GUIDELINES
FOR THE
MASTER’S THESIS,
SYNTHESIS PROJECT
AND
COUNSELING MASTER’S PROJECT

2011- 2012

(revised 6/22/2011)
(Includes guidelines for submitting theses/projects to ProQuest)
(Based on APA Publication Manual, 6th ed., 2010)
Table of Contents

INTRODUCTION .......................................................................................................................... 1
PLANNING THE RESEARCH COMPONENT .............................................................................. 3
CANDIDACY FOR DEGREE ......................................................................................................... 4
ADVISORS .................................................................................................................................. 5
TIMELINE CHECKLIST FOR ALL TYPES ................................................................................ 6
PRELIMINARY STRATEGIES ....................................................................................................... 12
SELECTING YOUR PROJECT OR THESIS TOPIC .................................................................... 13
LITERATURE REVIEW ............................................................................................................... 14
CRITERIA FOR EVALUATING A RESEARCH STUDY ................................................................. 17
GETTING READY TO WRITE ..................................................................................................... 18
WRITING THE PROPOSAL: THESIS OR SYNTHESIS PROJECT .............................................. 20
FURTHER GUIDELINES: THESIS OR SYNTHESIS PROJECT .................................................. 22
YOUR COMMITTEE .................................................................................................................... 23
ROLES AND RESPONSIBILITIES OF CHAIRS AND READERS ............................................... 25
MEETING WITH YOUR COMMITTEE ............................................................................................ 26
APPROVAL OF YOUR STUDY BY THE INSTITUTIONAL REVIEW BOARD (IRB) ......................... 27
ENROLLING IN THE FINAL COURSE .......................................................................................... 28
MAJOR SECTIONS OF THESIS AND SYNTHESIS PROJECT .................................................. 29
OVERVIEW OF THE COUNSELING MASTER’S PROJECT ......................................................... 35
REQUIREMENTS FOR TYPING AND FORMATTING YOUR PROJECT ....................................... 38
ADDITIONAL TIPS ..................................................................................................................... 39
COPYRIGHT ............................................................................................................................... 40
HEADINGS ................................................................................................................................. 41
APPENDICES .............................................................................................................................. 45
APPENDIX A - INITIAL THESIS/SYNTHESIS/COUNSELING MASTER’S PROJECT ...................... 46
APPENDIX B - THESIS/SYNTHESIS/COUNSELING MASTER’S PROJECT CONTRACT .................. 47
APPENDIX C - LIST OF EDITORS, STATISTICIANS, WRITING TUTORS, AND TYPISTS .............. 48
APPENDIX D - THE “MINI” PROPOSAL ................................................................................... 50
APPENDIX E - SAMPLES OF LETTERS AND SCRIPTS .............................................................. 55
APPENDIX F - TITLE PAGE SAMPLE, SIGNATURE PAGE SAMPLE, AND COPYRIGHT PAGE SAMPLE ................................................................. 58
APPENDIX G - SAMPLE ABSTRACT .......................................................................................... 62
APPENDIX H - SAMPLE TABLE OF CONTENTS ...................................................................... 63
APPENDIX I - SAMPLE LIST OF FIGURES .............................................................................. 65
APPENDIX J - SAMPLE LIST OF TABLES ................................................................................ 66
APPENDIX K - SAMPLE ACKNOWLEDGEMENT ...................................................................... 67
APPENDIX L - SAMPLES OF REFERENCES (ALL TYPES) ......................................................... 68
APPENDIX M - CHECKLIST FOR PREPARING THE THESIS/SYNTHESIS/COUNSELING PROJECT FOR SUBMISSION TO PROQUEST ......................................................................................... 69
APPENDIX N - DIRECTIONS FOR SUBMITTING YOUR MASTER’S DEGREE MANUSCRIPT TO PROQUEST ......................................................................................................................... 70
APPENDIX O - BINDING OPTIONS OTHER THAN PROQUEST ................................................ 72
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 graduate student’s thesis, synthesis project, counseling master’s project or action research project.

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.

SYNTHESIS PROJECT

A synthesis project is a thorough study of a specific topic that results in a written synthesis of the literature and an integration of the information into a program, application, or product that addresses the identified issue or need. It evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. It has a rationale, objectives, thorough review and synthesis of the literature, methodology, findings, conclusions, discussion, and recommendations. In some cases the program or product is implemented, evaluated, and
modified. In other cases, experts in the field review the program or product and their feedback is incorporated into the culminating project. In some programs, an oral defense or presentation of the project is required. This project is sometimes intended for practical application. It may be used in the future as a foundation for writing a grant or a program proposal. The synthesis project is a visible and permanent record of the quality of work that a graduate student has accomplished at Saint Mary's College.

Once the research and other literature for the synthesis project topic are studied, it is synthesized into a culminating 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, results, and discussion. The application may be a well-designed and feasible curriculum guide, prevention model, assessment, development of a school-family based program, handbook or training guide (printed, audio or video tapes). The paper culminates with a discussion about the project as a whole, including any limitations and suggestions for additional applications and research.

COUNSELING MASTER'S PROJECT

The counseling 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-, school- or college-based problems or needs relevant to the role of the counselor or college student professional. The proposal of a new or integrated psychological theory is also acceptable.

Once the research and other literature on the topic is studied, it is synthesized into a culminating 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. The application may be a well-designed and feasible prevention model; treatment plan; college, school, or family based program; or other counseling/clinical approaches supported by counseling or psychological theory and research. The paper culminates with a discussion about the project as a whole, including any limitations, implications for the field, and suggestions for additional counseling applications and research.

This culminating activity is intended to be immediately useful to counselors. The graduate students may have the opportunity in their field experience, internship, or worksite to implement their proposed plan, assess its effectiveness informally, and include one or two case students or a program evaluation in their master’s project. Also, the graduate may choose to use this project in the future as a foundation for writing a grant or program proposal for their place of work.
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 or synthesis project, and that you receive your degree as planned.

The courses that comprise the research component of the master’s degree programs are as follows:

**Introduction to Counseling Research (COUN 500) — 1 unit**
1) This course is only for students in the Graduate Counseling Program.
2) MA in Counseling students (except school psychology) are to take this course during their first term in the program.
3) This introductory course includes an overview of the purpose and types of research, library research skills, critical reading of research, and identifying possible topics for your own research.
4) Passing COUN 500 with a grade of B- or better is a prerequisite for EDUC 572; (not applicable to school psychology students).
5) MA in Counseling students are required to take EDUC 572 Research Seminar I; they are not required to take EDUC 582 Research Seminar II unless they are doing a traditional thesis. Students in school psychology do a traditional thesis and are required to take both EDUC 572 and 582.

**Research Seminar I (EDUC 572) — 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 their program director (or their chair in the counseling program). Graduate students demonstrate and apply their knowledge of research designs by drafting the first chapter of their thesis or project, 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/ project chairperson and reader with their program director or advisor. By the conclusion of this course students should have their chair. Prerequisite: Passing the Writing Proficiency Exam.

**Research Seminar II (EDUC 582) — 3 units**
This course provides a practicum to continue with the preparation of the research proposal for the graduate student’s thesis or synthesis project. Their topic must be approved by their program director or chair (counseling) 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)** — 3 units  
**Synthesis Project (EDUC 597)** — 3 units  
**Counseling Master’s Project or Thesis (COUN 550)** — 3 units

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

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), Synthesis Project-In-Progress (EDUC 597-IP) or Counseling Master’s Project or Thesis (COUN 550-IP) each Fall and Spring Semesters until the thesis, synthesis, or counseling project 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 or synthesis project 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, synthesis project, or Counseling Master’s Project, you need to complete a "Candidacy for Graduate Degree" form **early in that term** and file it in the Kalmanovitz School of Education Office. The graduation fee must also be paid at that time.

Your Program Director will need to check your student file to determine whether or not all of the degree requirements have been met, your cumulative grade-point-average is 3.0 or higher, all “incompletes” have been resolved, and everything is in order to recommend the granting of the degree.
ADVISORS

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

- A program director, coordinator, 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 or coordinators are responsible for general organizational issues and policies and may be contacted at any point in the program for assistance.
### TIMELINE CHECKLIST FOR ALL TYPES

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Discuss Possible Topics with Several Faculty Members. 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.</td>
</tr>
<tr>
<td>2.</td>
<td>Take and Pass the Writing Proficiency Exam. You may want to take a writing and grammar course to support your academic writing abilities regardless of whether you pass the exam. The Kalmanovitz School of Education offers EDUC 501 Composition and Grammar to support students with grammar and writing. Students admitted after July 1, 2007, who fail the Writing Proficiency Exam, are required to take EDUC 501 or an approved writing course, then retake the exam.</td>
</tr>
<tr>
<td>3.</td>
<td>Consult your Program Director or Advisor Regarding your Master’s Thesis, Synthesis Project, or Counseling Project Committee. Once you have decided on your topic, your advisor or program director will help you select a thesis or synthesis project 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 <strong>Initial Thesis/Synthesis /Counseling Project Approval Sheet</strong> in Appendix A and obtain the signatures of your chair and reader(s) and the program director on the form. Make a copy of the form for the committee members and your program director. Be sure to make copies of your Timeline Checklist for each member of your committee.</td>
</tr>
</tbody>
</table>
4. **Take Research Courses.** Consult with your advisor early in the program as to when you should take these courses.


**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*.

**Synthesis Project** students are required to take Research Seminar I (EDUC 572), and Research Seminar II (EDUC 582) prior to the commencement of their research. See the course descriptions in the most recent *Kalmanovitz School of Education Catalog of Courses*.

**Counseling Master’s Project** students (except school psychology) should take COUN 500 their first semester or term in the program. All students are required to take Research Seminar I (EDUC 572). All school psychology students and other students who are doing a traditional thesis are also required to take EDUC 582 Research Seminar II. Discuss with your advisor when to take the research seminar courses and COUN 550 Counseling Master’s Project or Thesis.

5. **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.

**Synthesis Project Students.** Address a specific issue (need, problem, concern, diagnosis, etc.) and propose an approach to this issue after a review of the literature.

**Counseling Master’s Project.** Review the professional literature, finalize the topic, and begin writing a proposal (which becomes Chapter I).
6. **Review the Research Literature, Finalize Your Research Question(s) or Problem (Issue), and Write Your Proposal.**

Thesis and Synthesis Project 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 or synthesis project, reviewing the relevant research and theory, and specifying the methods you will use to carry out the research or create and evaluate your project.

Counseling Project Students. Focus on a specific counseling issue (need, problem, concern, diagnosis, etc.): Chapter I, which serves as a proposal, identifies a need or problem through a review of the literature (Background or History of the Problem); summarizes this problem briefly (Statement of the Problem); and in a few paragraphs, introduces the purpose of the paper, including the theoretical rationale and a research-supported therapeutic and/or school - or community-based counseling related approach to address this issue (Purpose and Significance of the Project).

7. **Complete the Institutional Review Board (IRB) Process.** 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.

8. **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 C for recommended editors and statisticians. Appendix C also includes a list of writing tutors you may hire to assist with grammar and composition (but not APA style).
9. **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.)

10. **Formal Approval of Proposal by Committee.** After completing your proposal (usually after finishing EDUC 582), submit it first to the chair of your committee and, once approved (which often takes several rounds of editing and discussion), to your reader for approval. Complete the MASTER’S DEGREE CAPSTONE CONTRACT in Appendix B, obtaining the signatures of your chair and reader.

11. **Register for EDUC 592 (Thesis), EDUC 597 (Synthesis Project), or COUN 550 (Counseling Master’s Project or Thesis).** Register for one of these courses, selecting the course that is appropriate for your study (e.g., EDUC 592 if you are writing a thesis). **Do not begin your research until you have met with your committee members and been given their approval.** If you do not finish that semester, you need to register for EDUC 592, EDUC 597, or COUN 550.02 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.)

13. **Begin your research or carry out your Synthesis or Counseling Project.** 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. If you are doing a Synthesis or Counseling Project, carry out the plans you specified in your proposal, with guidance from your chair and committee.
14. **Apply for Graduation.** Once you have completed your study or project and are close to a final draft, obtain a Candidacy for Graduate Degree Petition from the KSOE receptionist. Fill out the Petition completely and submit it along with the required materials by the deadline posted on the petition (the fourth week of your final Spring or Fall Semester, or earlier for the Summer or January Terms) to your Program Assistant. (Your degree will not be posted on your transcript until you have paid the Candidacy Petition fee and completed the required paperwork.)

15. **Complete Your Final Chapters.**

*Thesis and Synthesis Project 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.

*Counseling Project Students.* Write a two to three page outline of each chapter (Chapters II, III, and IV) and work with your chair to determine the final format for each chapter. If planning to implement your “application” and writing up one or two case studies or some form of program evaluation, first consult with your chair. You must obtain permission from the Institutional Review Board and may need written approval of your SMC placement coordinator, your campus and/or site supervisor, and of the school or agency where you plan to implement your ideas. An evaluation component is written up as Chapter IV Results.

16. **Submit the Complete Project or 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/synthesis/counseling project, 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/synthesis/counseling project. **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/synthesis/counseling project (project or 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.
17. Submit your thesis/project to ProQuest (see pp. 70-71 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.

18. On ProQuest, you will order 1-3 copies for the SMC library (1 required) and your KSOE program (0-2 required copies varies by program).

19. You may also order copies 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 (see p. 72).

20. Graduate and Celebrate!!!
PRELIMINARY STRATEGIES

1. Start an ongoing list of research or project 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. You must pass the Writing Proficiency Exam in order to obtain unconditional acceptance into the master’s degree program and complete the research coursework. 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.

   Be aware that the style of writing for a thesis or synthesis project is formal: clear, concise, non-biased, straightforward, 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.

4. 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 PROJECT OR THESIS 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 theses 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 or synthesis project.

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)?
- 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 or synthesis project. 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 project or 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 or synthesis project 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.

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/synthesis project 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 third person; (consult with your chair about the few situations in which first person may be used).
   - 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/synthesis projects from the library that are well written. Study the style and format.
- Use one or more writing reference guides (see Appendix L).
- 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 database 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.
- 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 OR SYNTHESIS PROJECT

The written proposal is your plan for the thesis or synthesis project. It consists of Chapters I, II and III of your thesis or synthesis project. 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 29-32. Adaptations would be needed for descriptive, historical, or case study type of thesis or synthesis project. You may want to use the “Mini Proposal” in Appendix D as a guide before you write your proposal.

Thesis Proposal (including Action Research)

Title Page

Chapter I Introduction

Introduction
Statement of the Problem [including background and significance of the study]
Research Question
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
Synthesis Project Proposal

Title Page

Chapter I Introduction

Introduction
Statement of the Problem [including background and significance of the project]
Purpose of Project
Limitations
Assumptions
Operational Definition of Terms
Implications

Chapter II Literature Review

Introduction (review purpose of project)
Overview of Literature Review
Theoretical Rationale
Review of Related Research
Conclusions

Chapter III Method

Introduction [review purpose of project]
Setting
Participants
Procedure
  • Design of Project
  • Evaluation of Project
Analysis of Findings

References
FURTHER GUIDELINES: THESIS OR SYNTHESIS PROJECT

The thesis or synthesis project 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 or project. It should make a persuasive case that the study or project needs to be done and that the study or project 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.

   If you are doing a synthesis project, the statement of the problem should connect to findings summarized in the review of the literature; the purpose of the project must follow logically from the statement of the problem; the method and procedure must be appropriate to design and evaluate the project; and the evaluation must be adequate to yield useful information.

3. Use operational definitions. In the design of the study or project, 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 or the findings of the evaluation will be interpreted and how they relate to the research questions or project purposes.

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 or synthesis project, 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. The program director or advisor will then contact the faculty member selected as the chair to ascertain his or her availability (note: this does not apply to the Graduate Counseling Program).

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 approximately ten days to 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 “Thesis/Synthesis/Counseling Project Approval Sheet” (Appendix A) and submit a copy to your committee members, your program director, and the Coordinator of Master’s Degree Programs.
ROLES AND RESPONSIBILITIES OF CHAIRS AND READERS

RESPONSIBILITIES OF YOUR CHAIR:

- Provides ongoing support for you throughout the entire thesis/synthesis counseling project development, implementation, and writing process.

- Reviews the proposal (usually consisting of Chapters I, II and III) for feasibility, timeliness, originality, and relevance in the field. It is best to do this with the student and the reader both present.

- Provides suggestions of resources and names of significant researchers in the field of study.

- Helps you plan your timeline. Be sure that it does not conflict with the faculty member’s schedule (e.g., sabbatical, leave, being gone during the summer).

- Reviews each draft first. Your chair provides both positive and constructive feedback. Your chair then passes the draft with comments on it to the reader for review. Your chair reminds students that the previous draft must be submitted with each new draft.

- Handles any differences of opinion or conflicts between you and the reader.

- Reviews final draft and provides positive, constructive feedback. Approves final document, which is the pdf submitted to ProQuest (See p. 70).

- Notifies the Coordinator of Master’s Degrees that the pdf is approved for final delivery to ProQuest.

- Submits a stipend request to the student’s Program Director for him or herself and the reader.

RESPONSIBILITIES OF YOUR READER:

- Reviews initial proposal for feasibility and timeliness as well as originality and relevance in the field of study. It is best to do this in an initial meeting with the chair and the student.

- Provides suggestions of sources and significant people in the field for the candidate to contact.

- Reviews proposal approximately halfway through the process, before the research is conducted, and provides positive, constructive feedback.

- Reviews final draft and provides positive, constructive feedback. Signs approval of final 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/synthesis/counseling project 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) (COUN 550 for GCP students), Synthesis Project (EDUC 597), or Montessori Seminar (MONT 599). The next step is to seek the approval of the Human Research Institutional Review Board (IRB). Note: Some students initiate the IRB approval process as soon as they have a good draft of their Method chapter, before the proposal is approved.

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/about-smc/irb/index.html

Forms need to be signed by your chair after completion. Completed forms may be dropped off at the Office of Academic Affairs or delivered to the Chair of the IRB.

The Board meets once every two weeks. Proposals should be submitted at least seven days before a meeting to allow time for the distribution of proposals and time for committee members to read them before the meeting. You may e-mail the completed forms to IRB@stmarys-ca.edu a week in advance, and turn in the signed version before the committee meets.

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.

In general, synthesis projects do not need to be reviewed by the IRB. If the evaluations of your synthesis project involves children, check with your advisor and/or the IRB Chair to see whether it needs to be reviewed.

Questions may be directed to the IRB Chair or any other member of the Board.

Samples of letters to directors, parents, consent forms, and scripts for children are included in Appendix E.
ENROLLING IN THE FINAL COURSE:

THESIS OR SYNTHESIS OR COUNSELING MASTER’S PROJECT

THESIS (EDUC 592)

SYNTHESIS PROJECT (EDUC 597)

COUNSELING THESIS OR MASTER’S PROJECT (COUN 550)

After the proposal has been approved, enroll in EDUC 592 or EDUC 597 or COUN 550. 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 or project and then complete writing the thesis or synthesis project. 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.

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.

Please note for students doing the MA in Counseling, you enroll in COUN 550 for the term in which you are completing your Master’s Thesis or Project. You must maintain continuous enrollment if you take longer to complete your project.
MAJOR SECTIONS OF THESIS AND SYNTHESIS PROJECT

Faculty members responsible for reading the thesis, synthesis, or counseling project 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)

Signature Page (Appendix F)

Copyright Page (Appendix F)

Abstract (Appendix G)

- One paragraph summary, a maximum of 150 words, of your thesis or synthesis project 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.

Table of Contents (Appendix H)

List of Tables (if any) (Appendix I)

List of Figures (if any) (Appendix J)

Acknowledgements (optional - Appendix K)

Chapter I (for thesis & synthesis project)

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/synthesis project

Statement of the Problem
- Discuss the importance of the study/project.
- Present the background or history of the problem.
- Identify the general "problem" that your research or project addresses
**Research Question** (for thesis) OR **Purpose of Project** (for synthesis project)
- For thesis, state the specific research question(s) (and hypothesis if applicable)
- For synthesis project, state specific purpose of educational project
- In either case, the question or project should logically flow from the problem or issue you have described in the previous two sections

**Limitations**
- Describe those things over which you have no control that may bias or skew the results
- For synthesis project, describe known limitations in the planned scope of your project

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

**Operational Definition of Terms**
- List working definitions/quotes/paraphrases from an expert for important technical terms. Include a citation when appropriate.

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

---

**Chapter II (for thesis & synthesis project)**

**Literature Review**

**Introduction (no heading)**
- Briefly re-state purpose of study/research question(s) or purpose of project

**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 or project

**Review of Related Research**
- Present a carefully organized account of empirical research relevant to your study or project
- Can be organized by topic/construct, chronologically, general to specific. (see p. 14)
- 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 or project
Chapter III (for a thesis)

Method

Introduction (no heading)
  o Briefly re-state purpose of study/research question(s)

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

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

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

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

Procedure
  o Describe steps taken to carry out the research project as a whole

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

Data Analysis
  o For quantitative study, state the statistical analysis carried out (include name of test, p-level, etc.)
  o For qualitative study, specifically describe how data were analyzed (constant comparison, data reduction, coding, etc.)
Chapter III (for a synthesis project)

Method

Introduction (no heading)
  o Briefly re-state purpose of project

Setting
  o Describe the setting(s) where your project is intended to be used (do not use actual names of schools, etc.)

Participants
  o Describe the intended audience or future users of your project

Procedure
  o Design of Project
    • Describe the process through which you designed your project
  o Evaluation of Project
    • Describe the means by which you evaluated your project (expert feedback, pilot test, questionnaire, etc.)

Analysis of Findings
  o Describe how you analyzed the results of your evaluation (do not give findings or results here - that goes in the next chapter)

Chapter IV (for thesis & synthesis project)

Results

Introduction (no heading)
  o Briefly re-state purpose of study/research question(s) or purpose of project
  o Briefly restate research design or method of evaluating project, and how the results were analyzed

Results (use as many headings/subheadings as needed)
  o 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
      o 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)

For synthesis project:
- Describe the final project or product
- Include actual project as an Appendix, or separately
- Describe the results of the evaluation of the project
  - If helpful, use tables and graphs; any information presented in a table, figure or graph should also be described in the text as well

Chapter V (for thesis & synthesis project)

Conclusion

Introduction (no heading)
- Summarize the purpose of the study or project
- Summarize your research methods or evaluation procedures

Major Findings (use as many headings/subheadings as necessary)
- Describe, interpret and evaluate major findings of research or evaluation
- 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 (for thesis) OR Future Development (for synthesis project)
Suggest future research to extend, improve upon, or replicate your findings, or, for a synthesis project, describe how you would extend or expand your project.

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 L (which is also a list of recommended research references).

Appendices
- Include important material used in the study/project.
- For Synthesis Project, include the project itself, if possible
OVERVIEW OF THE COUNSELING MASTER’S PROJECT

Chapter I
Introduction

Chapter II
Literature Review

Chapter III
Application

Chapter IV
Discussion

References

Appendices

Below is an overview of the entire paper. It has a fairly prescribed format, which usually includes the following elements:

Chapter I

Introduction

• **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 literature 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 you are finding in the literature.

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

• 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 on 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 appendices 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 appendices. List in alphabetical order, per APA style. The 6th edition of the *APA Publication Manual* (2010) provides new lists of how to cite references in text and in the reference list; it extensively covers the wide range of electronic sources now available (see the APA Manual [6th ed.], pages 174-224).

Appendices

Appendices are to be listed in the order in which they are referred to in your paper. Some projects may have numerous appendices, while others may have few to none. If you copy material from other sources in your Appendices, such as a handout or survey, you may also need to obtain and include a letter of permission in the appendix. All sources cited in the appendices need to be in the reference list.
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: Preface materials (Title page, Signature page, Copyright page) are NOT given page numbers. The Abstract is given Arabic numeral “1” at bottom center of the page. Beginning with the Table of Contents, use lowercase Roman numerals starting with "i", and continue with Acknowledgements. The body of the text (Chapter I) begins with Arabic numeral “1” (again) 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 80 characters. No page number is given on Title page. Contains title of the work (all caps), 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 (i.e., Spring 2009). If you finish your thesis or project prior to your graduation, put the term and year you completed your thesis/project on the title page. A sample is provided in Appendix F.

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

Copyright 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. The Abstract is printed with Arabic “1” at bottom center of the page.

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.

Acknowledgements: Is located after the Table of Contents, List of Figures, and List of Tables (if any). Title is bold, upper and lower case (APA heading Level 1). Format is indented paragraph,
double-spaced. Page number is a lower case, Roman numeral(s) that follows the Table of Contents (and List of Figures or Tables, if any), and it is printed bottom center of the page(s).

**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 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; (see Appendix C 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, 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. 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, 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 Thesis/Synthesis/Counseling Project Approval Sheet

Appendix B
   Thesis/Synthesis/Counseling Master’s Project Contract

Appendix C
   List of Editors, Statisticians, Writing Tutors, and Typists

Appendix D
   The “Mini” Proposal: Thesis and Synthesis Project Proposal Outline

Appendix E
   Samples of Letters and Scripts

Appendix F
   Sample Title Page, Signature Page, Copyright Page

Appendix G
   Sample Abstract

Appendix H
   Sample Table of Contents

Appendix I
   Sample List of Tables

Appendix J
   Sample List of Figures

Appendix L
   Sample of References

Appendix M
   Checklist for Preparing the Thesis/Synthesis/Counseling Project for Submission to ProQuest

Appendix N
   Directions for Submitting Your Master’s Degree Manuscript to ProQuest

Appendix O
   Binding Options Other Than ProQuest
APPENDIX A - Initial Thesis/Synthesis/Counseling Master’s Project

Approval Sheet

NAME: ___________________________ PROGRAM: __________________________

EMAIL: __________________________ TELEPHONE NUMBER: __________________________

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

My topic:  _________________________________________________________________

________________________________________________________________________

The purpose is:  _____________________________________________________________

________________________________________________________________________

________________________________________________________________________

Students cannot enroll in EDUC 572 Research Seminar I without passing the Writing Proficiency Exam. After the initial enrollment in the final course (e.g., EDUC 592, EDUC 597, COUN 550), students must register as “In Progress” during each 14 week semester until completion. A five year maximum is permitted for a master’s degree program. To be considered for graduation, a candidacy petition and degree processing fee must be submitted by April 1 the year of graduation (for a May graduation date).

CHAIRPERSON ___________________________ READER __________________________

Print Name  Print Name

Chairperson’s Signature  Reader’s Signature

Program Director approval:  __________________________ Date:  __________________________

Student signature::  __________________________ Date:  __________________________

*(If you change readers, please file a new form with the Coordinator of Master’s Programs.)*

** Five copies should be made: for the chair, the reader, the student, the student’s file, and the Coordinator of Master’s Degree Programs.
APPENDIX B - Thesis/Synthesis/Counseling Master’s Project Contract

MASTER’S DEGREE CAPSTONE CONTRACT

NAME___________________________________ ID NUMBER___________________

EMAIL: _________________________________ TELEPHONE NUMBER: __________________

PROGRAM______________________________________________________________

Tentative Title: ____________________________________________________________

I plan to carry out a: _____Thesis  ____Synthesis Project  ____Counseling Master’s Project

Students cannot enroll in EDUC 572 Research Seminar I without passing the Writing Proficiency Exam. After the initial enrollment in the final course (e.g., EDUC 592, EDUC 597, COUN 550), for the master’s project, students must register as “In Progress” every 14 weeks semester until completion. A five year maximum is permitted for a master’s degree program. To be considered for graduation, a candidacy petition and degree processing fees must be submitted by April 1 the year of graduation.

________________________________________________________________________
Print name of Chairperson                  Chairperson’s Signature                Date
________________________________________________________________________
Print name of Reader                        Reader’s Signature                    Date

________________________________________________________________________
Student Signature                               Date

<table>
<thead>
<tr>
<th>For Program Directors</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate passed Writing Proficiency Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Director approves of candidate’s topic and committee members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Grade posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stipend submitted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form must be submitted to the Coordinator of Master’s Degree Programs with all signatures immediately after the final grade is posted.
APPENDIX C - List of Editors, Statisticians, Writing Tutors, and Typists

**Editors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone 1</th>
<th>Phone 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandy Arendtz</td>
<td><a href="mailto:Mandy.arendtz@gmail.com">Mandy.arendtz@gmail.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pat Cusick</td>
<td>Pleasant Hill, CA 94523</td>
<td>925-969-1142</td>
<td>925-588-4525</td>
</tr>
<tr>
<td>Editcetera</td>
<td><a href="mailto:Barbara@editcetera.com">Barbara@editcetera.com</a></td>
<td>510.849.1110</td>
<td></td>
</tr>
<tr>
<td>Barbara Fuller, Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniel Fishman</td>
<td></td>
<td>415.487.1855</td>
<td></td>
</tr>
<tr>
<td>Vitalee Giammalov</td>
<td><a href="mailto:vitalee@sbcglobal.net">vitalee@sbcglobal.net</a></td>
<td>510-234-0268</td>
<td></td>
</tr>
<tr>
<td>Sylvia King</td>
<td><a href="mailto:sylviaking@aol.com">sylviaking@aol.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul McNees</td>
<td><a href="mailto:plm4@stmarys-ca.edu">plm4@stmarys-ca.edu</a></td>
<td>510-316-8142</td>
<td></td>
</tr>
<tr>
<td>Victoria Phillips</td>
<td>Saint Mary’s College</td>
<td>925.631.8191</td>
<td>415.665.4250</td>
</tr>
<tr>
<td></td>
<td>Moraga, CA 94575</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Rawlins</td>
<td>Berkeley, CA 94703</td>
<td>510-527-1244</td>
<td></td>
</tr>
<tr>
<td>Lyn Roberts</td>
<td>Concord, CA 94521</td>
<td>925-691-5252</td>
<td>925-818-0447</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:editingonline@astound.net">editingonline@astound.net</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xanna Schweickhardt</td>
<td><a href="mailto:schwecks@sbcglobal.net">schwecks@sbcglobal.net</a></td>
<td>510-558-8095</td>
<td></td>
</tr>
<tr>
<td>Lynna Tsou</td>
<td><a href="mailto:lynna@berkeley.edu">lynna@berkeley.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Statisticians**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone 1</th>
<th>Phone 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Hartsough</td>
<td>3007 Benvenue Avenue, Berkeley, CA 94705</td>
<td>510.548.5027</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Carolynh@socrates.berkeley.edu">Carolynh@socrates.berkeley.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bruce Ingraham</td>
<td><a href="mailto:bai1@stmarys-ca.edu">bai1@stmarys-ca.edu</a></td>
<td>510-527-5625</td>
<td></td>
</tr>
<tr>
<td>Renate Otterbach</td>
<td>148 Lake Merced Hill, San Francisco, CA 94132</td>
<td>925.422.2999 (O)</td>
<td>415.586.4796 (H)</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:otterbach@usfca.edu">otterbach@usfca.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Wagner</td>
<td>1536 Silverleaf Lane, Concord, CA 94521</td>
<td>617-256-6232</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mrw2@stmarys-ca.edu">mrw2@stmarys-ca.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Writing Tutors
(These tutors are not APA specialists)

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betty Amarant</td>
<td><a href="mailto:bamarant@stmarys-ca.edu">bamarant@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Aline Cook</td>
<td><a href="mailto:alinecook@hotmail.com">alinecook@hotmail.com</a></td>
</tr>
<tr>
<td>Chris Correale</td>
<td><a href="mailto:cfcl@stmarys-ca.edu">cfcl@stmarys-ca.edu</a></td>
</tr>
<tr>
<td></td>
<td>415-244-6817</td>
</tr>
<tr>
<td>Andy Crockett</td>
<td><a href="mailto:andycrockett@hotmail.com">andycrockett@hotmail.com</a></td>
</tr>
<tr>
<td>Jenny Haele</td>
<td><a href="mailto:kailo6@yahoo.com">kailo6@yahoo.com</a></td>
</tr>
<tr>
<td>Anne Hedges</td>
<td><a href="mailto:ateach@pacbell.net">ateach@pacbell.net</a></td>
</tr>
<tr>
<td>Nanci Higgins</td>
<td><a href="http://www.NanciHiggins.com">www.NanciHiggins.com</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:NanciHiggins@yahoo.com">NanciHiggins@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td>925-915-9778</td>
</tr>
<tr>
<td>LeAnn McGinley</td>
<td><a href="mailto:1kmcginley@sbcglobal.net">1kmcginley@sbcglobal.net</a></td>
</tr>
<tr>
<td>Lisa Shafer</td>
<td>510-759-7185</td>
</tr>
<tr>
<td>Cate Sundling</td>
<td><a href="mailto:catesam@sbcglobal.net">catesam@sbcglobal.net</a></td>
</tr>
<tr>
<td></td>
<td>925-212-9892</td>
</tr>
</tbody>
</table>

### Computer Formatting Editor

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Gourley</td>
<td><a href="mailto:atg1@stmarys-ca.edu">atg1@stmarys-ca.edu</a></td>
</tr>
</tbody>
</table>

email only

### Typists
(This typist is not an APA specialist)

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Murdock</td>
<td>Willows, Ca 95988 <a href="mailto:willows61@sbcglobal.net">willows61@sbcglobal.net</a></td>
<td>530-934-8461</td>
</tr>
</tbody>
</table>
APPENDIX D - The “MINI” Proposal

Thesis and Synthesis Project Proposal Outline

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

Thesis/Synthesis 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 __________________________________________________________
5. 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).

<table>
<thead>
<tr>
<th>a. Variable</th>
<th>Measure</th>
<th>Scale type</th>
<th>To be developed</th>
<th>to be selected</th>
<th>Reliability</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Variable</th>
<th>Measure</th>
<th>Scale type</th>
<th>To be developed</th>
<th>to be selected</th>
<th>Reliability</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Variable</th>
<th>Measure</th>
<th>Scale type</th>
<th>To be developed</th>
<th>to be selected</th>
<th>Reliability</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d. Variable</th>
<th>Measure</th>
<th>Scale type</th>
<th>To be developed</th>
<th>to be selected</th>
<th>Reliability</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D – continued

6. 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_______
7. 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, 2010

Dear Parent,

I am currently conducting research for my Master's 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 TALEN TED 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

<table>
<thead>
<tr>
<th>Child's Name:</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Parent of Study Participant</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie Hayes</td>
<td>Date</td>
</tr>
</tbody>
</table>
APPENDIX F - Title Page Sample, Signature Page Sample, and Copyright Page Sample

Note: No page numbers should appear at the bottom of these pages
THE UNDECIDED: MAJOR AND CAREER EXPLORATION COUNSELING
GROUP FOR COLLEGE STUDENTS
(80 characters max., including spaces and punctuation. All letters capitalized; no bold)

A Master’s Project
(Type the correct definition above if not a Master’s Project: Master’s Thesis or Synthesis 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
Term Year

59
This master’s project, written under the direction of the candidate’s master’s project/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: (Type your name here) Date

Master’s Project Advisory Committee:

Chair: (Type your chair’s name, highest degree) Date

Reader: (Type your reader’s name, highest degree) Date

Program Director: (Type program director’s name, highest degree) Date

Dean: (Type the KSOE Dean’s name, highest degree) Date

(No page number designated or printed at bottom of page)
APPENDIX G - Sample Abstract

Abstract

In order to determine which of two differential treatments taken from the Vanderbuilt Minnesota Interaction Program (Odom & McConnel, 1992) was more effective in facilitating improved social competence of a developmentally delayed preschool child, a study using a single subject reversal design (ABACBC) was carried out in a classroom. While both the group and dyadic training yielded increases in positive interactions involving the target child, the dyadic training appeared more effective. Not only the target child but also the normally developing children participating in the study rated higher on a scale of social competence after the training. Furthermore, developmental gains were recorded across several domains for the target child.

(150 words maximum, one left justified paragraph with no paragraph indentation, and double space)

( Arabic numeral "1" should appear at bottom of page)
APPENDIX H - Sample Table of Contents

Note: Lowercase Roman numerals should appear at bottom of page, beginning with i)

Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Background and Significance</td>
<td>4</td>
</tr>
<tr>
<td>Research Questions</td>
<td>5</td>
</tr>
<tr>
<td>Limitations</td>
<td>9</td>
</tr>
<tr>
<td>Assumptions</td>
<td>10</td>
</tr>
<tr>
<td>Operational Definition of Terms</td>
<td>11</td>
</tr>
<tr>
<td>Implications</td>
<td>12</td>
</tr>
<tr>
<td>II. Literature Review</td>
<td>13</td>
</tr>
<tr>
<td>Overview of Literature Review</td>
<td>14</td>
</tr>
<tr>
<td>Theoretical Rationale</td>
<td>18</td>
</tr>
<tr>
<td>Review of Related Research</td>
<td>19</td>
</tr>
<tr>
<td>Conclusion</td>
<td>29</td>
</tr>
<tr>
<td>III. Method</td>
<td>30</td>
</tr>
<tr>
<td>Setting</td>
<td>31</td>
</tr>
<tr>
<td>Participants</td>
<td>33</td>
</tr>
<tr>
<td>Design</td>
<td>36</td>
</tr>
<tr>
<td>Measurements/Instruments</td>
<td>38</td>
</tr>
<tr>
<td>Procedures</td>
<td>43</td>
</tr>
<tr>
<td>Data Collection</td>
<td>44</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>46</td>
</tr>
</tbody>
</table>
IV. Results...................................................................................................................................49
   Results for Group A .................................................................................................................49
   Results for Group B .................................................................................................................49
   Summary .................................................................................................................................51

V. Discussion ..................................................................................................................................53
   Major Findings .........................................................................................................................53
   Limitations ..............................................................................................................................54
   Implications and Recommendations .......................................................................................55
   Questions for Further Research .............................................................................................56
   Conclusions .............................................................................................................................57

References ......................................................................................................................................60

Appendices ....................................................................................................................................65
   A. Task Analysis Sheet .............................................................................................................66
   B. Activities Handbook ...........................................................................................................70
APPENDIX I - Sample List of Figures

Note: Lowercase Roman numerals should appear at bottom of page

List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Theoretical ABAB Experiment Design</td>
<td>38</td>
</tr>
<tr>
<td>2.</td>
<td>Jake's Weekly Results</td>
<td>51</td>
</tr>
<tr>
<td>3.</td>
<td>Artis’ Weekly Results</td>
<td>52</td>
</tr>
<tr>
<td>4.</td>
<td>Karen's Weekly Results</td>
<td>53</td>
</tr>
</tbody>
</table>
APPENDIX J - Sample List of Tables

Note: Lowercase Roman numerals should appear at bottom of page

List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-Test Results by Group</td>
<td>38</td>
</tr>
<tr>
<td>2. Post-Test Results by Group</td>
<td>51</td>
</tr>
<tr>
<td>3. Pre- and Post-Test Activity One Results by Student</td>
<td>52</td>
</tr>
<tr>
<td>4. Pre- and Post-Test Activity Two Results by Student</td>
<td>53</td>
</tr>
</tbody>
</table>
APPENDIX K - Sample Acknowledgement

Note: Lowercase Roman numerals should appear at bottom, center of page.

Acknowledgements

Write Acknowledgements in indented paragraphs. Double-spaced. No minimum or maximum characters or words. Page numbers are lower case Roman numerals following the Table of Contents, (and List of Figures and/or List of Tables, if included).
APPENDIX L - SAMPLES OF REFERENCES (ALL TYPES)

References


APPENDIX M – CHECKLIST FOR PREPARING THE
THESIS/SYNTHESIS/COUNSELING PROJECT FOR SUBMISSION TO
PROQUEST

Style
☐ Document follows style requirements of approved style manual (APA 6th ed.).

Format
☐ Pages are printed on one side only.
☐ Document is double-spaced (see p. 38 for exceptions)
☐ Typeface is consistent throughout document (Times New Roman 12).
☐ Margins are set to 1" on all sides.
☐ All supplemental material has 1" margin on all sides.
☐ There is no use of headers, and footers are reserved only for page numbers.

Pagination
☐ Preface materials (title page, signature page, copyright page) are NOT given page numbers. The Abstract is printed with Arabic “1” at bottom center of the page. Beginning with the Table of Contents, assign and print lowercase Roman numerals, and continue with Acknowledgements. All page numbers are to be centered on the bottom of the page.
☐ Body text, references, appendices, 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 and punctuation).
☐ Title is written in all capital letters (but not boldface).
☐ Date of degree is the term and year of commencement.
☐ College name is written "Saint Mary's College of California."
☐ No page number designated or printed.
☐ Page format follows sample as closely as possible.

Signature Page
☐ All the names are typed, but no signatures are to be used when submitting to ProQuest.
☐ No page number designated or printed.
☐ Page format follows sample as closely as possible.

Copyright Page
☐ Statement of copyright is included immediately after signature page.
☐ No page number designated or printed.
☐ Page format follows sample as closely as possible.

I (print your name)__________________________________________have read and adhered to checklist above. Signature: ___________________________ Date: ___________

(This Checklist is to be given to your chair for approval prior to submitting your thesis/project to ProQuest)
APPENDIX N - DIRECTIONS FOR SUBMITTING YOUR
MASTER’S DEGREE MANUSCRIPT TO PROQUEST

1. Go to ProQuest website for Saint Mary’s College of California:
   www.etdadmin.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.
   b. Your Program Director may also review the PDF to insure that your
      thesis/project is free of errors in APA style and writing mechanics and that it
      represents the high standards and quality of the GCP/KSOE/SMC.
   c. You may make changes to your PDF even after you have submitted it to
      ProQuest.
   d. Final delivery of you PDF to ProQuest is made by your Program Director
      upon final approval by your chair and Program Director.

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 thesi/project.

7. The KSOE requires that students purchase at a minimum one bound copy of your master’s thesis/project for the SMC Library (LB8 = Library Hardbound 8 x 11, blue cover with last name, title, UMI in white lettering on the spine, printed double-sided; this is already built into the SMC ProQuest site). The Graduate Counseling Program requires one bound copy for the program. You can additionally purchase other copies for yourself through ProQuest or you may have your thesis/project bound at a bindery of your choice (see page 30 for options).

a. Each bound copy for SMC/GCP costs $43 (subject to change).
b. You have a number of choices if you want to order copies for yourself through ProQuest.
   i. The details for the various options are explained on the site, and the costs vary among the options.
   ii. 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

8. The 1-3 bound copies will be mailed to the Kalmanovitz School of Education (one is required for the library, and some programs require one or two copies). Additional copies you order for yourself through ProQuest will be sent directly to you at the address you give to ProQuest.

It can take up to 8-12 weeks before your master’s thesis/project is available through ProQuest. We assume it will take the same amount of time to receive your bound copies.
Appendix O - Binding Options Other than ProQuest

Bound copies required for the SMC Library and by some KSOE programs 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.