statistical result, re-state result in terms of how it answers your research question.
 - Note: Do not interpret or discuss the results in this chapter; simply state them clearly.
- For qualitative study:
 - Qualitative results are usually presented as themes or patterns, supported with verbatim segments of raw data (interviews, video transcripts, etc.)
 - Each qualitative method has its own way of presenting results; consult with your chair and look at similar research studies for guidance
 - A certain amount of interpretation of qualitative results is acceptable, but should only apply to the actual data (no implications, generalizations, etc)

Chapter V

Discussion

Introduction (no heading)

- Summarize the purpose of the study and restate the research questions
- Summarize your research methods

Major Findings (use as many headings/subheadings as necessary)

- Describe, interpret and evaluate major findings of the research
- For any surprising findings, indicate possible reasons for the result
 - Reasons may have to do with all aspects of your design, procedure, nature of participants/respondents, and the nature of the selected measurements.

Organize your discussion using a logical outline that fits the way you organized your introduction, specifically in relation to each hypothesis. For each main finding, indicate the possible reasons why you did or did not find the pattern in your data that you had hypothesized or expected. Assess the meaning of your results through evaluation and interpretation.

Compare each main finding with the trends you found in the literature. If your finding is different, explain what may account for that difference (e.g., between the method and results of your study and those of another).

Explain the limitations of your study (e.g., factors affecting internal validity and external validity). Limitations may include factors related to your method and sample, such as cultural/ethnicity, gender, class, sexual orientation, applicability, and length of time.

Implications and Recommendations

Include the implications, recommendations and applications of your findings for your site, schools and/or the field of education in general.

Future Research

Suggest future research to extend, improve upon, or replicate your findings.

Conclusions.

Draw conclusions from your results that relate directly to your hypotheses. Determine the significance of your study and how you addressed the problem raised in the introduction. Support the conclusions by making connections with studies in the review of the literature. Address what knowledge your study contributes to the field. Be sure that any generalizations are sound and justified.

References

- List only references cited in the document, and be sure that every source cited in the document has an entry in References.
- See sample in Appendix G (which is also a list of recommended research references).

Appendices

- Include important material used in the study such as data collection tools or intervention materials (if relevant).

REQUIREMENTS FOR TYPING AND FORMATTING YOUR PROJECT

Note: The information, including formatting instructions, in these Guidelines supersedes any instructions given in previous versions of the Guidelines.

Fonts and Printers: The manuscript must be printed using the same font throughout the document. For consistency, readability, and professional appearance, students are required to use Times New Roman 12 font (required for submission of theses and projects to ProQuest).

Margins: 1 inch on all sides (left, right, top and bottom). Any materials in the appendices that do not meet these specifications should be reduced on a photocopier so that 1" of empty space appears on all sides.

Spacing: The text of the project is to be double-spaced (Exceptions: Table of Contents, indented block quotations, and within references and tables).

Pagination: The front matter (Title page, Copyright page, Signature page, Abstract, Dedication, and Acknowledgements) are NOT given page numbers. Beginning with the Table of Contents, use lowercase Roman numerals starting with "i", and continue with the List of Figures and the List of Tables. The body of the text (Chapter I) begins with Arabic numeral "1" and continues through the References and Appendices. **All page numbers are centered at the bottom of the page, no less than 3/4 inch from the bottom of the page.** Chapter titles use uppercase Roman numerals (I, II, III, IV).

Title Page: Title should be no more than 120 characters. No page number is given on Title page. Contains title of the work (in title case), the individual Department/School's name, the College's name, the statement of degree fulfillment, the degree given, the student's name, and the term and year the degree will be conferred (e.g., Spring 2015). If you finish your thesis **prior** to your graduation, put the term and year you completed your thesis on the title page. A sample is provided in Appendix F.

Copyright Page: No page number is given on the page. Sample provided in Appendix F.

Signature Page: No page number is given on the page. Sample provided in Appendix F.

Abstract: Title is bold, upper and lower case (APA Heading Level 1). Length is 150 words maximum. Format is one paragraph, no indentation, double-spaced. There is no page number.

Dedication: Title is bold, upper and lower case (APA heading Level 1). Format is indented paragraph, double-spaced. There is no page number. This page is optional.

Acknowledgements: Title is bold, upper and lower case (APA heading Level 1). Format is indented paragraph, double-spaced. There is no page number. This page is optional.

Table of Contents: Title is bold, upper and lower case (APA heading Level 1). These pages are full justified (even on both left and right sides). Double space between chapter titles, single

space between sections within chapters. Indents, as needed, are 5 spaces. Page numbering begins with lower case Roman numerals, and page numbers are printed bottom center of the pages.

Headers and Footers: You do not need headers or footers, except for the page numbers at the bottom center of the page. Do not use running heads.

ADDITIONAL TIPS

Plagiarism: Be very careful to put things in your own words, using your own syntax, throughout the paper. It can be easy to slip into bad habits around rewording; it is not sufficient to simply replace a few words in a sentence with synonyms.

Repetition within your paper: There are places in the paper where you will revisit information from previous chapters. Be sure to do this without lifting entire sentences or paragraphs—reword your own work as well! The exception is when you restate your research question(s).

Outlining: If you have not been one to make outlines for papers, now is the time to start! Making a good outline can be extremely useful in organizing your paper and in helping you to focus on what to do next. Review your proposed chapter outlines with your chair before you start writing, to be sure that you are on the right track.

Keep writing! Writing is difficult work, and you will have times when you feel stuck. Keep working on something, even if it's just typing up your references. Another benefit of the outline is that, when you get stuck in one area, you can look at the outline and move to another section that you might find yourself able to write.

Keep track of references: Keep good notes about your references so that every reference in your paper is on your References list, and vice-versa. One tip when you get close to being done is to print your References and then search through your paper for the open parenthesis “()” symbol to double check that every reference on your list is in your paper.

Direct quotations: Use these only sparingly and always cite a page number.

Seriation: Separate simple series with commas and complex series with semi-colons; use (a), (b), (c) to make the series easier to read.

Punctuation: Please review APA pages on punctuation! Students tend to make basic mistakes regarding commas, semi-colons, colons, hyphenation, and apostrophes.

Your writing style needs to be:

- In either the first or the third person.
- Clear and concise (yet often redundant).
- Non-biased (avoid editorializing, stating your opinion, and making judgments).
- Adequately and appropriately cited.

- Straight forward (non-creative).
- If you have significant difficulties and/or the chair determines that extensive editing is required, you may be asked to hire an editor; (see Appendix B for a list).

COPYRIGHT

As per the United States Copyright Act of 1976, students automatically hold the copyright to their work. It is illegal for anyone to reproduce any part of the work without the author's permission. So that inherent copyright is explicitly stated, include a copyright notice within your document, immediately following the title page. A sample is provided in Appendix F.

Permissions

If the work includes large sections of other copyrighted works (including, but not limited to, tables, graphs, lists, photos), please submit written permission from the publisher or author with your document. Indicate in the document that the material is "Used with Permission." Materials included that are consistent with "fair use," such as short or standard block quotations, do not need this written permission.

HEADINGS

In the *APA Publication Manual* (2010), see page 62, section 3.03, Levels of Heading, for all of the new 6th ed. requirements for headings. There are five possible heading levels. If you have three levels of headings in your paper, then use Levels 1, 2, and 3. If you have four levels of headings, then use Levels 1, 2, 3, and 4.

Level 1:

Centered, Boldface, Uppercase and Lowercase Heading

Level 2:

Flush left, Boldface, Uppercase and Lowercase Heading

Level 3:

Indented, boldface, lowercase paragraph heading ending in a period.

Level 4:

Indented, boldface, italicized, lowercase paragraph heading ending in a period.

Level 5:

Indented, italicized, lowercase paragraph heading ending in a period.

Heading Examples

Level 1:

Chapter I

Introduction

Your introductory paragraphs do not have a heading

Level 2:

Background of the Problem

Introductory paragraph for this Level 2 heading.

Level 3:

History of eating disorders. Text of paragraph follows

Factors contributing to eating disorders. Text of paragraph follows

Level 4:

Individual factors. Text of paragraph follows.....

Family systems factors. Text of paragraph follows. If this Level 4 heading has subheadings, then this is the introductory paragraph.....

Level 5

First subheading of family systems factors. Text of paragraph follows.....

Chapter I

Formatting and Style Information

The introduction of the paper begins here. Double-space throughout the paper, including the title page, abstract, and the body of the document; some items, such as indented quotations and references, can be single-spaced. Examples of these are included later in these guidelines. The body of each chapter begins on a new page. Subsections of the body of the paper do not begin on a new page. Headings are used to organize the document and reflect the relative importance of sections.

Second Level Heading: Text Citations

Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. This is to give proper credit to the ideas and words of others. When in doubt, cite more often. The reader can obtain the full source citation from the list of references that follows the body of the paper. When the names of the authors of a source are part of the formal structure of the sentence, the year of the publication appears in parenthesis following the identification of the authors—for example, Eby and Mitchell (2001). When the authors of a source are not part of the formal structure of the sentence, both the authors and years of publication appear in parentheses, in alphabetical order, separated by semicolons (Eby & Mitchell, 2001; Passerallo, Pearson, & Brock, 2000). When a source that has three, four, five or six authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first author's surname and "et al.," are used as follows (Passerallo et al., 2000).

Third level heading. When a source that has two authors is cited, both authors are cited every time. If there are seven or more authors to be cited, use the first author's surname and "et al." the first and each subsequent time it is cited. Although direct quotations are rarely used in an

academic paper, when a direct quotation is used, always include the author(s), year, and page number as part of the citation. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. A longer quote of 40 or more words should appear (without quotes) in block format, single spaced, with each line indented five spaces from the left margin.

Fourth level heading. The References section begins on a new page. The heading is a Level 1 heading: Centered, Boldface, Uppercase and Lowercase Heading. The references (with hanging indent) begin on the line following the references heading. Single space within each reference, and double space between references. Entries are organized alphabetically by surnames of first authors. Most reference entries have three components: author(s), year of publication, and source reference. *Authors* are listed in the same order as specified in the source, using surnames and initials. Commas separate all authors, even for an entry with two authors. If no author is identified, the title of the document begins the reference. *Year of publication* is in parenthesis following authors, with a period following the closing parenthesis. If no publication date is identified, use “n.d.” in parenthesis following the authors. For journal articles, the *source references* include the title of article, journal, volume, and page numbers. For books, *source references* include the title of the book, city and state of publication, and publisher. Titles of books and journal articles are only capitalized for the first letter of the first word, the first letter of the first word after a colon, and any proper nouns (see References, below, for examples).

Fifth level heading. Is italicized and not bolded.

Appendices

Appendix A

Initial Chair and Reader Approval Sheet

Appendix B

Master's Workflow Contract

Appendix C

List of Editors, Statisticians, and Writing Tutors

Appendix D

The "Mini" Proposal: Thesis Proposal Outline

Appendix E

Samples of Letters and Scripts

Appendix F

Sample Front Matter Pages

Appendix G

Sample References

Appendix H

Master's Thesis 2015-2016 Deadlines

Appendix I

Flowchart for Thesis Completion Process and ProQuest Upload

Appendix J

Front Matter Checklist

Appendix K

Directions for Submitting Your Master's Degree Manuscript to ProQuest

Appendix L

Final Approval of Document and Degree Completion

Appendix M

Binding Options Other Than ProQuest

Appendix A

Initial Chair & Reader Approval Sheet

NAME: _____ PROGRAM: _____

EMAIL: _____ TELEPHONE NUMBER: _____

I plan to complete a: Thesis Synthesis Project Counseling Project
 CPCE

My topic: _____

The purpose is: _____

After the initial enrollment in the final course (e.g., EDUC 592-01, EDUC 597-01, COUN 550-01, MATS 532-01, MONT 599-01), students must register as "In Progress" during each 14 week semester until completion of the thesis, synthesis project, or counseling master's project. A five year maximum is permitted for a master's degree program. To participate in the commencement activities, a Commencement Registration Form and degree processing fee must be submitted by the second Friday in March of the year of graduation (for a May graduation date).

CHAIRPERSON _____ READER _____
Print Name *Print Name*

Chairperson's Signature

Reader's Signature

Program
Director/Department
Manager approval: _____

Date: _____

Student signature:: _____

Date: _____

Appendix B

Master's Workflow Contract

Instructions for use

This contract is meant to guide work in EDUC 578, EDUC 592, EDUC 597, COUN 550, MONT 599, and/or MATS 532. Students may also want to use this form to guide their work in EDUC 572 and EDUC 582. This contract is designed to support a timeline for completion of the final master's document (e.g., thesis, synthesis project, counseling project, action research project, etc.). Use this as a way to draft the tasks necessary to complete the different aspects of the final master's document and to plan the amount of time for completion. In addition, this contract is meant to support communication between students and the faculty chair to ensure a strong working relationship. This document should be updated regularly with each communication between student and faculty chair.

Date	Task	Plan for task completion	Estimated number of hours for task completion (including turnaround time)	Plan for communication (i.e. face-to-face conversations, email, phone calls)	Deadline for completion	Completed (check when completed)
	<i>Use as many rows as</i>					
	<i>needed</i>					

This contract signifies that we have discussed the tasks, the deadlines, the plan for completion of your master's thesis or project and the plan for communication. We will work cooperatively to complete and meet all deadlines.

Student _____ **Date** _____
 Print name

 Signature

Chair _____ **Date** _____
 Print name

 Signature

Appendix C

List of Editors, Statisticians, and Writing Tutors

Editors

Name	Contact Information
Michele Anderson	Mcanderson25@mac.com 415-407-2620
Editcetera Barbara Fuller, Director	Barbara@editcetera.com 510-849-1110
Lesley Hilp	lesleyt.hilp@gmail.com 925-819-2168
Sylvia King	sylviaking@aol.com 925-998-9748
Krista Soria	http://editinggeek.com/about.html editinggeek2012@gmail.com
Xanna Schweickhardt	510-558-8095 landline 510-495-4007 mobile superxanna@gmail.com
Ken Worthy	kw@worthyediting.com http://worthyediting.com
Mary Ziadeh	mziadeh@stmarys-ca.edu

Transcription Resources

Name	Contact Information
Brock Howard	925-286-4610

Statisticians

Name	Contact Information
Carolyn Hartsough	Carolynh@socrates.berkeley.edu 510.548.5027
Bruce Ingraham	bai1@stmarys-ca.edu 510-527-5625
Renate Otterbach	otterbach@usfca.edu 925.422.2999 (O) 415.586.4796 (H)

Writing Tutors (These tutors are not APA specialists)

Betty Amarant	bamarant@stmarys-ca.edu
Aline Cook	alinecook@hotmail.com
Chris Correale (can assist international students)	cfcl@stmarys-ca.edu 415-244-6817
Andy Crockett	andycrockett@hotmail.com
Jenny Haele	kailo6@yahoo.com

Anne Hedges	ateach@pacbell.net
Nanci Higgins	NanciHiggins@yahoo.com 925-915-9778
LeAnn McGinley	1kmcginley@sbcglobal.net
Lisa Shafer	510-759-7185
Cate Sundling	catesam@sbcglobal.net 925-212-9892

NOTE: in addition to these writing tutors, additional writing support is available through the Center for Writing Across the Curriculum (CWAC) which offers free writing advising to all students. CWAC is located on the first floor of De La Salle Hall (next to Hagerty Lounge). There are two options for students of all disciplines and levels:

Writing Circles: During weekly, small-group workshops, students discuss their own writing projects, theses, or dissertations. To join a Circle, students visit www.stmarys-ca.edu/WritingCircles before or during the first week of the semester, as Circles begin meeting week two. Once scheduled into a Circle time, students register for that section of EDUC 502/504.

One-on-one sessions: Students make appointments or drop in 4-8 p.m. Sunday; 10 a.m.-8 p.m. Monday; 10 a.m.-6 p.m. Tuesday; 10 a.m.-8 p.m. Wednesday and Thursday; and 12-4 p.m. Friday. Alternate hours and online sessions are also available. Contact information is: [925.631.4684](tel:925.631.4684) or on the web at: www.stmarys-ca.edu/cwac. Writing Advisers guide their peers toward expressing ideas clearly, always weighing audience and purpose. Writers bring their theses, dissertations, or course materials in order to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, organization, or research methods.

Appendix D

The “Mini” Proposal: Thesis Proposal Outline

From *A Guide to Preparing a Thesis or Dissertation Proposal in Education* by Gall and Borg
(with permission from the authors)

Thesis Proposal Outline

1. Purpose of the study

A. (In one sentence only.) The purpose of this study is

B. Your study is based on which studies? (give citations)

C. How does your study build on previous research? (no more than three sentences)

2. Research Objectives

A. In what form are you stating your research objectives? (check one or more)

- Objectives
 Research questions
 Hypotheses

B. My research questions/hypotheses/objectives are:

1. _____

2. _____

3. _____

4. _____

3. Literature Search

A. I will use these descriptors in my literature search:

1. _____
2. _____
3. _____
4. _____

B. I will consult these bibliographic references in my literature review:

1. _____
2. _____
3. _____
4. _____

4. Variables

What are the variables in this study? Are they independent (I), dependent (D) or neither (N)?

- a. I D N _____
- b. I D N _____
- c. I D N _____
- d. I D N _____

Instrumentation

For each variable identified in question # 4., indicate (a) how it is measured (e.g., test, questionnaire, observation, etc.), (b) the type of scale (quantitative, qualitative, ranking—e.g., a Likert Scale is quantitative or continuous data), (c) if it is developed or selected, and (d) information on reliability (e.g., internal consistency), and relevant types of validity (e.g., construct, content).

- a. Variable _____
Measure _____
Scale type _____
To be developed _____ to be selected _____
Reliability _____
Validity _____
- b. Variable _____
Measure _____
Scale type _____
To be developed _____ to be selected _____
Reliability _____
Validity _____
- c. Variable _____
Measure _____
Scale type _____
To be developed _____ to be selected _____
Reliability _____
Validity _____
- d. Variable _____
Measure _____
Scale type _____
To be developed _____ to be selected _____
Reliability _____
Validity _____

5. Sample

A. My sample will consist of (check one):

people _____ things _____ events _____

that have these characteristics:

B. My sampling procedure will be (e.g., random, stratified, intact groups):

C. My sample size will be _____

D. My sample will include subgroups:

Yes _____ No _____

If yes, the subgroups are:

1. _____
2. _____
3. _____
4. _____

E. The unit of analysis will be:

groups _____ individuals _____

6. Research Design

A. My research design is:

Descriptive _____ Experimental _____

Ex post facto _____ Correlational _____

Other (specify) _____

B. How will you analyze your data if your methodology is descriptive (e.g., frequency distribution, statistical tests)?

C. If your design is correlational, what variable(s) will be correlated with what other variable(s)?

D. If your design is experimental, what is (are) the independent variable(s) and the dependent variable(s)?

E. What type of experimental design will be employed?

F. What statistical tests will you use to analyze the data?

Appendix E

Samples of Letters and Scripts

SAMPLE COVER LETTER INVITING PARTICIPATION

September 28, 2013

Dear Parent,

I am currently conducting research for my Masters of Education in Instruction at Saint Mary's College of California. I invite you to participate in my study, which will examine home schooling as a venue for educating gifted and talented children. Findings will be published in hopes that the information gathered will help parents and teachers explore various options for meeting the individual needs of gifted and talented children. It will provide information about what models, programs, methods, and materials are being used at home. Your experiences, opinions, and insight are a crucial component of this research.

Participating families will be emailed a demographic survey and a copy of the interview questions. An interview will be arranged and, with your permission, our interview will be audio-taped and subsequently transcribed. While taping, you may feel free to change or omit responses at any time. All survey and interview information will remain confidential and in my possession only throughout the compilation of data. The tapes and surveys will be destroyed after the completion of this study. Data collected will be compiled and results will show only collective information. Please be assured your participation is voluntary and you may withdraw from the study at any time.

In appreciation of your participation in this study, I will be happy to provide participating families a copy of the completed study.

This project has been reviewed and approved by the Saint Mary's College Institutional Review Board for Human Participants in Research. The Institutional Review Board believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. Copies of the approved application are available upon request.

If you choose to participate, please contact me at (510) 123-4567 or sample@comcast.net to arrange a mutually agreeable time and place for the interview.

Thank you for your consideration.

Sincerely,

Melanie Hayes

SAMPLE SCRIPT/PERMISSION FORM FOR CONSENT FROM CHILD PARTICIPANT IN
STUDY OF HOME SCHOOLED GIFTED AND TALENTED STUDENTS

I am willing to be interviewed by Melanie Hayes for a study about home schooling gifted and talented children.

Yes No

My participation in this study is voluntary and I understand that I can stop participating at any time.

Yes No

I understand that the interview will be audio-taped.

Yes No

I understand that I may choose not to answer any question.

Yes No

I understand that I will not be identified by name in any report of this study.

Yes No

I understand that Melanie Hayes will answer any questions I may have concerning this study.

Yes No

I agree to participate in this study and give my permission to use the information from this interview for the study.

Yes No

Child's Name:		Age:	
---------------	--	------	--

Date: _____

Melanie Hayes

PARENTAL CONSENT FOR PARTICIPATION IN STUDY OF HOME SCHOOLED
GIFTED AND TALENTED STUDENTS

I give my permission for my child to participate in an interview conducted by Melanie Hayes, Master of Education candidate at the Kalmanovitz School of Education at Saint Mary's College of California. The interview is part of a study being conducted by Melanie Hayes to gain a better understanding of how home schooling serves the needs of gifted and talented children.

I understand and agree to the terms listed below about the nature of my child's involvement in the study, the possible risks and benefits, and the way the information will be used.

My child's participation in this study is voluntary. I may withdraw my child from the study and discontinue participation at any time without penalty.

No discomforts or risks are involved.

I understand that the interview will be audio-taped.

I understand that my child may choose not to answer any question he or she feels is of too personal a nature. My child will not be identified by name in any report of this study. A composite of the data will protect individual anonymity. All written and taped records will be kept confidential. All tapes and surveys will be destroyed at the completion of this study.

Melanie Hayes is available to answer any questions I may have concerning this study. She can be reached at 510-123-4567.

On the basis of the information here, I agree to let my child participate in this study and give my permission to use the information gathered for purposes of research and education.

Parent of Study Participant		Date
Melanie Hayes		Date

Appendix F
Sample Front Matter Pages

Type your Title in Title Case Here: No More than 120 Characters, Including Spaces

A Master's Thesis

Presented to

The Faculty of the Kalmanovitz School of Education

Saint Mary's College of California

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

By

Your Name

Spring 2020

Copyright © 2020 by John Doe

All Rights Reserved

This master's thesis, written under the direction of the candidate's master's thesis advisory committee and approved by members of the committee, has been presented to and accepted by the faculty of the Kalmanovitz School of Education, in partial fulfillment of the requirements for the Master of Arts degree.

Candidate: Your Name Here

Date

Master's Thesis Advisory Committee:

Chair: Name, Highest Degree

Date

Reader: Name, Highest Degree

Date

Program Director: Name, Highest Degree

Date

Interim Dean: Mary Kay Moskal, Ed.D.

Date

Abstract

Complete Title of Thesis

By

John Doe

Degree Name in Specialization

Saint Mary's College of California, 2020

Jane Doe, Chair

Your abstract will be here. It should be typed as a left-justified double-spaced block paragraph with no indentation. It should be no more than 150 words.

Dedication

Write Dedication in indented paragraphs. Double spaced. No minimum or maximum characters or words. This page is optional. There is no page number on this page, although the page is counted in the front matter.

Acknowledgements

Write Acknowledgements in indented paragraphs. Double spaced. No minimum or maximum characters or words. This page is optional. There is no page number on this page, although the page is counted in the front matter.

Table of Contents

	Page
List of Figures	ix
List of Tables	x
Chapter	
I. Introduction	1
Statement of the Problem.....	3
Purpose of the Research.....	6
Research Question(s)	7
Limitations	8
Assumptions.....	9
Operational Definition of Terms.....	10
Implications.....	12
II. Literature Review	13
Overview of Literature Review	14
Theoretical Rationale	19
Review of Related Research	21
Conclusions.....	40
III. Method	41
Setting	41
Participants.....	42
Design	43
Measurements/Instruments	45
Procedure	48
Data Collection	50
Data Analysis	52
IV. Results.....	53
Results.....	53
Use as many headings as needed in this section	54
V. Discussion	65
Major Findings.....	65
Use as many headings as needed in this section	66
References.....	67

Appendices.....72

 A. Title of Appendix A73

 B. Title of Appendix B.....74

 C. Title of Appendix C.....75

List of Figures

Figure

1. Caption of Figure57

List of Tables

Table

1. Title of Table.....	55
------------------------	----

Appendix G

References

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text revision). Washington, DC: Author.
- Curcio, C. C., & Roberts, J. (2003). Evaluation of a school district's secondary counseling program. *Professional School Counseling, 6*(4), 296-303.
- Degelman, D., & Harris, M. L. (2000). *APA style essentials*. Retrieved from http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796
- Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi: 10.1037/0278-6133.24.2.225
- Hien, D., & Honeyman, T. (2000). A closer look at the drug abuse-maternal aggression link. *Journal of Interpersonal Violence, 15*, 503-522.
- Murzynski, J., & Degelman, D. (1996). Body language of women and judgments of vulnerability to sexual assault. *Journal of Applied Social Psychology, 26*, 1617-1626.
- Nielsen, M. E. (n.d.). *Notable people in psychology of religion*. Retrieved from <http://www.psywww.com/psyrelig/psyrelpr.htm>
- Paloutzian, R. F. (1996). *Invitation to the psychology of religion* (2nd ed.). Boston, MA: Allyn and Bacon.
- Shea, J. D. (1992). Religion and sexual adjustment. In J. F. Schumaker (Ed.), *Religion and mental health* (pp. 70-84). New York, NY: Oxford University Press.
- Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology, 2*(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>
- Thomas, S. R. (2001). Beginning high school counselors: A qualitative study of professional socialization and role issues. *Dissertation Abstracts International, 62*(9), 2982. (UMI No. 3026714)
- Winston, E. L. (2000). The role of art therapy in treating chronically depressed patients. *Journal of Bibliographic Research, 5*, 54-72. Retrieved from <http://jbr.org/articles.html>

Appendix H

Master's Thesis / Project 2019-2020 Deadlines

DEADLINE DATES FOR DEGREE PROGRAMS	SUMMER 2019 DEGREE DEADLINES	FALL 2019 DEGREE DEADLINES	JAN 2020 DEGREE DEADLINES	SPRING 2020 DEGREE DEADLINES
REGISTER ONLINE FOR COMMENCEMENT	8/16/19	12/13/19	2/7/20	3/6/20
SUBMIT FINAL DRAFT OF THESIS/PROJECT TO CHAIR/RESEARCH ADVISOR	7/10/19	10/30/19	1/8/20	4/10/20
SUBMIT CHAIR-APPROVED DRAFT OF THESIS/PROJECT TO READER/FACULTY ADVISOR	7/26/19	11/13/19	1/15/20	4/24/20
SUBMIT FINAL COPY* OF THESIS/PROJECT TO CHAIR FOR FINAL CHECK AND SIGNATURES	8/7/19	11/27/19	1/29/20	5/15/20
UPLOAD FINAL/THESIS/PROJECT TO PROQUEST**	8/16/19	12/13/19	2/7/20	5/26/20
SUBMIT DEGREE VERIFICATION	9/20/19	1/14/20	3/13/20	6/30/20

* **Final Copy** is approved by Chair and Reader or Research and Faculty Advisor and only formatting changes can be made after this point.

** After upload to ProQuest and after grades are posted, submit Degree Verification Application form online along with the required documents (ProQuest receipt, signature page, and unofficial transcript) in order to process degree.

Learners in the MA Leadership (GLD) program who complete their projects and coursework in December are eligible to walk in Commencement. Those learners in the program who are within 6 units of completion of their coursework in the spring are also eligible to participate in Commencement.

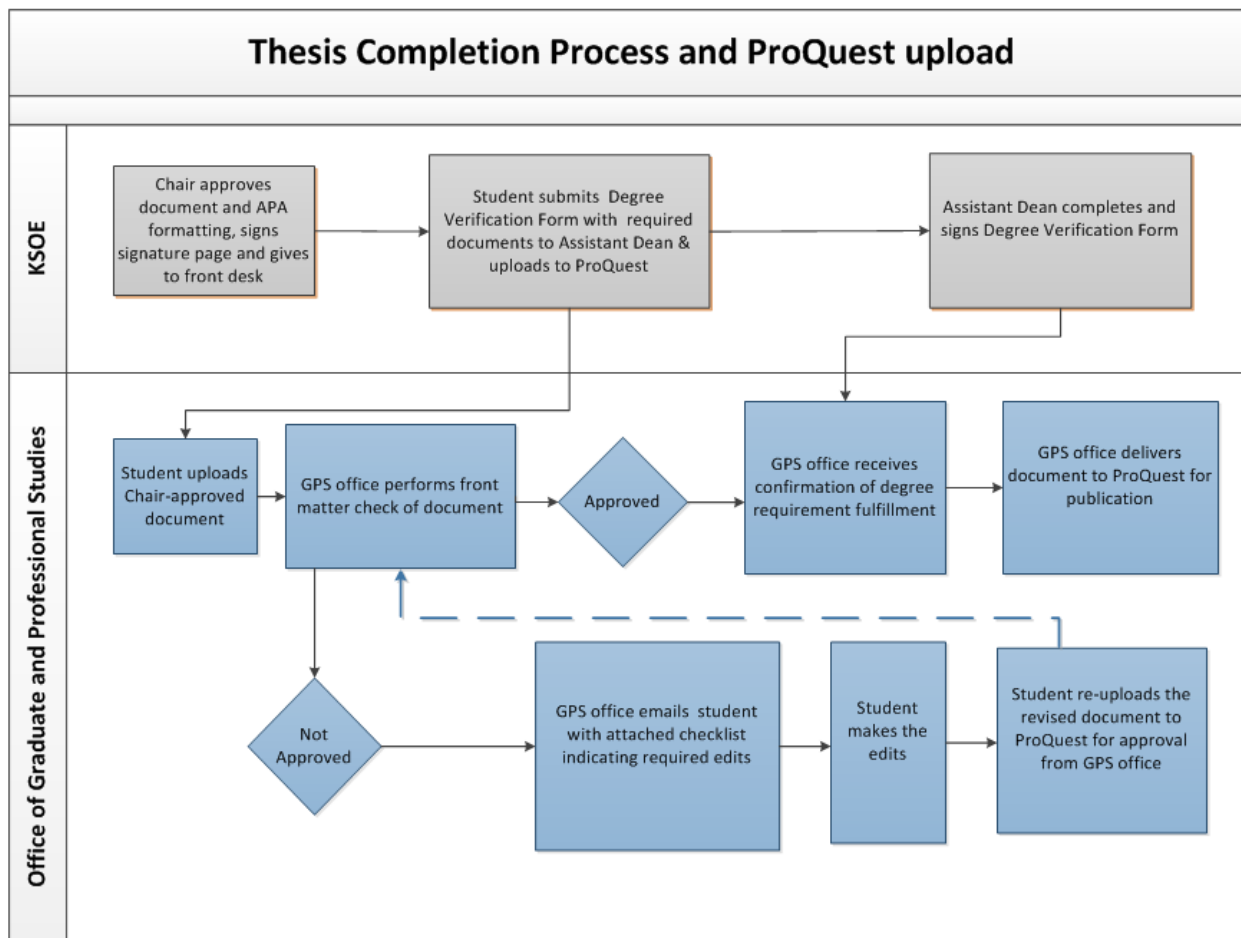
In order to participate in the May 2020 Commencement, you must submit the **final copy** of your thesis/project to your chair by 5/15/20.

If you complete program requirements earlier in the year, you may still participate in May Commencement activities. You are still required to meet the other respective deadlines.

Appendix I

Flowchart for Thesis Completion Process and ProQuest Upload

This flowchart is designed to show you the process for completing the final version of your thesis document and then uploading it to ProQuest. Use the Front Matter Checklist (Appendix J) to make sure that you have formatted the front matter pages correctly. A sample is also included in this booklet (see Appendix F). Note that your Chair is responsible for ensuring that your document is in APA format and that the Office of Graduate and Professional Studies will conduct a check of the front matter using the checklist in Appendix J. If your document is not formatted correctly when the GPS Office checks it, you will need to upload a revised version to ProQuest.



Appendix J

Front Matter Checklist

I. General APA Guidelines

- Double-spaced on standard-sized paper (8.5" x 11")
- 1" margins on all sides
- 12 pt. Times New Roman font
- Page numbers are centered in footer (below bottom margin)
- Do not use running heads anywhere in the document

II. Correct Order of Major Front Matter Sections

- 1. Title Page (not numbered but counted; i)
- 2. Copyright Page (not numbered but counted; ii)
- 3. Signature Page (not numbered but counted; iii)
- 4. Abstract (not numbered but counted; iv)
- 5. Dedication (optional; not numbered but counted; v)
- 6. Acknowledgements (optional; not numbered but counted; vi)
- 7. Table of Contents (first page in front matter with a page number; vii)
- 8. List of Figures (if any figures are used; number at bottom of page)
- 9. List of Tables (if any tables are used; number at bottom of page)

III. Title Page

- 1. Title is centered on the page
- 2. Title is in Title Case format (not bolded, underlined, italicized, or in caps).
- 3. College name is listed and written as "Saint Mary's College of California"
- 4. Degree Name is listed
- 5. Author's name is listed
- 6. Date of degree is the term and year of completion of degree requirements (e.g., Spring 2013)
- 7. Title page counted but is not numbered

IV. Copyright Page

- 1. Copyright page is counted but not numbered
- 2. Information below is centered and located approximately three-fourths of the distance down the page:
-

Copyright © 2012 by John Doe
All Rights Reserved

V. Signature Page

- 1. Signature page is counted but not numbered
- 2. Page includes blanks for the following names, in this order:
Candidate, Committee Members (including Chair), Program Director, Dean
- 3. Names and titles are typed underneath each blank
- 4. Highest degree for each committee member/administrator is included after the name

- 5. Signatures are NOT included

VI. Abstract

- 1. Abstract page is counted but not numbered
- 2. Abstract is typed as a left-justified double-spaced block paragraph (no indentation)
- 3. Abstract page begins with the title **Abstract** centered and bolded at the top
- 4. As shown below, after **Abstract** type the additional information about the thesis (centered, not bolded)

Abstract
Complete Title of Thesis
by
John Doe
Degree Name in Specialization
Saint Mary's College of California, 2020
Jane Doe, Chair

- 5. The Abstract is limited to 150 words for MA theses and projects.

VII. Dedication and/or Acknowledgements

- 1. Dedication and/or Acknowledgements pages are optional
- 2. If used, Dedication page goes after the Abstract and begins with title **Dedication** centered and bolded at the top
- 3. If used, Acknowledgement page goes after the Dedication (or after the Abstract, if there is no Dedication) and begins with the title **Acknowledgements** centered and bolded at the top
- 4. If used, Dedication and/or Acknowledgements pages counted but not numbered.

VIII. Table of Contents

- 1. Table of Contents page begins with title **Table of Contents** centered and bolded at the top
- 2. Table of Contents page is printed with lowercase Roman numeral in the footer (bottom center), following in sequence from the Abstract and Dedication and/or Acknowledgements (if used)
- 3. Formatted in the following manner:
 - After the title **Table of Contents** list the remaining Front Matter sections in the following order:
 - List of Figures, List of Tables
 - Front Matter section titles are Title Case at left margin, with the appropriate page number, in lowercase Roman numerals, right-justified (at right margin)
 - Next, list the Main Text sections in the following order:
 - Chapter, References, Appendix or Appendices (if any)

- Chapter headings are capitalized at left margin, with no page number listed on the right margin
- Chapter titles begin with uppercase Roman numerals indented 5 spaces from the left margin, followed by chapter name in Title Case (eg, “II. Literature Review”)
- Level 2 subheadings within chapters are in Title Case, indented an additional 5 spaces, with no Roman numerals. Level 3 headings are optional. No headings beyond Level 3 should be included in the Table of Contents
- All Main Text sections, chapters, and subheadings are shown with the appropriate page number, as an Arabic numeral, right-justified (at right margin)

IX. List of Figures

- 1. Page begins with the title “List of Figures” centered and bolded at the top.
- 2. Page is printed with lowercase Roman numeral in the footer (bottom center), following in sequence from the Table of Contents
- 3. Formatted in the following manner:
 - After the title “List of Figures,” begin with the word “Figure” at the left margin
 - For each figure, indent 5 spaces and give the number of the figure, followed by the caption of the figure in Title Case, followed by appropriate Arabic page numbers right-justified at the right margin

X. List of Tables

- 1. Page begins with the title “List of Tables” centered and bolded at the top.
- 2. Page is printed with lowercase Roman numeral in the footer (bottom center), following in sequence from the Table of Contents and Table of Figures (if any)
- 3. Formatted in the following manner:
 - After the title “List of Tables,” begin with the word “Table” at the left margin
 - For each table, indent 5 spaces and give the number of the figure, followed by the title of the table in Title Case, followed by appropriate Arabic page numbers right-justified at the right margin

XI. Rest of the Document

- 1. First page of the document begins with an Arabic numeral 1
- References and Appendices have page numbers that are numbered sequentially with the text
- Each Appendix must have a title

Appendix K

Directions for Submitting Your Master's Degree Manuscript to ProQuest

1. Go to ProQuest website for Saint Mary's College of California:
www.etsadmin.com/stmarysca
2. Click on the *Resources and Guidelines* tab on the blue bar. Review the information to make sure you have accurately formatted your manuscript carefully by going to the following links:
 - a. *Publishing Guides*:
 - i. *Preparing your manuscript for submission (including supplemental files)*
3. Make sure you accurately format your manuscript by following the instructions for embedding the fonts and then save it in PDF format.
 - a. Your chair should review the PDF that you are submitting to ProQuest to ensure that your project is free of errors in APA style and writing mechanics and that it represents the high standards and quality of the KSOE/SMC.
 - b. You may make changes to your PDF even after you have submitted it to ProQuest.
 - c. Once you upload your PDF to ProQuest the front matter will be reviewed by the staff in the Graduate and Professional Studies (GPS) office.
 - d. If there are errors in the front matter the GPS office staff member will ask you to revise the PDF and then re-upload the revised PDF to ProQuest
 - e. Final delivery of your PDF to ProQuest is made by the staff of the GPS office pending their approval of the front matter and your completion of all degree requirements.
4. Before uploading your manuscript, make sure that you have the following information or files at your finger tips:
 - a. The manuscript saved in PDF
 - b. Abstract
 - c. Optional supplementary files (images, data)
 - d. Your chair and reader's names, and the name of the KSOE Dean
 - e. Subject category (School of Education)
5. Click on *Submitting Your Dissertation/Thesis* tab on the blue bar; OR on the HOME tab on the blue bar.
 - a. You will need to set up an account with an ID and password.
 - i. You will need this information in the future to view or revise an existing submission.

6. Once you are in the submission site, you will be walked through a step-by-step process of submitting your manuscript and answering questions related to:
 - a. Your publishing option: The details for the various options are explained on the site; some options have a fee and some do not.
 - b. Copyright choice: The details for the various options are explained on the site; some options have a fee and some do not.
 - c. Contact information
 - d. Requests for ordering bound copies of your thesis.
7. KSOE does not require students to purchase bound copies of your thesis for the library or program.
8. You have a number of choices if you want to order copies for yourself through ProQuest.
 - a. The details for the various options are explained on the site, and the costs vary among the options.
 - b. Please note that you will not be paying for paper or duplicating, as these are included in the fee.
 - c. You will have to pay for all copies by credit card
9. Copies you order for yourself through ProQuest will be sent directly to you at the address you give to ProQuest.
10. The digital copy in ProQuest serves as the required official copy for both the Kalmanovitz School of Education and the Library. SMC faculty and students can access the full text of digital theses and dissertations, both by searching directly in the ProQuest database and by linking from the listing in the Library catalogue.

Note: Once your document is uploaded into ProQuest it will go through a final approval process. There may be some additional edits to the formatting based on this final check. In addition, the final approval of your document to be uploaded to ProQuest is dependent on your submission of the Degree Verification Form and completing all the requirements for your degree (see Appendix J for additional guidance in submitting this form). Your document will not be given final approval in ProQuest until you submit the Degree Verification Form and have been approved to receive your degree (i.e. you have met all the requirements for your degree). Once that final approval process is complete, it will likely take up to 8-12 weeks before your counseling project is available through ProQuest. We assume it will take the same amount of time to receive your bound copies.

Appendix L

Final Approval of Document and Degree Completion

In order to finalize your document, signify your participation in Commencement, and to receive your degree there are a series of steps you must complete.

The first step is to complete and submit the Commencement Registration Form.¹ This form is the required first step regardless of whether you intend to participate in the May 2020 Commencement Ceremony. The deadlines for this form are included in the KSOE Deadline Matrix in Appendix H.

The final approval of your document will be done via the signature page process which is described below. In addition, in order to finalize your degree and receive your diploma, you will need to submit the Degree Verification Form. That process is also described below.

Signature Page Process

Once your chair and reader have approved your final document, you will need to start the signature page process. The signature page is important because it signifies that all those who sign it have approved your document as part of the requirements for your degree. Please note, however, that the signature page you include in your thesis/synthesis/counseling project document is blank and does not need to be signed. The signed signature page will go in your file to signal completion of the thesis/synthesis/counseling project document.

Here are the steps to completing the signature page process:

- 1) Print out a copy of the signature page that you include in your document (thesis, synthesis, counseling project). The signature page is formatted correctly in the Guidelines as well as in the template, so be sure to use the correctly formatted page. In addition, make sure that all names are spelled correctly and that the highest degree for each person on the page is also correct.
- 2) Sign and date it
- 3) Submit your signature page (with only your signature) to the KSOE front desk
- 4) The workers at the front desk will then give your signature page to your chair who will sign it and send it around to the rest of those who need to sign.
- 5) Once the signature page has been signed by all those required, you will receive an email with a pdf copy of the signed signature page attached.

Degree Verification Form

¹ Please note: MAEd students must check with their Program Director to discuss the Commencement registration process.

In order to finalize your degree, you need to submit the Degree Verification Form. This form can be found on the KSOE website. This form must be submitted once you have 1) uploaded your document to ProQuest; 2) have received your completely signed signature page; 3) your final grades have posted.

Here are the steps to complete the Degree Verification Form:

- 1) Print out and complete the Degree Verification Form from the KSOE website.
- 2) Submit the completed form, a copy of your signature page, and an unofficial SMC transcript to the KSOE front desk or via email (send to soereq@stmarys-ca.edu)
- 3) Once this form has been submitted, a final audit will be completed to ensure that you have completed all the requirements for your degree and then your degree will be posted and you will receive your diploma.

Appendix M

Binding Options Other than ProQuest

Bound copies of your thesis must be done through ProQuest. Additional copies for yourself may be done through ProQuest or a bindery of your choice. Below are some resources for binderies:

Trappist Abbey Bookbindery

P.O. Box 97

Lafayette, OR 97127

(503) 852-0106

Email: bindery@trappistabbey.org

Web: <http://www.trappistabbey.org/bindery.html>

To locate other binderies look online or the San Francisco Bay Area telephone books.