GUIDELINES
FOR THE
MASTER’S THESIS

2013- 2014

(revised 9/9/2013)
Includes guidelines for submitting theses to ProQuest
Based on APA Publication Manual, 6th ed., 2010
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Note: The information, including formatting instructions, in these Guidelines supersedes any instructions given in previous versions of the Guidelines.
INTRODUCTION

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

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

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

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

THESIS

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

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

PLANNING THE RESEARCH COMPONENT

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

The courses that comprise the research component of the master's degree programs are as follows:
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
The thesis 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) each Fall and Spring Semesters until the thesis is completed. The “In-Progress” status is necessary so that you may continue to confer with your chair and reader(s) and continue to have use of the library facilities. A fee is assessed for the “In-Progress” status each semester.

Time Limit for the Master’s Degree

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

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

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

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

- A program director, 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

<table>
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<th>DUE DATE</th>
<th>STEPS</th>
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<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>
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<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>
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<tr>
<td>_________ 3.</td>
<td>Consult your Program Director or Advisor Regarding your Master’s Thesis Committee. Once you have decided on your topic, your advisor or program director will help you select a thesis chairperson. This chairperson will be the primary mentor for your study. Your chair may be any full-time faculty member at Saint Mary's College and should have expertise in the subject or issue you plan to investigate. Consult with your chair about the selection of your reader, who is the second member of your committee. Your advisory committee must have at least two faculty members, at least one of whom should be a full-time member in your program or school. Some faculty may request the submission of a written proposal (Step 6) prior to making any commitments. Fill out the <strong>Initial Chair and Reader 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. This form should be submitted to the instructor of EDUC 572 or MATS 530. Be sure to make copies of your Timeline Checklist for each member of your committee.</td>
</tr>
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</table>
4. **Take Research Courses.** Consult with your advisor early in the program as to when you should take these courses. You should become familiar with the *Publication Manual of the American Psychology Association* (APA), *APA Publication Manual* (6th ed., 2010). Every chapter has information on how to write correctly and professionally.

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

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.

6. **Review the Research Literature, Finalize Your Research Question(s) or Problem (Issue), and Write Your Proposal.**

*Thesis Students.* Your proposal consists of the first three chapters of your thesis, as follows: Chapters I: Introduction, Chapter II: Literature Review and III: Methods. Your proposal should be a full draft of these chapters, providing the background and rationale for your research, reviewing the relevant research and theory, and specifying the methods you will use to carry out the research.

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. You will also need to complete the CITI training. More information about CITI training can be found on the SMC IRB website: [http://www.stmarys-ca.edu/institutional-review-board](http://www.stmarys-ca.edu/institutional-review-board)
 Reserve an Editor and/or Statistician. You may need to hire an editor who is familiar with APA style to assist with your writing. It is not the responsibility of your chair or committee member(s) to edit your paper. Those who plan on implementing an empirical research study that requires statistical analysis may be advised to consult with and/or hire a statistician. Be sure to discuss timing and fees with the editor and/or statistician. Please refer to Appendix B for recommended editors and statisticians. Appendix B also includes a list of writing tutors you may hire to assist with grammar and composition (but not APA style).

 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.)

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

 Register for EDUC 592 (Thesis). Register for this course. Do not begin your research until you have met with your committee members and been given their approval. VERY IMPORTANT: If you do not finish that semester, you need to register for EDUC 592 IP (In Progress) each additional semester until you complete your work. (This includes Summer and January Terms only if you plan to finish during one of those terms.)

 Begin your research. If you are doing a thesis, once you have approval to proceed from your thesis advisory committee and have obtained approval from the Saint Mary’s College Institutional Review Board, gather and analyze your data. Consult with your committee or statistician about statistical analyses, procedures, and computer facilities prior to entering your data and setting up your program files. Show your data printouts to your chair and/or statistical advisor to gain assistance in evaluating their accuracy.
13. **Apply for Graduation.** Once you have completed your study or project and are close to a final draft, complete the Graduate Commencement Registration Form which can be found on the KSOE website. Fill out the form completely and submit it along with the required materials by the deadline posted on the KSOE website for that term to the KSOE front desk. The graduation fee must also be paid at that time.

14. **Complete Your Final Chapters.**

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

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

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

16. **Submit your thesis/project to ProQuest** (see pp. 65-66 for directions). You will need to embed the fonts and make your paper into a PDF; directions for how to do these steps are on the ProQuest website. Please note that there are no actual signatures on the signature page submitted to ProQuest.

17. Depending on your program, you may be required to order copies of your thesis through ProQuest. Check with your Program Director for such requirements. 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. 67).
18. Once your degree work is fully completed you will need to submit the Degree Verification and ProQuest Approval Form. This form can also be found on the KSOE website. There is no deadline for this form, but you must submit it in order for your degree to be processed. Therefore, the sooner after completion of your degree requirements you submit the form, the sooner your degree will be processed.

19. Graduate and Celebrate!!!
PRELIMINARY STRATEGIES

1. Start an ongoing list of topics and ideas that intrigue you, unanswered questions, and areas of need in your professional field. Keep an ongoing list in a file that also includes pertinent references, lecture notes, contacts, and resources.

2. When you are able to focus on a topic of interest, use that topic, whenever possible, for class assignments. In this way, you can begin to build your reference file, explore the literature, and formulate your thoughts. Also, you will receive valuable feedback from the professors of your classes.

3. Early evaluation of your formal writing skill is important. 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. You may also obtain writing help and support through the Center for Writing Across the Curriculum (CWAC) which offers free writing advising to all students. CWAC is located in Dante 202 and may be reached via the website: www.stmarys-ca.edu/center-for-writing-across-the-curriculum.

   Be aware that the style of writing for a thesis 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 TOPIC

1. Choose an area in which you have a strong and sustained interest - a passion, personal investment, or determined commitment. When the outcome is important to you, it is easier to stay motivated and persevere during some of the difficult phases.

2. Take the earliest opportunity to do some reading in several areas of interest. If you are having a difficult time selecting a researchable topic, consider some of these sources:
   - Recent journal articles are an excellent way to identify topics of current interest in your field.
   - Most thesis and many journal articles include recommendations for further research; many studies are built upon previous investigations (e.g., extensions of the investigation, replication with a different population, improvement of a methodologically weak investigation).
   - Research needs can also come from practitioners who are on the frontlines and most immediately in touch with educational and clinical issues.
   - Meet the faculty who are teaching in the area of your interest and ask for resources.

3. There are several factors to keep in mind when selecting a topic:
   - Is it a realistic study in the allotted time frame?
   - Are there funding possibilities?
   - Will a study on this topic advance your professional development and/or career goals?
   - Do you have access to an appropriate population?
   - Do you have access to valid and reliable instruments?
   - Will a study on this topic fulfill the purposes of thesis research: (a) allow you to demonstrate your ability to do independent research, and (b) make a contribution to knowledge that can then be documented and disseminated?

4. Choosing your topic, narrowing your focus to a manageable problem, and posing the research questions are often difficult tasks. Close work with your advisor or committee on this component is a key to success.
LITERATURE REVIEW

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

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

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

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

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

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

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

In addition to an overview and organized presentation of the literature on your topic, this review section usually includes a rigorous summary and critique of key studies pertinent to your paper. Written in one or two paragraphs, summaries of key research studies include information about the following:
Participants: How many and who? What age or ethnicity (if relevant) 
Procedures: How? 
Results: Main findings. Researcher’s interpretation of the findings; any noteworthy limitations or applications to your study. 
Critique: Your evaluation of the study and significance of the results (internal and external validity, generalizability, credible findings and interpretations, etc.).

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

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

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

1. General Sources: These provide information on the location of references. Included in this category are the periodic volumes that abstract the research literature by author and subject area in a variety of fields (e.g., Current Index on Journals in Education, Exceptional Child Abstracts, Psychological Abstracts, the Reader's Guide to Periodical Literature). One useful source is The Statistical Abstract of the United States, which is the annual national demographic book.

2. Secondary Sources: These include scholarly summaries in the form of meta-analyses and syntheses of previous research. For example, the American Educational Research Association (AERA) publishes the Review of Educational Research, which presents research summaries written by experts in their respective fields. Other excellent sources are: The Handbook on Research on Teaching, the Encyclopedia of Educational Research, and the National Society for the Study of Education Yearbook.

3. Primary Sources: These are accounts of actual research studies as reported in professional journals or in compilations of abstracts of student research (e.g., Dissertation Abstracts). Peer reviewed research journals are the most valuable source of information about the latest research published in a particular area. For example, some of the top publications in special education include: Academic Therapy, American Annals of the Deaf, American Journal of Mental Deficiency, Education of the Visually Handicapped, Exceptional Children, Gifted Child Quarterly, Journal of the Association for the Severely Handicapped, Journal of Learning Disabilities, Journal of Special Education, and the Journal of Speech and Hearing Research.

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

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

**Using the Computer for Literature Searches**

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

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

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

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

Review of the literature:

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

Problem and the purpose:

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

Hypothesis/research question:

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

Method:

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

Sample:

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

Results and discussion:

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

General features of the report:

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

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

1. All students start with a project that is too large. Narrow the scope. Ask your chair for assistance in narrowing down your research study.

2. Find other graduate students at the same point in the process and form a support group. In addition to getting moral support and encouragement, you can also ask them to look at your writing during its development and give you feedback on content, format, and writing style.

3. Good self-discipline reduces the amount of time needed. If you are not an organized person who can work independently without supervision, then you have to alter your behavior at least temporarily—accurate and complete records need to be maintained, which include a coding/filing system and log of materials read. In addition, it helps if you plan your daily and weekly work in advance by establishing tasks for the week and setting aside times when you will work on the project.

4. Set up a system to expedite your advisor's response time. Schedule regular appointments with your advisor. Provide your chair with all work you have completed (and any prior drafts, if you are rewriting) several days before the meeting with a note asking your advisor to return your work with comments at the meeting. If any of the writing/rewriting process is being done through the mail, include a stamped self-addressed envelope for the return of materials.

5. Set up your own timeline for completion of the different parts of your thesis or project. Allot an amount of time for the initial literature review (you will continue to review the literature throughout the thesis process), instrument selection/development, piloting the instrument and/or procedure, data collection, data analysis, writing up the results, and proofreading, rewriting and editing.

6. Remember that all graduate students get discouraged at times, but try not to let it interrupt your progress. Schedule activities that are personally rewarding, use your support group, and talk to your advisor who probably had his or her own days of frustration doing research.

7. As you write your document, you may find some of these ideas helpful:

Your writing style needs to be:

- Written in the first or third person.
- Clear and concise (yet often redundant).
- Non-biased (avoid editorializing and judgments).
- Adequately and appropriately cited.
- Straight forward (non-creative).
If this writing style is difficult for you, the following suggestions might help:

- Check out thesis from the library that are well written. Study the style and format.
- Use one or more writing reference guides.
- From the guides, make up a simple checklist to follow.
- Exchange papers with a fellow student and proofread each other’s work.
- Keep your growing list of resources and references in an organized system such as a 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/](http://owl.english.purdue.edu/)
WRITING THE PROPOSAL: THESIS

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

The Format
The following outline is suggested for a research proposal. For more information about what should be in each section, see pages 28-32. Adaptations would be needed for descriptive, historical, or case study type of theses. You may want to use the “Mini Proposal” in Appendix C as a guide before you write your proposal.

Thesis Proposal (including Action Research)

Title Page

Chapter I Introduction
Introduction
Statement of the Problem [including background and significance of the study]
Purpose of the Study
Research Question(s)
Limitations
Assumptions
Operational Definition of Terms
Implications

Chapter II Literature Review
Introduction [review purpose and research question(s)]
Overview of Literature Review
Theoretical Rationale
Review of Related Research
Conclusions

Chapter III Method
Introduction [review purpose and research question(s)]
Setting
Participants
Design
Measurements/Instruments
Procedure
Data Collection
Data Analysis

References
FURTHER GUIDELINES

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

1. The statement of the problem and purpose should both justify and explain your study. It should make a persuasive case that the study needs to be done and that the study should be completed in the manner that you propose.

2. All parts must be logically coherent. If you are doing a thesis, the research problem should flow from the review of the literature; the research questions must be congruent with the statement of the problem; the design and method must be appropriate to answer the research questions; and the sample or the data sources must be adequate to yield the required information.

3. Use operational definitions. In the design of the study, readers check to see if the proposed operational steps are appropriate to answer the research questions or carry out the project successfully.

4. The proposal should be thorough, assuming no knowledge on the part of the reader.

5. The methodology and any statistical procedures should be stated with a degree of specificity that allows the proposal to be replicated exactly.

6. Discuss strengths and weaknesses of the instruments and design.

7. Outline any statistical approaches in detail. Explain how the results will be interpreted and how they relate to the research questions or project purpose.

8. Learn and use the citation and organization style recommended by the American Psychological Association (APA), *APA Publication Manual, 6th ed., 2010*. This is your responsibility.
YOUR COMMITTEE

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

1. A chair must be willing to read succeeding drafts of the proposal during the development stage, make comments, and return the drafts to you promptly (expect 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 “Initial Chair and Reader Approval Sheet” (Appendix A) and submit a copy to your committee members, your program director, the Associate Dean’s Assistant and your EDUC 572 instructor. Be sure to keep a copy for yourself.
ROLES AND RESPONSIBILITIES OF CHAIRS AND READERS

RESPONSIBILITIES OF YOUR CHAIR:

- Provides ongoing support for you throughout the entire thesis development, implementation, and writing process.
  - This support will include:
    - The establishment of a Learning Contract between the student, chair, and reader
    - The identification of goals and objectives for project completion each term you are enrolled
    - The development of a timeline to finish your project
    - Regular communication either in person or online (as specified in your Learning Contract)
  - Reviews drafts of each chapter first and then indicates when the draft is ready to be sent to the reader. Your chair provides both positive and constructive feedback.
    - The reader should read the thesis at three time points:
      - Chapter I
      - Chapters I, II & III (proposal)
      - Chapters I, II, IV, & V (complete draft of thesis)
  - You, your chair, and your reader are a team. Best practices in the review by chairs and readers includes:
    - Chair reviews drafts first
    - Chair gives the ok to send the draft to the reader
    - The student sends the draft to the reader and copies the chair
    - The reader sends feedback to the student and copies the chair
    - The student incorporates feedback from the reader
    - The student sends the revised draft to the chair
  - Provides suggestions of resources and names of significant researchers in the field of study.
  - Handles any differences of opinion or conflicts between you and the reader.
  - Reviews final draft and provides positive, constructive feedback.
    - Once the content has been reviewed and final approvals by both the chair and reader have been obtained, the chair reviews the final pdf document for formatting. Oversees the signature page process
    - Submits a stipend request to the student’s Program Director for him or herself and the reader.

RESPONSIBILITIES OF YOUR READER:

- Provides suggestions of sources and significant people in the field for the candidate to contact.
- Reviews final draft and provides positive, constructive feedback.
- Signs the signature page indicating final approval of the document.
MEETING WITH YOUR COMMITTEE

1. Once you have defined your topic, meet with faculty who have expertise in your topic as early in the program as possible. Have them help you define your topic further. Ask for names of key researchers in the field as well as other resources.

2. Schedule meetings with committee members as needed. Graduate students have different styles of working. If you work best with deadlines, schedule appointments approximately every three weeks with your chair. You can cancel them if necessary, but these meetings will help you stay on task. Be sure to send your chair the next draft at least two weeks ahead of your meeting so you have something concrete to discuss when meeting in person. Check with your committee members about whether they prefer to receive your drafts in hard-copy or via e-mail. **Always include the previous draft with the updated, revised edition.**

3. Your chair will read your thesis and return it to you with comments at the time of the meeting.

4. The scholarly dialogue that occurs between you and your committee members facilitates the professional growth of everyone. Don't hesitate to disagree with your committee members on substantive issues if you have a rationale to support your point of view.

5. Be sure to take careful notes or tape record during these meetings to help you remember what was said and what you need to do next.

6. If your chair and reader disagree, tell your chair that “there seems to be a difference of opinion. Will you please work with the reader to resolve it and let me know the outcome?” Don’t get caught in the middle of the conflict.
If you plan on using humans as participants in your project or thesis, you must obtain written approval of your research study from your chair and reader(s) before you may enroll in Thesis (EDUC 592), Action Research (MATS 532) or Montessori Seminar (MONT 599). The next step is to seek the approval of the Human Research Institutional Review Board (IRB). You will start the development of your IRB application in EDUC 582 and complete it with your chair.

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

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

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

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

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

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

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

Samples of letters to directors, parents, consent forms, and scripts for children are included in Appendix D. The consent form template is available on the SMC IRB website.
ENROLLING IN THE FINAL COURSE:

THESIS (EDUC 592)
ACTION RESEARCH (MATS 532)
MONTESSORI SEMINAR (MONT 599)

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

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

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

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

**Title Page** (Appendix E)

**Signature Page** (Appendix E)

**Copyright Page** (Appendix E)

**Abstract** (Appendix F)

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

**Table of Contents** (Appendix G)

**List of Figures** (if any) (Appendix H)

**List of Tables** (if any) (Appendix I)

**Acknowledgements** (optional - Appendix J)

**Chapter I**

**Introduction**

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

Introduction (do not use a heading for this section)

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

**Statement of the Problem**

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

**Purpose of the Research**

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

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

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

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

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

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

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**Chapter II**

**Literature Review**

**Introduction (no heading)**
- Briefly re-state the problem, purpose of study and research question(s)

**Overview of Literature Review**
- Summarize the information presented in the rest of the chapter

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

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

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

Method

Introduction (no heading)

  o Briefly re-state the problem, purpose of study and 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 IV

Results

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

Results (use as many headings/subheadings as needed)
  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.
  o For qualitative study:
    - Qualitative results are usually presented as themes or patterns, supported with verbatim segments of raw data (interviews, video transcripts, etc.)
    - Each qualitative method has its own way of presenting results; consult with your chair and look at similar research studies for guidance
    - A certain amount of interpretation of qualitative results is acceptable, but should only apply to the actual data (no implications, generalizations, etc)

Chapter V

Conclusion

Introduction (no heading)
  o Summarize the purpose of the study and restate the research questions
  o Summarize your research methods

Major Findings (use as many headings/subheadings as necessary)
  o Describe, interpret and evaluate major findings of the research
  o For any surprising findings, indicate possible reasons for the result
    - Reasons may have to do with all aspects of your design, procedure, nature of participants/respondents, and the nature of the selected measurements.

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

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

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

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

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

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

**References**

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

**Appendices**

- Include important material used in the study such as data collection tools or intervention materials (if relevant).
REQUIREMENTS FOR TYPING AND FORMATTING YOUR PROJECT

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

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

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

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

Pagination: 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 2014). 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 E.

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

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

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 either the first or the third person.
- Clear and concise (yet often redundant).
- Non-biased (avoid editorializing, stating your opinion, and making judgments).
- Adequately and appropriately cited.
- Straight forward (non-creative).
• If you have significant difficulties and/or the chair determines that extensive editing is required, you may be asked to hire an editor; (see Appendix B for a list).

**COPYRIGHT**

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

**Permissions**

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

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

Level 1:

Centered, Boldface, Uppercase and Lowercase Heading

Level 2:

Flush left, Boldface, Uppercase and Lowercase Heading

Level 3:

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

Level 4:

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

Level 5:

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

Level 1:

Chapter I

Introduction

Your introductory paragraphs do not have a heading ..........................................................

..........................................................................................

Level 2:

Background of the Problem

Introductory paragraph for this Level 2 heading. ..........................................................

..........................................................................................

Level 3:

History of eating disorders. Text of paragraph follows ...........................................

..........................................................................................

Factors contributing to eating disorders. Text of paragraph follows .....................

..........................................................................................

Level 4:

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

..........................................................................................

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

..........................................................................................

Level 5

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

..........................................................................................
Chapter I

Formatting and Style Information

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

Second Level Heading: Text Citations

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

Third level heading. When a source that has two authors is cited, both authors are cited every time. If there are seven or more authors to be cited, use the first author’s surname and “et al.” the first and each subsequent time it is cited. Although direct quotations are rarely used in an academic paper, when a direct quotation is used, always include the author(s), year, and page number of the source.
number as part of the citation. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. A longer quote of 40 or more words should appear (without quotes) in block format, single spaced, with each line indented five spaces from the left margin.

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

**Fifth level heading.** Is italicized and not bolded.
APPENDICES

Appendix A
Initial Chair and Reader Approval Sheet

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

Appendix C
The “Mini” Proposal: Thesis Project Proposal Outline

Appendix D
Samples of Letters and Scripts

Appendix E
Sample Title Page, Signature Page, Copyright Page

Appendix F
Sample Abstract

Appendix G
Sample Table of Contents

Appendix H
Sample List of Figures

Appendix I
Sample List of Tables

Appendix J
Sample Acknowledgement

Appendix K
Sample of References

Appendix L
Checklist forPreparing the Thesis for Submission to ProQuest

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

Appendix N
Binding Options Other Than ProQuest
APPENDIX A - Initial Chair & Reader Approval Sheet

NAME: ___________________________ PROGRAM: ___________________________

EMAIL: __________________________ TELEPHONE NUMBER: _________________

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

My topic: ____________________________________________________________

________________________

The purpose is: ______________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Students cannot enroll in EDUC 572 Research Seminar I or MATS 530 Introduction to Classroom Research without passing the Writing Proficiency Exam. After the initial enrollment in the final course (e.g., EDUC 592, EDUC 597, COUN 550, MATS 532, MONT 599), 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 participate in the commencement activities, a Commencement Registration Form and degree processing fee must be submitted by the second Friday in March of the year of graduation (for a May graduation date).

CHAIRPERSON ___________________________  READER ___________________________

Print Name

Print Name

________________________

Chairperson’s Signature

Reader’s Signature

Program Director approval: _______________  Date: _______________

Student signature:: _______________  Date: _______________

** Six copies should be made: for the chair, the reader, the student, the student’s file, the Associate Dean’s Assistant, and the 572 instructor.
APPENDIX B - List of Editors, Statisticians, Writing Tutors, and Typists

**Editors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email/Contact Information</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandy Arendtz</td>
<td><a href="mailto:Mandy.arendtz@gmail.com">Mandy.arendtz@gmail.com</a></td>
<td>925-969-1142</td>
</tr>
<tr>
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<td>Pleasant Hill, CA 94523 <a href="mailto:patcusick08@comcast.net">patcusick08@comcast.net</a></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>
</tr>
<tr>
<td>Barbara Fuller,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniel Fishman</td>
<td></td>
<td>415.487.1855</td>
</tr>
<tr>
<td>Vitalee Giammalov</td>
<td><a href="mailto:vitalee@sbcglobal.net">vitalee@sbcglobal.net</a></td>
<td>510-234-0268</td>
</tr>
<tr>
<td>Sylvia King</td>
<td><a href="mailto:sylviaking@aol.com">sylviaking@aol.com</a></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>
</tr>
<tr>
<td>Victoria Phillips</td>
<td>Saint Mary’s College Moraga, CA 94575</td>
<td>925.631.8191</td>
</tr>
<tr>
<td></td>
<td></td>
<td>415.665.4250</td>
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<tr>
<td>Susan Rawlins</td>
<td>Berkeley, CA 94703 <a href="mailto:s-rawlins@sbcglobal.net">s-rawlins@sbcglobal.net</a></td>
<td>510-527-1244</td>
</tr>
<tr>
<td>Lyn Roberts</td>
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<td>925-691-5252</td>
</tr>
<tr>
<td></td>
<td></td>
<td>925-818-0447</td>
</tr>
<tr>
<td>Xanna Schweickhardt</td>
<td><a href="mailto:schweicks@sbcglobal.net">schweicks@sbcglobal.net</a></td>
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</tr>
<tr>
<td>Lynna Tsou</td>
<td><a href="mailto:lynna@berkeley.edu">lynna@berkeley.edu</a></td>
<td></td>
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**Statisticians**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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</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> 415-244-6817</td>
</tr>
<tr>
<td>(can assist international students)</td>
<td></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>
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</tr>
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<td>510-759-7185</td>
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</tr>
</tbody>
</table>
APPENDIX C - The “MINI” Proposal

Thesis Proposal Outline

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

Thesis Proposal Outline

1. Purpose of the study
   A. (In one sentence only.) The purpose of this study is__________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   B. Your study is based on which studies? (give citations)
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   C. How does your study build on previous research? (no more than three sentences)
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. Research Objectives
   A. In what form are you stating your research objectives? (check one or more)
      _____ Objectives
      _____ Research questions
      _____ Hypotheses
B. My research questions/hypotheses/objectives are:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________

3. Literature Search

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

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________

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

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________

4. Variables

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

a. I D N ________________________________________________________________
b. I D N ________________________________________________________________
c. I D N ________________________________________________________________
d. I D N ________________________________________________________________
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).

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<th>Scale type</th>
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<th>to be selected</th>
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</table>
APPENDIX C – 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 D - Samples of Letters and Scripts

SAMPLE COVER LETTER INVITING PARTICIPATION

September 28, 2013

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 homeschooling as a venue for educating gifted and talented children. Findings will be published in hopes that the information gathered will help parents and teachers explore various options for meeting the individual needs of gifted and talented children. It will provide information about what models, programs, methods, and materials are being used at home. Your experiences, opinions, and insight are a crucial component of this research.

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

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

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

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

Thank you for your consideration.

Sincerely,

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

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

_Yes  _No

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

_Yes  _No

I understand that the interview will be audio-taped.

_Yes  _No

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

_Yes  _No

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

_Yes  _No

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

_Yes  _No

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

_Yes  _No

<table>
<thead>
<tr>
<th>Child's Name:</th>
<th>Age:</th>
</tr>
</thead>
</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>
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<th>Parent of Study Participant</th>
<th>Date</th>
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</thead>
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<table>
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<tr>
<th>Melanie Hayes</th>
<th>Date</th>
</tr>
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</table>
APPENDIX E - 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 Thesis

Presented to

The Faculty of the Kalmanovitz School of Education

Saint Mary’s College of California

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

By

Kate Cole

Term Year
This master’s thesis, 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 F - 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 G - Sample Table of Contents

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

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APPENDIX H - Sample List of Figures

Note: Lowercase Roman numerals should appear at bottom of page

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<td>3. Artis' Weekly Results</td>
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APPENDIX I - Sample List of Tables

Note: Lowercase Roman numerals should appear at bottom of page

List of Tables

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<td>3. Pre- and Post-Test Activity One Results by Student</td>
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<tr>
<td>4. Pre- and Post-Test Activity Two Results by Student</td>
<td>53</td>
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</tbody>
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APPENDIX J - 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 K - SAMPLES OF REFERENCES

References


APPENDIX L – CHECKLIST FOR PREPARING THE THESIS 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. 31 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 M - 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.
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