

Just the Basics
of the
Counseling
Master's Project*

Graduate Counseling Program
Kalmanovitz School of Education
Saint Mary's College of California

August 2008

*(Revised and abbreviated, with elements from previous versions, material written by Dr. Victoria Courtney, Dr. Colette Fleuridas, and Dr. Suzy Thomas, excerpts from the *KSOE Guidelines for the Counseling Master's Project, Master's Thesis, and Synthesis Project [2008-2009]*, and a template created by Nelson L. Eby, GW University, and Douglas Degelman, Vanguard University of Southern California)

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Introduction

This set of guidelines is intended to be brief and practical, and your chair will work with you on the specific details of your **MA Project***. Please also consult the guidelines published through the Kalmanovitz School of Education for more detailed information.

You should allow between one full year to 18 months to finish the paper; therefore, be sure you begin at least by the summer before you plan to graduate and participate in the May Commencement. **The requirements for participation in Commencement are:**

1. You must have completed *all four chapters* of the paper, along with a good draft of the Reference list and Appendixes, during the first week of *May (the date will vary slightly from year to year)*. All chapters must be approved by your chairperson and the second reader by that date. It is to be expected that some papers will still require minor editing or revisions after that date. The first week in May is the deadline, because it is the latest date for us to submit a list of graduates for the Commencement brochure.
2. All faculty agree that they will return papers to you in a timely fashion in order to help you finish by the deadline. Specifically, faculty will not keep a chapter longer than two weeks and will attempt to return it earlier. You are not to turn in a first draft of all four chapters at once. Given these limitations, we encourage you to work one chapter at a time and not to wait until the last minute to submit your chapters to us.
3. If you want to graduate by the end of spring term without participating in Commencement, then the entire paper must be completed by the last date of the Spring term in order for us to post a grade for you for COUN 550.

We, as a faculty, encourage all of you to finish your papers so that you can participate in Commencement and receive your degrees. You spend a lot of time and money at Saint Mary's College, and you deserve to reap the full benefits of those efforts. We will all work together to support you to finish by the deadline, if that is your goal. If you finish your project in the summer, fall, or winter, you may participate in the Commencement the following May.

***The Faculty of the Graduate Counseling Program
Kalmanovitz School of Education, Saint Mary's College of California***

*Please note that this set of basic guidelines is for those students who are doing a **master's project**, not the **master's thesis**. A **thesis** is similar to the master's project, but involves original research. In order to do the thesis option, students must take EDUC 572 and EDUC 582 to prepare them for the research component. They must also have their proposal approved by the Institutional Review Board (IRB). For further information on the thesis, please consult with your chair and see the ***KSOE Guidelines for the Counseling Master's Project, Master's Thesis, and Synthesis Project (2008-2009)***.

GCP Master's Project

Description of the Master's Project

The **master's project** is an in-depth, graduate-level term paper. It is a thorough study of a specific counseling topic that results in a written synthesis of the literature, assessing both the problem and at least one way to best address the issue from a counselor's perspective. The purpose of the project is to master the literature on a particular topic and to integrate this information into a clinical or program application that addresses the identified issue. The process necessitates currency in an application of the counseling literature to a particular psychological need, problem, diagnosis, and/or clinical/student population. Projects may also address community or school-based problems or needs relevant to the role of the counselor. The proposal of a new or integrated psychological theory or model is also acceptable.

Once the research and other literature on the topic are studied, it is synthesized into a paper that includes a theoretical rationale supporting the focus of the study, a review of the literature, and an application of this material to the community, school, relational or clinical issue (see project options, below). The paper culminates with a discussion about the project as a whole, including its strengths and limitations, implications for counselors, and suggestions for additional counseling applications and research.

This culminating activity is intended to be immediately useful to counselors. Some of you may have the opportunity in your field placement, internship, or worksite to implement your proposed plan, assess its effectiveness informally, and include one or two case students or a program evaluation in your master's project. Also, you may choose to use this project in the future as a foundation for writing a grant or program proposal.

Options for the Master's Project

The project includes many options, as long as it contains these components:

- (1) a problem or need or question is identified (a counseling/clinical issue or school/community need and/or research question) (stated in Chapter I);
- (2) a thorough review of the literature is done, including research studies, your chosen theoretical models or orientations, and other literature relevant to your identified problem or need and issues or topics (Chapter II); and
- (3) an application of the literature to address the problem, usually in a given setting (e.g., school, college, agency) (Chapter III) and a discussion of the proposed application (Chapter IV).

The options are numerous, and include:

- 1) identifying and **applying a *theoretical approach to a school or clinical setting***;
- 2) ***integrating two or more theoretical approaches*** and/or techniques to a given setting or identified population (this approach could be a good place to integrate a discussion of student's emerging *theoretical orientation*, since some students are being asked about that in interviews);
- 3) assembling the components for a ***grant proposal*** (review the literature on the problem, counseling/human science solution [theory and research], and a proposed application to a given setting and/or population);
- 4) designing a ***conference presentation*** (following this format);
- 5) preparing a school or agency ***in-service training or community-based training*** (e.g., training program for community college counselors, or for parents, etc.).
- 6) designing a ***group intervention*** using one or more counseling theories and addressing a specific issue or population;
- 7) creating an original ***therapeutic dialogue*** between client(s) and clinician, with transcripts of the conversation and analysis of the therapeutic interventions; this can be applied to individuals, couples, families, etc.

Prerequisites & Coursework

COUN 500 is a pre-requisite for several courses, including COUN 550, and should be completed as early as possible during your first year in the program. COUN 500. Prior to beginning work on your project, you must have successfully completed COUN 500 or tested out of the course.

The Writing Proficiency Exam (WPE) must be taken and passed before you begin working on your MA project, and before you begin your field placement. If you do not pass the WPE, you are required to take a grammar and composition class, (for those students who began the program since summer 2007), prior to taking the WPE again.

COUN 550 and IP fees: Register for 550-01 the semester in which you plan to FINISH your paper. Make sure you continue to re-register for COUN 550-02 and pay the "in progress" (IP) fee for the long semesters until you have completed the project. Talk with your chair or contact the GCP Program Assistant if you have questions.

Copyright 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.

Your Master's Project Committee

Committee Members

Your project faculty advisory committee includes **a chairperson and a faculty reader**. The chairperson must be a full-time Saint Mary's College faculty member. The faculty reader(s) may be full- or part-time. At least one member of your committee needs to be a full-time GCP faculty member. It is your responsibility to contact the faculty members to invite them to fulfill these roles. Once you have committed to having a faculty member chair your paper, it is important to honor that commitment; if you choose to switch chairs, it is your responsibility to inform your first chair and obtain permission to switch. Preferably, members of your committee have knowledge about the topic that interests you and at least one of the members has some expertise in the problem you plan to address and/or your proposed application.

Roles of the Chair and Faculty Reader

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. 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 so that you can continue to move forward. A chair must also be willing and able to protect you from unreasonable demands made by other committee members.

The faculty reader's (full- or part-time faculty member) role is to read drafts of chapters once the chair has approved the draft, and to give you additional feedback for revisions. If you find there is a conflict between what the chair and faculty reader are advising in some area of the paper, consult first with your chair. Should you have particular difficulty working with either your chair or reader (e.g., he or she does not read, comment on, or return drafts in a timely fashion) then: Send notice in advance that materials are being sent to be read; 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 keep working. If the difficulties continue, you may contact the GCP program director to discuss changing your chair.

Neither your chair nor your reader are to serve as editors for your paper, especially in terms of English grammar, punctuation, and professional writing, in general. A current list of editors is available from your chair or advisor, if needed. The list is also in the *KSOE Guidelines for the Counseling Master's Project, Master's Thesis, and Synthesis Project*, Appendix C.

Overview of the Master's Project

Chapter I: Introduction

Chapter II: Literature Review

Chapter III: Application

Chapter IV: Discussion

References

Appendixes

(Note: These headings will be all capitalized below, as they are to be in your project. Also, you will not put any of your chapter titles or headings in **bold**, two lines all CAPS)

* * * * *

CHAPTER I

INTRODUCTION

This is an overview of the entire paper, and has a fairly prescribed format, which usually includes the following elements:

- ***Introductory paragraph(s)*** (length to be determined by the topic and with the assistance of the chair) (required).
- ***Background or History of the Problem*** (this might be an historical perspective, or some basic information about the topic needed to provide context) (required).
- ***Statement of the Problem*** (here is where you clearly and concisely state the problem you have identified about your particular issue/topic/population) (required).
- ***Purpose and Significance of the Project*** (here is where you briefly introduce the application you will be describing in Chapter III. This heading may include the overall purpose of your application, specific goals, basic logistics, and expected significance if your application was to be implemented) (required).
- ***Theoretical Orientation(s)*** (describe which counseling theory or theories you will use in the project) (optional, depending on your topic and application).
- ***Review Questions*** (3-4 questions that will help you organize your literature review—not all papers include review questions, and this is up to you and your chair) (optional).
- ***Summary*** (this is an optional 1-2 paragraph summary of what was presented in the chapter and what is to come in Chapters II, III, and IV) (optional).
- ***Definition of Terms*** (any important concepts or clinical terminology that is specific to your topic should be defined here) (optional, but use if needed).

CHAPTER II

LITERATURE REVIEW

There is no way to tell you how long a review needs to be, but one way of knowing that you have reached what is called “a point of saturation” is to notice when you begin to feel familiar with the main authors and concepts in the literature.

A review of the literature (theory, research, and practice):

It is a thorough synthesis of published theoretical positions and research studies relevant to your topic or issue (mostly peer-reviewed journal articles, books, and academic or professional electronic sources). *Wikipedia*, *Newsweek*, *Psychology Today*, and the like are NOT scholarly references;

► can be organized using your Review Questions and presented in the order of the questions with subcategories, or it might take some other form of organization (e.g., Theory, Research, Practice).

Your chair will guide you in this matter;

► includes some extensive reviews of particularly pertinent studies and incorporation of the literature into various sections related to your topic;

► should begin with the most recent studies in the topic (tip: use the reference lists that those authors include in order to build a more comprehensive review);

► often takes a “funnel” shape, starting out broad and becoming more narrow, ending with a justification for the application you will present in Chapter III;

► ends with a conclusion or a paragraph summarizing what was presented and what is to come in Chapters III and IV.

CHAPTER III

APPLICATION

This is your original application, which is designed by you based on the review of the literature that addresses the problem you have identified in Chapter I. Everything in Chapter III needs to be supported by the literature that you reviewed in Chapter II. This is your chance to be creative and design something original! You should write this chapter with enough detail so that someone could read it and do what you propose. Use appendixes for materials that are very detailed, or outlines, or handouts, etcetera. The project could be a group, with descriptions of the sessions; an in-service, with a detailed description of the day’s events; a curriculum; or a case study, etcetera. The chapter ends with a conclusion or a summary paragraph and a reference to Chapter IV.

CHAPTER IV

DISCUSSION

This is a brief chapter that includes the following sections:

- a brief summary of the paper (optional);
- the strengths of the project (optional);
- the limitations of the project;
- implications for counselors;
- suggestions for future research;
- a concluding paragraph.

REFERENCES

This is a list of all references you have cited in the text of your paper and in any appendixes. List in alphabetical order, per APA style.

APPENDIXES

Appendixes are to be listed in the order in which they are referred to in your paper. Some projects may have numerous appendixes, while others may have few to none. If you copy material from other sources in your Appendixes, such as a handout or survey, you may also need to obtain and include a letter of permission in the appendix.

* * * * *

Headings

Sample formatting for the headings of your paper begins on the next page, with specific information on heading levels and APA citation. Most projects will not need more than the four heading levels shown below. Please note that these heading levels are not the same as the heading level numbers in the *APA Publication Manual* (p. 113).

CHAPTER I

FIRST LEVEL HEADING

Second Level Heading

Third Level Heading

Fourth Level Heading

CHAPTER I

INTRODUCTION

The introduction of the paper begins here. Double-space throughout the paper, including the title page, abstract, body of the document, and references (examples of these are included at the end of this document). 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, or five 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 in Italics with Initial Capitals

When a source that has two authors is cited, both authors are cited every time. If there are six 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 with each line indented five spaces from the left margin.

Fourth Level Heading Italics with Initial Capitals

The References section begins on a new page. The heading is centered on the first line in all caps. The references (with hanging indent) begin on the line following the references heading. 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 (unless it’s a major city like New York, in which case you only cite the city—see APA), and publisher. Something must be italicized in every entry, usually either the journal title or the book title. Titles of books and journal articles are only capitalized for the first letter of the first word, and the first letter of the first word after a colon, and any proper nouns (see References, below, for examples).

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Requirements for Typing and Formatting your Project

Fonts and Printers: The manuscript must be printed using the same font throughout the document. Printers also affect readability. Students should use a laser printer and a fresh ink cartridge for the final copy. For consistency, readability, and professional appearance, students are required to limit their choices to one of the following non-script fonts:

Avant Garde Book 12
Geneva 10
Courier 12
Palatino12
Times New Roman 12

Bookman light 12
New York 10
New Century Schoolbook 12
Times12

Margins: Left: 1.5 inches; Right, top, and bottom: 1 inch. Any materials in the appendix that do not meet these specifications should be reduced on a photocopier so that 1.5 inches of empty space appears on the left margin. If not, material on the page will be unreadable once the manuscript has been bound. Do not right justify except for the Table of Contents.

Spacing: The text of the project is to be double-spaced; your chair will inform you of any exceptions (e.g., indented quotations).

Pagination: Each page of the manuscript should be given a corresponding number. The body of text is given standard Arabic numbers (1, 2, 3). Chapter titles use uppercase Roman numerals (I, II, III, IV). Introductory pages should be given lowercase Roman numerals (i, ii, iii) at the bottom center of the page and should correspond to the following:

Page i = title page. Title is no more than 80 characters. No page # printed on page.

Page ii = copyright page, no page # printed on page.

Page iii = signature page (make sure there's a space for your name and signature!), no page # printed on page.

Page iv = abstract, title is ALL CAPS, 120 words max, no page # printed on page.

Page v = acknowledgements in ALL CAPS (this page is optional), page # is listed at bottom center.

Page vi = Table of Contents, ALL CAPS, with page #s at bottom; this page is full justified = even on both left and right sides.

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

Additional Tips

(These are based on issues that tend to come up with GCP students' papers)

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; simply replacing with synonyms a few words in a sentence is not sufficient.

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!

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.

Serialization: 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 the third person, (unless your chair approves some exceptions).
- 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. A list is available in the *KSOE Guidelines for Counseling Master's Project, Master's Thesis, and Synthesis Project (2008-2009)*, Appendix C.

Sample Pages

Title Page

Copyright Page

Signature Page

Abstract

Table of Contents

Title Page Sample

(Do not print on page)

THE UNDECIDED: MAJOR AND CAREER EXPLORATION COUNSELING
GROUP FOR COLLEGE STUDENTS (maximum = 80 characters)

A Master's Project

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

Kate Cole

May 2007

Copyright Page Sample

(Do not print on page)

© 2007

Kate Cole

ALL RIGHTS RESERVED

Signature Page Sample

(Do not print on page)

This master's project, written under the direction of the candidate's master's project 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

Date

Master's Project Advisory Committee:

Chair

Date

Faculty Reader

Date

Dean

Date

ABSTRACT

The purpose of this project was to propose a primary alcohol abuse prevention program addressing psychological and developmental needs of college women. The literature indicates that young women need and can benefit from gender-appropriate prevention strategies. The proposed program recognizes and builds upon women's strengths to facilitate experiences of personal success, which may enhance self-esteem. An intensive small group format encourages young women to practice social skills, self-assertiveness, personal sharing, and effective communication strategies. The safe, intimate context of the prevention effort aims to facilitate social integration for freshman. The components of the program intend to build young women's repertoire of coping and relational skills to buffer the transition to college and reduce risks associated with alcohol use and abuse.

(= 120 words)

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The Binding Policy

For all departments who have their student theses or projects bound by the Library, the following general procedures apply.

1. The department will deliver all completed thesis or project copies for binding in a batch to the Library. The Binding Form (Appendix L) will accompany each separate title (the Library cannot obtain signatures, or otherwise track down incomplete copies or incomplete information).
2. One copy of each thesis or project will be maintained by the Library in its permanent collection. The binding of the Library's copy will be paid for by the Library.
3. Additional courtesy copies for the department and/or student will be limited to a maximum of 10 copies. Please note that some departments/programs require 1, 2, or 3 copies; check the Binding Form for your department/program. If you wish more than your allotted number of personal copies, suggested binding sources are below.
4. When binding is complete, the additional courtesy copies will be returned to the department. The department gives the Chair and Reader(s) their copy(ies).
5. Students will be notified by e-mail that they may come in and pick up their bound thesis or project.

Binderies for Thesis/Dissertation Binding

Saint Mary's College Library sends materials for binding to the Trappist Abbey Bookbindery in Lafayette, Oregon. They specialize in high volume binding, but will also do binding for individuals. The rate Saint Mary's College pays is discounted because of our volume; individual prices will be higher (sometimes significantly, based on need and quantity). Their information is as follows:

Trappist Abbey Bookbindery
P.O. Box 97
Lafayette, OR 97127
(503) 852-0106
Email: binderv@trappistabbey.org
Web: <http://www.trappistabbey.org/binderv.html>

The library arranges for binding (see Appendix L) of up to a total of 11 copies of your thesis or project. If you desire more copies, there is information below to help you find a bindery that will best fit your needs.

Local binderies can be found on the Web. Yahoo! has a listing of binderies in our local area, found under **Yellow Pages>Other Professional Services > Printing > Books and Book Binderies**. Also, iPlease maintains a listing of binderies in California: <http://please-california.com/write.asp?category=278902>. The standard Yellow Pages can help, too. SBC's Yellow Pages are online at <http://www.smartpages.com/sp/yellowpages/>.

Submitting Your Project for Binding

1. Before submitting your thesis/synthesis/counseling projects to the KSOE receptionist for binding:

- a. You will want one original signature page for each of the copies of your thesis/synthesis/counseling project that are to be bound.
- b. Submit the signature pages on the required paper to your committee with your *final* draft and be sure that you have signed and dated it yourself. Your chair will assist in routing the signature pages.
- c. When you hand in your project to the KSOE receptionist, have all your signed signature pages in a manila folder with your name on it.
- d. The Dean's signature will be obtained for you by the receptionist.

2. It is your responsibility to correctly prepare your thesis/project copies for the Kalmanovitz School of Education. Be sure:

___ all pages are in the correct order ready for binding (see Appendix F),

___ there are no staples or paper clips to fasten the copies,

___ all copies are on 20 lb – 24 lb white, rag/watermarked paper.

___ to place a brightly colored 8 ½ x 11 inch paper between each thesis/synthesis/counseling project copy,

___ to complete the Binding Form (p. 23),

___ to submit copies in a box(es) with a lid(s) (8 ½ x 11 inch paper box, not larger, can be obtained at Kinkos or Kelly Paper in Concord, [925-687-9800] at a nominal cost).

3. Bring your copies to the KSOE receptionist. **Do not leave** your thesis/synthesis/counseling project without having personally handed it to the KSOE receptionist. You may call 925-631-4700 for office hours.

Be sure:

___ to have a check or money order made out to Saint Mary's College for the total amount. Remember that the library copy is free.

___ to hand the binding form, with your check, and thesis/synthesis/counseling projects to the receptionist.

4. The Kalmanovitz School of Education will contact you via email when the bound copies are ready to be picked up. This will be approximately six to eight weeks (or longer) from the time the library has sent them for binding.

Checklist for Preparing the Thesis/Synthesis/Counseling Project

Style

- Document follows style requirements of approved style manual (APA).

Format

- All pages are printed on white, archival-quality 8.5 " x 11" paper.
- Pages are printed on one side only.
- Document is double-spaced.
- Typeface is consistent throughout document.
- Typeface is one of the approved fonts and sizes.
- Margins are set to 1.5" on left, 1" all other sides.
- All supplemental material has 1.5" margin on the left.
- There is no use of headers, and footers are reserved only for page numbers.

Pagination

- Preface materials (title page, copyright page, signature page, abstract, acknowledgements page, table of contents) are assigned lowercase Roman numerals. Do not print page numbers for title, copyright, signature or abstract pages; numbers for the acknowledgements page and table of contents are to be centered on the bottom of the page.
- Body text, references, Appendixes, and other text pages are numbered with Arabic numerals, starting at 1 (centered on the bottom of the page).

Title Page

- Title is no more than 80 characters (including spaces).
- Title is written in all capital letters (but not boldface).
- Date of degree is the month and year of commencement; if you finish your thesis/project prior to graduation, put the month and year when you complete your thesis/project.
- College name is written "Saint Mary's College of California."
- Page format follows sample as closely as possible.

Copyright Page

- Statement of copyright is included immediately after title page.
- Page format follows sample as closely as possible.

Signature Page

- All needed signatures are present on signature page.
- Page format follows sample as closely as possible.

Binding Form

FOR THESIS, SYNTHESIS PROJECT, COUNSELING MASTER'S PROJECT

Student: Bring this completed form with your thesis or project, and deliver all copies of your document to be bound along with your check/money order (if applicable) to your department.

THESIS/SYNTHESIS/PROJECT BINDING FORM

Date: _____

School: Kalmanovitz School of Education

Program: _____

Thesis Project Title *(please print)*: Not to exceed 80 characters (including spaces)

Student Last Name *(please print as you want it alphabetized)*:

Copies:

 1 **Required Copy for Library (paid by Library)**

 2 **Required Copies for Department, if applicable, at \$12.50 per copy**

 Additional Personal Copies; max. of 8 copies, at \$12.50 per copy. Must be included with original order. Copies not submitted by the Library deadline will be included in the next shipment.

 Total Cost *Please make check payable to Saint Mary's College*

Student Contact Information *(ready for pick-up)*

Email: _____ *(preferred)*

Phone: _____

See Thesis/synthesis/counseling project Preparation Guidelines for formatting instructions:
<http://library.stmarys-ca.edu/services/thesis.php>.