

MASTER'S THESIS/PROJECT GUIDELINES: ADVISEMENT HANDBOOK

**Department of Special Education, Rehabilitation,
and School Psychology**

California State University, Sacramento

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Table of Contents

	Page
Acknowledgments	ii
M.A./M.S. Thesis/Project Guidelines	1
Goals and Objectives	1
Steps in Completing a Thesis or Project	2
Chapter	
1. Introduction	8
Statement of Collaboration	8
Background of the Problem	8
Statement of the Research Problem.....	9
Purpose of the Study	10
Theoretical Framework.....	10
Definition of Terms.....	11
Assumptions.....	11
Justification.....	11
Limitations	11
2. Review of the Literature.....	12
3. Methods/Methodology	14
Students Doing a Thesis	14
Students Doing a Project	15

Table of Contents
(continued)

	Page
4. Findings/Outcomes/Results	15
Students Doing a Thesis	16
Students Doing a Project	17
5. Conclusions/Summary Recommendations	18
Students Doing a Thesis	18
Students Doing a Project	18
Appendixes	19
Appendix A: Copies of Forms Needed for the M.A./M.S. Process	20
Appendix B: Areas of Interest (EDS Faculty).....	36
Appendix C: Thesis/Project Agreement Form	39
Appendix D: Guidelines for the Human Subjects Approval Process.....	44
Appendix E: Templates for Approval Pages, Table of Contents, List of Tables/Figures	51
Appendix F: Thesis/Project Headings	62
Appendix G: Format for Definition of Terms.....	66
Appendix H: Format for References.....	68

M.A./M.S. Thesis/ Project Guidelines

A central part of your Masters degree is your culminating requirement in the form of a comprehensive exam, a thesis, or a project. This guide is designed to give you information about the process of developing a thesis or project, and guidelines for the development of the actual product.

Goals and Objectives of the Thesis or Project

It is expected that training for school psychologists, advanced special educators, or vocational rehabilitation counselors will culminate in the production of a research product (thesis or project) that evidences originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. The work shall involve an analysis or study related to a professional area such as, but not limited to: an analysis of an educational policy or mandate; a particular public or private school/agency service program; a school-based service program; an innovative educational method or intervention technique; a service manual; a historical analysis; a curriculum; or a program evaluation.

Goals:

- To gain research experiences using quantitative or qualitative research methods in federal, state, county, and/or private run educational or rehabilitation services agencies, educational settings, school-based and community-based programs, and other related educational and human service programs.
- To be able to apply research experience with sensitivity, understanding, and appreciation of the differences of culture, race, ethnicity, class, gender, sexual orientation, disability, and age.
- To become a competent and independent researcher in an ethical and professional manner.

Learning objectives. Students will demonstrate, through the written production of a Thesis or a Project, the ability to:

- Select, conceptualize, and organize an appropriate researchable vocational rehabilitation, school psychology, or special education related concept/or problem.
- Design studies to assess the need for individuals, families, groups, or organizations; and, competently draw conclusions from observing them in their natural environment.
- Understand ethical issues pertaining to scientific inquiries/research.
- Appropriately identify, select, and implement research concept(s) and methods in diverse settings, such as human assistance agencies, schools, and/or community-based agencies.

- Become self-reflective in the research and writing process so as to be able to organize the work, to structure time, and to successfully problem solve.
- Prepare a research report with the quality of writing, format, and documentation that meets the styles formats appropriate for shelving in the CSUS library.

Steps in Completing a Thesis or Project

Typically, you will follow these steps. We have provided information regarding each step below.

- 1. Classification**
- 2. Advancement to Candidacy**
- 3. Select a Committee Chair**
- 4. Determine whether to do a Thesis or a Project**
- 5. Select a second reader (thesis only)**
- 6. The Reservation/Registration process**
- 7. Develop a proposal**
- 8. As indicated by your Committee Chair, obtain permission from the Human Subjects Committee to conduct your research**
- 9. Begin and complete your research**
- 10. The written product**
- 11. The approval process**
- 12. Unbound projects**

1. Be admitted to classified graduate standing by applying to the university in the appropriate graduate degree curriculum (e.g., M.A., M.S.).

2. Advancement to Candidacy. Before you begin a project or thesis you must have documentation that you are a candidate. Forms for advancement to candidacy can be obtained from the department office and a sample is included in Appendix A. You will have seven years to complete your degree. This seven years (14 semesters) begins with the oldest course you have listed on your *Advancement to Candidacy*.

3. Selecting a committee chair. You must select a faculty sponsor and the faculty member must agree to be your committee chair. Start this process early in case your first choice is unable to work with you at this time. To assist you in selecting a committee chair, we have provided a list of faculty with their areas of interest in Appendix B. You may choose to select your committee chair for a variety of reasons – their areas of expertise, the types of research they do, or simply because you feel you would work well together.

The role of the committee chair is to work closely with you every step of the way. Specifically your committee chair will help guide the development of your research question or project idea, assist you as you write your project or thesis proposal,

supervise the implementation of your work (i.e., gathering thesis data or developing the project's product), and approve the final draft of the written thesis or project. It is your responsibility to stay in contact with your committee chair on a regular basis, keep up with deadlines, and follow through with your commitments. Your committee chair will provide you with feedback on your writing and the organization of your product, **but it is not the role of the committee chair to copy-edit your product for you**. Thus, before you turn in any "draft" you should make sure it is ready to be evaluated. If a draft is filled with spelling, grammar, and/or style errors you can expect that your committee chair will return it without substantive comments. Regardless of how confident you are in your written product, you will want to give yourself ample time to turn in drafts of each section of your product, get feedback, and revise.

4. Determine whether you will do a thesis or a project. In consultation with your committee chair, determine whether the topic you are interested in would best fit a thesis or a project. The difference between them is described below.

Thesis. A Thesis is the written product of a systematic study of a significant problem. It clearly identifies the problem; states the major assumptions; explains the significance of the undertaking; sets forth the sources for, and methods of gathering information; analyzes the data; and offers a conclusion or recommendation. The product must evidence originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and accurate and thorough documentation (CSUS 2004-2006 Catalog). Some examples of types of theses are outlined below:

- A descriptive research study examining how school psychologists assess Southeast Asians in elementary school
- A study examining the effectiveness of an innovative method to teach conversation skills using augmentative communication systems.
- A study on the usage of the *DSM-IV-TR* by California vocational rehabilitation counselors.
- A qualitative study on the friendships that develop between children with autism and their peers without disabilities in one elementary school.
- A study evaluating outcomes of supported employment programs within one regional center's service area.

Project. A Project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It must evidence originality and independent thinking, appropriate form and organization, and a rationale. It must be described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation (most recent CSUS Catalog). Some examples of types of projects are outlined below:

- A comprehensive analysis on current program delivery policies that affect the well being of children through the Sacramento County Office of Education culminating in a proposed service delivery system
- A project that examines factors contributing to homelessness among single parents receiving Vocational Rehabilitation services and culminates in a grant proposal for the creation of services for runaway youths.
- A project that thoroughly examines effective system-wide approaches to positive behavioral support and culminates in an in-service and program development plan for one school district.

5. Select a second reader. If you have decided to do a thesis, with the help of your committee chair, select a second faculty member to be the second reader. If you have decided to do a project you will not need a second reader. The role of the reader is to provide a second opinion on the written product of your thesis. This faculty member will read and provide input after your committee chair has given you input. Your committee chair and the second reader have flexibility in this process.

6. The reservation/registration process. A sample reservation form is provided in Appendix A. You must complete this form for each semester of registration by the deadlines indicated. It is very important to discuss with your committee chair expectations on the length of time it will take complete your thesis/project. For instance, if you know that you can finish your thesis/project in one semester then you would register for the total number of thesis/project units required in your program. However, most students will need a minimum of two semesters to complete their thesis/project. Part of this discussion should entail what grade the committee chair will give you if you do not complete your thesis/project in a given semester and how you will register for any future semesters that are necessary in order to complete your thesis/project.

Continuous Enrollment: Please note that although the CSUS Office of Graduate Studies has paperwork to pay “continuous enrollment” fees [<http://www.csus.edu/gradstudies/forms.htm>], this is not automatic in the EDS department. You will need to get approval from your thesis/project committee chair. Most of our faculty who chair projects/theses will require that you reregister, paying the University’s registration fees each semester until completion.

7. Develop a proposal. Before beginning the Thesis or Project you are expected to complete a proposal that clearly specifies what your culminating activity will involve. Sometimes your committee chair will want to see this document before he or she agrees to supervise your work. They may also require you to read and sign a *Thesis/Project Agreement* (see Appendix C).

8. Obtain approval from the Human Subjects Committee. If your work will involve the participation of human subjects, you must obtain approval from the Human Subjects Committee **before** you begin your study (before you collect any data and/or being to work with human subjects as a part of a thesis or project). The guidelines and forms for this approval process are attached to this document in Appendix D, and are also available on the website and in your department office. You **must** get approval prior to beginning your work. As stated above, the human subjects committee will require both the introduction and the methods sections as part of the approval process.

9. You are ready to begin your research! It is important to plan enough time to complete your proposal, and get approval from human subjects if necessary, before beginning your work in the field. Once your research study or project has been organized, the literature review complete, and your methods prepared, you will have a much easier time completing the actual work you have designed to do. While collecting your data or working on your project, keep in touch with your committee chair on a regular basis to evaluate progress, discuss your concerns, and make any changes as necessary. Don’t expect the sponsor to contact you. You will need to take the initiative. Do not wait until it is too late --- this may cause a delay in the completion of your thesis or project, or the need to start over.

10. The written product. Your project or thesis must follow the formatting of the *Publication Manual of the American Psychological Association* (most recent edition) and the CSUS thesis/project format requirements. There are only three things that differ between the CSUS thesis/project format requirements and the APA Guidelines. In these cases you should comply with the CSUS requirements. These instances where CSUS requirements are different from APA style are as follows:

<i>APA Style</i>	<i>CSUS Requirement</i>
APA: space once after a period at the end of a sentence	CSUS: space twice after a period at the end of a sentence
APA: use running headers	CSUS: do not use running headers
APA: appendices are labeled on first page of actual item	CSUS: use appendix title page
APA: references follow end of the last chapter	CSUS: references follow the Appendixes

Please refer to the following sources as well as the useful templates we have provided in Appendix E:

- CSUS Thesis Format Requirements/CSUS Project Format Requirements online at <http://www.csus.edu/gradstudies/forms.htm>
- Publication Manual of the American Psychological Association (latest edition) obtainable at the Hornet Bookstore, or online at <http://http://www.foundation.csus.edu/bookstore/>
- APA Style Guide from the CSUS Library online at <http://library.csus.edu/guides/blackmer/APAstyle.htm>

Margins. Note that your manuscript must have the following margins: One inch from top, right, and bottom, one and a half inches from the left. This means that for the top margin your page numbers must be one inch from the top right margin and your text will be 1½" from the top. An easy way to create this is to do your page numbers in a header. Ask for help if you don't know how to set up your document. Please see instructions on pp. 8-9 for page setup procedures on your computer.

Table of Contents. The table of contents is particularly difficult for some students. Please take time to format it so that all the pages numbers are in alignment. One way to do this is to leaving make a table within invisible lines.

Spacing. Double space the entire text. However, you have the option to use single spacing in the Appendixes if your product will look more presentable if you review it for spacing at the bottom of your page. For example, if you end up with a heading at the bottom of a page, you might want to move it to the next page leaving an extra line at the bottom.

Citations and quotes. Use your APA manual, the most recent edition, to help you with citations and quotes. The rules and formats change periodically, so keep this manual handy and use it frequently. The index is very helpful. Pay attention to the rules for things like when to use et al., the ampersand symbol, and spacing.

Ultimately it is the student's responsibility to learn and apply the format requirements and not that of one's thesis/project committee chair or typist.

Overall, the Thesis or Project will have these distinct parts:

- Blank Page
- Title Page
- Copyright (optional)
- Approval Pages (original plus one copy; the original must be on 50% or higher rag content, 20 lb. Bond paper).
- Format Approval Page (original plus one copy; the original must be on 50% or higher rag content, 20 lb. Bond paper).
- Abstract (original plus one copy; the original must be on 50% or higher rag content, 20 lb. Bond paper).
- Preface, Dedication and or Acknowledgement Page (optional).
- Table of Contents with page references
- List of Tables
- List of Figures
- Chapter 1-The Problem/The Issue
- Chapter 2-Review of the Literature
- Chapter 3-Methods/Methodology
- Chapter 4-Findings/Outcomes/Results (different for a Project)
- Chapter 5-Conclusion, Summary & Recommendations
- Appendices
- References
- Blank Page (required)

The following provides procedures for Page Setup using Microsoft Office. The rest of this document gives you an example of APA style and provides you with information regarding each part of your Thesis or Project.

Procedures for Page Setup in Microsoft Word XP and Word Mac 2000

(See Note on p. 2)

Chapter 1, p. 1 through Bibliography

Cover Pages (exceptions noted)

File

- Page Setup

Margins

Top: 1.5"

1"

Left 1.5"

Bottom: 1"

1.5"

Right: 1"

Layout

- Header

Footer

1"

1"

- Click on OK

Insert

- Page Numbers

Position: Top of page (Header)

Bottom of page (Footer)

Alignment: Right

Center

- Format

Page numbering

Start at: 1

- Click on OK

Format

- Paragraph
Line Spacing: Double
- Click on OK

Note: we recommend that you have a separate document for the cover pages since those are numbered in roman numerals at the bottom of the page and centered starting with roman numeral ii. The cover page is not numbered.

11. The approval process. Each and every semester that you register for the Thesis/Project, you will receive a letter from the department office giving you registration information and important deadline dates if you plan to graduate that particular semester (i.e., graduation application, date Thesis/Project is to be delivered to the graduate coordinator and date for submission to the Office of Graduate Studies). Below is a step-by-step Approval Process:

- Thesis: Once your Committee Chair and second reader deems your Thesis to be complete, they each sign the approval page and the Committee Chair also signs the abstract on regular or cotton paper.
- Project: Once your Committee Chair deems your project to be complete, he/she signs the approval page and abstract of the project on regular or cotton paper.
- This copy is then taken to the Graduate Coordinator (EUR-316) who will be reviewing the Thesis/Project for format. If the thesis/project is in the proper format, he/she will sign the format approval page on regular or cotton paper.
- The student will be informed when the Thesis/Project can be picked up in order to deliver it to the Office of Graduate Studies located in River Front Center, rm. 206 no later than the established semester deadline.
- Prior to delivery to the Office of Graduate Studies, the Thesis/Project will need to be copied on 24 lb. (100% cotton) paper. In addition, one extra copy of signature pages (format approval, approval page, and abstract) on regular or cotton paper, three copies of the Thesis/Project Receipt form and one paid Microfilming and Binding Receipt are to accompany the Thesis/Project.

12. Unbound Projects. Some departments do not require projects to be bound and shelved in the University Library. In addition, some projects do not lend themselves to binding and shelving (e.g., web-based, art piece). In these instances, a Project Completion Approval Form may be submitted upon approval by the faculty advisor and department graduate coordinator. These unbound projects are submitted and retained in the department. This information is from the “Project Format Requirements” of Graduate Studies.

EDS does not typically accept unbound projects. If you are considering a project of this nature, please talk with your committee chair and the department office very early in your decision-making.

Some projects might have an unbound portion, such as a CD as an appendix.

Content of the Thesis/Project

The following section, which describes the components of the thesis/project, also demonstrates APA format (with the exception of the page numbers which continue from the start of this guide). In your thesis/project, start with “1” in the upper right-hand corner on the first page of Chapter 1 and number consecutively through the last page of your References. In addition, Appendix E provides templates for your use in constructing accurate formatting.

Chapter 1

INTRODUCTION

The researcher has the task of presenting and defining the problem so that it is clearly understood, is not trivial, and can be investigated using the tools of commonly accepted research methods. In this regard, this chapter has been divided into nine possible subsections that, taken as a whole, meet the criteria for a well-articulated presentation of the problem that students are studying.

This section introduces the reader to the general problem, also known as the research concept. It tells the reader *what* the problem is. Subjective elements such as personal experience or anecdotal materials may be used to illustrate the nature of the problem, its extent, manifestations and seriousness. The idea is to get the reader interested and involved in the general world of the problem. What is it that you are going to be studying? Is it child abuse, mental health, homelessness, adoption, or what? At the end of this section the reader should have a clear idea of *what* the problem is.

Statement of Collaboration

If a student is working with another student on a co-authored research project, a clear statement in the Introduction and Abstract as to the responsibilities of each collaborator is required.

Background of the Problem

This section has two purposes: (a) to begin to be more specific about the problem; and, (b) to *convince* the reader that what you are studying is truly a problem. Use evidence and logical arguments to assemble materials to document that what you are studying is in fact a problem: where did it come from; how long has it been with us; how big is it; how extensive it is; what are the costs of not resolving the problem, etc. It helps to relate your specific research problem to a larger, more general problem; amass evidence to show that the more general problem is indeed a problem; then show that your specific problem is a subset of the more general problem. Do not take it for granted that the reader is automatically going to agree with you that what you are studying is a problem. Cite sources from your library research and from interviews with authorities having knowledge of the problem to document your assertions. Be sure to provide references (citations) for all *facts*.

In order to construct an accurate and complete reference list and format it correctly in APA style please refer to the Reference section in the latest edition of the APA Publication Manual. Pay close attention to the correct usage of the ampersand since it is often misused.

Statement of the Research Problem

Up to now the researcher has talked about the general problem; now, the researcher will state what aspect of the general problem s/he is going to be dealing with in

the research project. This is the research problem. State it in a short, concise manner not more than a paragraph or two. Although it is all right to argue that the research problem is the lack of something or a deficiency in something, it is the underlying reason or impact that leads to the lack of research. Instead of saying "the research problem is that there is a lack of current, readable, organized knowledge about community counseling resources for non-English speaking families;" presenting the research problem as "the inability to access linguistically appropriate counseling services is associated with the on-going increase of family violence within this ethnic community. Although local schools and human service agencies have tried out a variety of approaches to address the issues of accessibility and cultural competency, all have identified the need for some culturally specific and linguistically appropriate outreach and advertising materials which are currently not available." In sum, describe the "central issue" of the study.

Purpose of the Study

Tell the reader what your research project is going to do about providing a resolution for the identified research problem. "This study aims to ..." Distinguish between the primary purpose and secondary purposes. The primary purpose is to do something to directly resolve the research problem identified in the previous section: in this case, it could be to produce, for example, a multi-lingual handbook about community counseling resources. Secondary purposes are practical applications of your research project to resolve some local, community, or global problem. A secondary purpose might

be to increase the number of bilingual counselors at a particular agency, or to prepare a grant or get money budgeted for this purpose by an agency. In sum, talk about the “measurable objectives” identified in the Purpose of the Study.

Theoretical Framework

Describe the research problem using *one or several* theories or paradigms. First, select the appropriate theories or paradigms and write about them with enough detail so that the reader has a clear understanding of the theories/paradigms. Then, using the language of the theory/paradigm describe the research problem. By this time in your professional field of endeavor you should have a good working knowledge of some vocational rehabilitation, school psychology, or special education theories, issues, programs, service delivery, and treatment modalities.

Definition of Terms

Provide both conceptual and operational definitions for any key words or phrases that are either important or may be unclear to the reader. Note the term key words. We do not ask that the student researcher define *all* the research terms. See Appendix G for format.

Assumptions

These are the premises upon which the researcher bases the logical arguments implicit and/or explicit in the research effort. List the premises that the researcher wishes the reader to accept as true without further proof or evidence.

Justification

State how your research project will benefit your profession, for example, how the outcomes of this research study can be used to accomplish the aims of the profession.

Limitations

Describe what the researcher is doing that the reader might think she/he is not going to be doing. This section helps to clarify the problem by delineating the boundaries of the problem, thus providing a contrast.

Chapter 2

REVIEW OF THE LITERATURE

The purpose of this section is for the researcher to tell the reader what others have found out (or said or conjectured) about the particular problem s/he has chosen to do his/her research on or about a similar problem (the results of which s/he can, by analogy, apply to the problem). Organize the findings by *themes*. Do not present the findings in the form of an annotated bibliography. Begin the review of the literature with an introduction telling the reader how the review is organized, the themes to be used, and why they were chosen (i.e., their relation to the research problem). Typically, the literature review starts with broad concepts that orient the reader to the topic at hand. It then becomes progressively more specific. End the review with a summary highlighting the major findings. Use headings of: Introduction; Themes (i.e., the actual names that describe your themes); Subthemes, if any (i.e., the actual names that describe your subthemes); and Summary. Be sure to provide page numbers for direct quotations.

A note on quotations: Quotations should be used sparingly! They should be used to highlight a point, and only when the authors exact words are needed. You should use your own words to summarize material from the literature. Never use phrases like "The author *states* or *says*" without providing an explanation of why the author is "saying" the quoted material and pointing out what its relevance to the theme is supposed to be. Do give some details about the methodology of the actual research referenced, and do not shy

away from making judgments about how sound a study's methods are. This enhances the reader's ability to judge the quality of the research. Also, review *current* literature (typically within the last 10 years). Most of the researcher's literature review should come from the periodical literature. Only some should come from books and the Internet. This is the literature that will help orient your readers to the broader topic(s) under study. Sponsors will not accept material that uses more than a few quotations, uses them inappropriately, or that is a close paraphrase of a referenced work. There are no specific requirements for the length of this chapter or the number of sources that need to be considered. However, our experience has found that the Review of the Literature will generally have a minimum of 20 appropriate references and be approximately 20 pages long. Please do not give your committee chair anything to review that does not meet these minimum requirements! The sponsor will, of course, be more than happy to meet with the student to give feedback on draft material to make sure the student research is on the right track, and/or to help the student identify appropriate literature for review.

Finally, it is essential that we mention that the University catalog makes the policy on plagiarism very clear. This policy is taken very seriously in this department. You may not copy another person's work in any amount. Quotations and their citations are discussed above and in the *APA manual*. Plagiarism is easily detected. If you have any questions about what this means or what constitutes plagiarism, talk to your committee chair/advisor and consult the University's policy statement.

Chapter 3

METHODS/METHODOLOGY

(Note: Choose one of these two as the chapter title)

Students Doing a Thesis

Describe the study design, sampling procedures, independent and dependent variables (if appropriate), data collection procedures, instruments used, procedures to ensure reliability and validity, data analysis approaches, and any organizing principles used in gathering the materials and assembling them into the final product. Typically, headings used in this chapter will include (a) “Participants,” (b) “Measures” and/or “Materials,” and “Procedures” for quantitative studies.

Have a separate section on protection of human subjects in which the student researcher states that the Protocol for the Human Subjects Committee was submitted and approved by either the University or EDS Human Subjects Committee as “exempt” research, posing “no risk” or “minimal risk,” or being “at-risk.” If the research was no risk, minimal risk or at-risk, describe the procedure you used to reduce the risk to an acceptable level. For all research, state how voluntary participation was ensured and how subject confidentiality or anonymity was insured. If animals were used in the research, the student researcher must follow and file the Protocol for the Protection of Animals.

Students Doing a Project

Describe how the information for the project was gathered, the individuals you collaborated with in the field, and the procedures you used in the development of the actual product (i.e., handbook). The actual product should be included in an appendix.

Chapter 4

FINDINGS/OUTCOMES/RESULTS

(Note: Choose one of these three as the chapter title)

Students Doing a Thesis

Research that involves quantitative data analysis:

- Reserve your opinion. For now just show or describe your data.
- Provide a brief introduction regarding your data display.
- *Overall findings.* Begin the data displayed with the socio-demographic characteristics of the subjects first, followed by other major variables.
- Next, talk about the *specific findings*. Present other descriptive and inferential statistics, among the variables, that were chosen by the student researcher to answer the research hypotheses or research questions the student wishes to be able to answer in this study. Make sure to explain whether or not each hypothesis was supported or not, the statistical procedure(s) used to make this determination, and the level of significance value.

Research that involves qualitative data analysis:

- Similarly, reserve your opinions.
- Describe anything you think is important about the overall data gathering process.

- Describe how you analyzed the data.
- Describe the themes/findings in categories that you and your Committee chair have agreed on.
- You will be depicting quotes, narrative, artifacts, and other types of qualitative data.

Note any *additional findings* that you obtained from the study here.

Students Doing a Project

Any manual, directory guide, curriculum, web site, film, video, CD, DVD, alternative media etc. developed as a Project belongs in an Appendix. A brief summary of the Project, as well as your conclusions and recommendations belong in this chapter. Submit two copies of any media as a separate entity to the Graduate Studies office when the project is submitted. Instead of the words The Project above, put the actual title used for your project, i.e., Prototype Grant Application for NIMH.

As this is your concluding chapter, you should summarize, make recommendations, and draw any conclusion(s) you might have. Describe the results of the evaluation of your project. Describe how the project might be put to practical use. State any advice you might have for updating or expanding the project. With hindsight what could the author have done better or have omitted?

Chapter 5

CONCLUSION

(Note: work with your committee chair on what to title this chapter)

Students Doing a Thesis

This is where the researcher summarizes the work of the thesis and draws conclusions. You should present the major findings that describe critical influences/relevancies to the variables of interest in this study. You will discuss findings (from chapter 4) in terms of whether or not your research hypotheses were confirmed, which ones, and how they compare to, or contrast with, the literature review found in chapter 2. You can provide your personal opinion regarding the literature review, the findings, or any unusual observations that emerged from the research. You can also make recommendations and project future research that is needed in this area of study.

Students Doing a Project

Students doing a Project are not required to develop a Chapter 5.

APPENDIXES

Put all materials in this section that does not easily fit into the main body of the text. Examples include manuals, handbooks, letters, regulations, data gathering protocols, field notes, computer printouts, and other enhancements. Do not put the Protocol for the Protection of Human Subjects in the appendix; its contents are described in chapter 3.

Use a separate appendix for different types of materials as we have done in this document.

Appendix A

COPIES OF FORMS NEEDED FOR THE M.A./M.S. PROCESS

(Note that the forms included are not within APA guidelines)

[Forms and Manuals insert from Office of Graduate Studies at

<http://www.csus.edu/gradstudies/forms.htm>]

1 of 2

[Forms and Manuals insert from Office of Graduate Studies at

<http://www.csus.edu/gradstudies/forms.htm>]

2 of 2

[Thesis Format Requirements insert from Office of Graduate Studies at
<http://www.csus.edu/gradstudies/forms.htm>]

[Thesis Format Requirements insert from Office of Graduate Studies at
<http://www.csus.edu/gradstudies/forms.htm>]

2 of 2

[Project Format Requirements insert from Office of Graduate Studies at

<http://www.csus.edu/gradstudies/forms.htm>]

[Project Format Requirements insert from Office of Graduate Studies at

<http://www.csus.edu/gradstudies/forms.htm>]

2 of 2

[Collaborative Theses and Projects Supplementary Information insert from Office of Graduate Studies at <http://www.csus.edu/gradstudies/forms.htm>]

[Guidelines for Completing Advancement to Candidacy Form insert from Office of Graduate Studies online at <http://www.csus.edu/gradstudies/forms.htm>]

[Advancement to Candidacy Form insert from Office of Graduate Studies online
at <http://www.csus.edu/gradstudies/forms.htm>]

2 of 2

[Departmental Master's Reservation Information insert from EDS online at
<http://edweb.csus.edu/departments/eds/dates.htm>]

[Departmental Master's Reservation Form insert from EDS online at

<http://edweb.csus.edu/departments/eds/dates.htm>]

2 of 2

[Graduate Information and Application Form insert from Office of Graduate
Studies online at <http://www.csus.edu/gradstudies/forms.htm>]

[Graduate Information and Application Form insert from Office of Graduate
Studies online at <http://www.csus.edu/gradstudies/forms.htm>]

[Thesis/Project Receipt Form insert from Office of Graduate Studies online at
<http://www.csus.edu/gradstudies/forms.htm>]

1 of 1

[Microfilming and Binding Receipt Form insert from Office of Graduate Studies
online at <http://www.csus.edu/gradstudies/forms.htm>]

Appendix B
AREAS OF INTEREST
(EDS Faculty)

Department of Special Education, Rehabilitation, and School Psychology

Ballard-Rosa, Maurine: Early childhood special education; parent/professional collaboration; inclusive practices; systems change.

Brock, Stephen: Human development and learning; behavioral assessment and analysis; school-based crisis intervention and response; ADHD; autism, and school-based suicide prevention.

Cho, EunMi: Mild/moderate cognitive impairments, bilingual issues related to special education, inclusive practices, adaptations and modifications of curriculum, social studies.

Christo, Cathi: Assessment; reading development and disabilities, diagnosis, and intervention; reflective practice; progress monitoring; three tiered model for intervention, eligibility, and curriculum based measurement; empirical research and practical projects.

Clinton-Higueta, Amanda: Neuropsychology; prevention/early intervention; infant and toddler mental health; cross-cultural psychology.

Cooley, Leslie: Strength-based approaches to all aspects of the educational system; working with families; resiliency issues; solution-focused counseling; group counseling in special education; issues related to emotional disturbance.

Daley, Steven: Early childhood special education; physical and health impairments; inclusive practices; systems change.

Durán, Elva: Bilingual special education; special education issues regarding language and literacy for Spanish-speaking students and English learners.

Gardner, Paula: Effective behavior management strategies; inclusion; working with at-risk students; building self-esteem; effective school-to-home communication and collaboration; motivating student learners; adapting and modifying curriculum.

Gee, Kathy: Inclusive school practices and policies; positive behavioral support; assessment and teaching strategies for students with moderate to profound and multiple disabilities; family/professional and transdisciplinary collaboration; systems change; research design.

Gonsier-Gerdin, Jean: Inclusive education policies and practices; Autism Spectrum Disorders; instructional strategies for teaching students with moderate to severe disabilities; positive behavioral support; interprofessional collaboration; family support. Qualitative research design.

González, Rachael: Collaborating with mental health agencies and schools on issues of emotional and behavioral disorders from a cultural perspective; narrative as text; building family, school, and community partnerships; pedagogy and the habits of mind; multiple intelligences and the English learner; fathers and their involvement in their children's school; issues surrounding Latino families; classroom action research; international special education.

Grushkin, Donald: Linguistics and sociolinguistics; deafness and the deaf community; deaf education related to bilingual and bicultural education and literacy; hard-of-hearing people within the deaf community.

Kearly, Patt: Transition; consultation skills; systems change, research.

Ostertag, Bruce: Individuals with mild/moderate challenges (adapting/modifying curriculum, assessment, inclusive methodologies; technology); reading disabilities; restructuring of general and special education teaching credentials.

Raske, Dave: Prenatal substance exposed children; inclusion; special education leadership; restructuring of special education credentials.

Vicars, William: Computer-assisted ASL acquisition; internet-based ASL instruction; bilingual/bicultural-ASL instruction methodology; excursion-based ASL immersion training; and ASL linguistics.

Appendix C

THESIS/PROJECT AGREEMENT FORM

The Thesis or Project Proposal

Before beginning the Thesis or Project you are expected to complete a proposal that clearly specifies what your culminating activity will involve. Sometimes your Committee Chair will want to see this document before he or she agrees to supervise your work. They may also require you to read and sign a *Thesis/Project Agreement* (see following).

The form and substance of the proposal is in many respects determined by the sponsor you select to supervise your thesis or project. However, in most cases it will include what will eventually become the introduction and methods chapters of the thesis or project. If your work will involve the participation of human subjects, then the department's Human Subjects Committee requires the introduction and methods discussions. A review of the literature is also in some cases a required part of the thesis or project proposal.

**CSUS DEPARTMENT OF SPECIAL EDUCATION,
REHABILITATION, AND SCHOOL PSYCHOLOGY (EDS):
THESIS/PROJECT AGREEMENT**

NAME: _____
EMAIL: _____
THESIS/PROJECT CHAIR/SECOND READER: _____
PROGRAM: _____

Having met with my Thesis/Project Committee Chair, I accept the following responsibilities during the semester(s) in which I register for the Thesis/Project:

1. I will schedule regular appointments with my Thesis/Project Committee Chair. During this time my Thesis/Project Chair will consult with me on my draft efforts, research directions, and guide me to a completed manuscript.
2. I understand that a completed effort requires appropriate formatting, perfect spelling, good grammar, and correct punctuation. While my Thesis/Project Committee Chair will be helpful in these matters, the ultimate responsibility is mine.
3. I understand that the format must meet CSUS and EDS standards. Obtain from the Graduate Studies Office the *CSUS Guide for Thesis Format* or the *CSUS Guide for Project Format*. You can also access these publications online at: < <http://www.csus.edu/gradstudies/forms.htm>>.
4. The required format for EDS is the latest edition of the *Publication Manual of the American Psychological Association* (APA). Additionally, EDS publishes an *M.A./M.S. Advisement Guide* available in the campus bookstore and online at: < <http://edweb/csus.edu/departments/eds>>. Specific questions regarding this format should be discussed with your Thesis/Project Committee Chair.

5. I will schedule regular appointments with my Thesis/Project Committee Chair. During this time my Thesis/Project Chair will consult with me on my draft efforts, research directions and guide me to a completed manuscript.
6. I understand that a completed effort requires appropriate formatting, perfect spelling, good grammar, and correct punctuation. While my Thesis/Project Committee Chair will be helpful in these matters, the ultimate responsibility is mine.
7. I understand that my completed work will not be accepted unless it meets the format standards of CSUS, as interpreted by EDS and the University Graduate Office. The ultimate responsibility for meeting these standards is mine.
8. I understand that I must monitor my own progress toward the completion of my thesis/project. This requires knowing the dates when the final copy of my work must be turned in to the departmental office and when other documents must be submitted (e.g. *graduate application, etc.*). I will contact the departmental office for thesis/project deadlines.
9. In the preparation of a thesis I must select a second reader who will be informed of my progress. My second reader may need up to a month to review the final draft of my thesis.
10. I understand that if I do not complete my work during the registered semester that I may have up to three additional semesters in which to complete the thesis/project. To obtain this additional time I must make satisfactory progress (as determined by the thesis/project Committee Chair) during the registered semester. I will be required to re-register for my thesis/project for every semester in which I continue.
11. I understand that the availability of the thesis/project Committee Chair during the summer months cannot be expected and must be discussed beforehand. I may be required to re-register for my thesis/project during this time at the discretion of the thesis/project Committee Chair.
12. I am prepared to meet the standards of thoroughness, honesty, graduate-level research, and careful attention to references that such an undertaking requires.

13. I understand that this is an adventure and that I may be surprised, disappointed, frustrated and overworked, but I expect to be both proud of my work and pleased with my efforts when I am finished.

Signature: _____
Date: _____

Adapted from the CSUS Department of Teacher Education (2005).

Appendix D

GUIDELINES FOR THE HUMAN SUBJECTS APPROVAL PROCESS

Student Masters Projects and Theses:
Procedures for Requesting Review by the
Department of Special Education, Rehabilitation, and School Psychology
Human Subjects Committee
Adopted December, 2004

Guidelines

If your Masters Project or Thesis will involve the participation of human subjects, then it will need to be reviewed by the Departmental Human Subjects Committee. Please contact the EDS Office for a listing of the current committee members.

To have your Project or Thesis proposal reviewed please follow the steps listed below:

1. Obtain a committee chair and complete a research proposal.
 - a. While the form of the research proposal is determined by consultation with your committee chair, the Human Subjects Committee requires that you complete the Introduction and Methods chapters.
 - b. If you plan to use a questionnaire(s), then the Committee will need to examine the questionnaire(s) and accompanying cover letter(s).
 - c. If your research will require participant consent to participate in the study, then the form(s) used to obtain such consent must also be provided.
2. Complete the "Request for Review by the Department of Special Education, Rehabilitation, and School Psychology Human Subjects Committee" form and **have it signed by your committee chair**.
3. Submit 3 hard copies of this form and any attachments (e.g., your research proposal, questionnaire, cover letter, consent to participate in a study form, etc.) to the Chairperson's mail box (located just outside of the Department Office, EUR 316). In addition, submit one electronic copy of the form and attachments to the Chairperson's email address.
 - a. The form **MUST** be either typed or completed via the use of a word processor. Handwritten forms will **NOT** be reviewed. You can E-mail the Committee Chairperson for an electronic copy of the form.

After your Project or Thesis has been submitted to the Committee the following actions will take place:

1. Within two weeks of receipt of an acceptable request form, the committee chairperson will provide you and your committee chair with a human subjects risk review (NOTE: requests received after May 1st may not be completed until the fall semester).
2. **If the committee finds that your research is "exempt" or "no risk,"** then you and your committee chair will be notified by the Committee Chairperson via e-mail (upon request a letter reflecting the Committee's assessment of the proposal can also be provided).
 - a. Once you receive this notification you may begin that portion of your research that involves work with human subjects (of course you may proceed with all other aspects of your research without this Committee's approval).
 - b. Copies of the Committee-approved review forms will also be placed in your committee chair's box.
3. **If the committee does not agree that your research is "exempt" or "no risk,"** then you and your committee chair will be notified via e-mail that the proposed Project or Thesis must be reviewed by the University Committee for the Protection of Human Subjects.
 - a. The student must then submit a *Request for Review* to the University Committee. The protocol must be signed by the faculty committee chair and must include the department's Committee Reviewer Forms and the original Request for Review Form as attachments. These documents should then be forwarded to the Director of Research and Sponsored Projects (John Terence Manns, 916-278-7381 <mailto:jtmanns@csus.edu>). You may not begin that portion of your research that involves work with human subjects until the University Committee approves your research. The Policies and Procedures of the University Committee (including *Request for Review* forms) are available at <http://www.csus.edu/rsp/HumanSubjects.htm>.
 - b. Alternatively, as indicated, the Department Committee may recommend to you how your study might be modified to make it either "exempt" or "no risk."

Sections Relevant to Student Research from the
**Policies and Procedures of the Committee for the Protection
of Human Subjects**

California State University, Sacramento
Updated July 2005

Some departments have their own committees for reviewing research which involves the use of human subjects. Those committees must agree to follow the same standards as used by the CPHS and must operate under policies and procedures which have been approved by the CPHS. When those conditions have been met, the CPHS delegates to the departmental committee the authority to review and approve research in which the investigator is a Sacramento State student and which involves no risk to participants. Student research which does involve risk must be forwarded to the CPHS for review. Research in which the investigator is a member of the Sacramento State faculty, staff, or administration, or in which the investigator is not affiliated with the University but will use Sacramento State facilities or students, must always be submitted directly to the CPHS for review.

Policies and Procedures of the CPHS

The CPHS usually approves research for a period of one year, which is the maximum allowed [Federal Policy §46.109(e)]. Investigators who need to continue their research beyond that time may request up to two one-year extensions. This request may be made in a brief letter to the committee which also confirms that there have been no changes in the targeted participants, the materials, or the procedures for the research and that participants have not had any adverse experiences thus far in the research. If there is a need to continue the research beyond a third year, a new protocol must be submitted and the committee must do a full review of the protocol.

In accordance with federal policy, some research projects may not be approved for a full year. This could occur, for example, because of the overall risk of the study or because some of the relevant information could not be provided at the time the protocol was first submitted (e.g., a fieldwork or ethnographic study where the nature of the questions to be asked are not determined until the study is underway).

The researcher is obligated to promptly inform the CPHS of any unexpected risks discovered while conducting the research and to promptly report any occurrence of serious harm to participants [Federal Policy §46.103(b)(5)]. Although the CPHS does not anticipate situations calling for the following actions, it does have the authority to observe, or to require a third party to observe, the consent process and the research itself [Federal Policy §46.109(e)] or to suspend or terminate approval of research that is not

being conducted in accordance with requirements it has established or that has been associated with unexpected serious harm to participants [Federal Policy §46.113].

Research Covered by CPHS Policies

Any research or related activity that involves the use of Sacramento State time, facilities, resources, and/or students is covered by these CPHS policies. *Research* refers to a systematic investigation designed to develop or contribute to generalizable knowledge [Federal Policy §46.102(d)]. Activities sponsored by an outside agency which utilize Sacramento State resources are considered to be under the auspices of both the University and the outside agency. In this case, approval must be obtained from committees for the protection of human subjects of both Sacramento State and the outside agency.

Research or related activities involving the use of human subjects that are conducted by Sacramento State employees or students without the use of any University time, facilities, resources and/or students are not covered by these CPHS policies. Individuals conducting such research outside the auspices of the University should inform themselves of their legal responsibilities. Research conducted by students within an established Sacramento State course and in which the only participants are other students in the same course is not covered by these policies. Research in which the students in a course observe the public behavior of others but do not interact with them is also not covered by these policies. In both instances, the instructor of the course should be sure that appropriate research procedures are followed. Research in which the students in a course do interact with participants outside of the course (e.g., by conducting a survey) should be reviewed by the department's review committee.

For a "related activity" to be covered under the CPHS policies, a research component must be present. In general, if one of the goals of the investigation is an expansion of scientific knowledge, a research component is inherent in the activity, and the project should be reviewed by the CPHS.

Investigators affiliated with Sacramento State have the normal legal protections provided by the University, if their activities have CPHS approval and if they are working within the scope of their employment or University affiliation. If these conditions have not been met, the University will not be in a position to protect Sacramento State investigators performing research with human subjects.

Researchers not affiliated with Sacramento State who are planning to conduct research under the auspices of the University must submit their research for review by the committee. Such researchers must (1) provide evidence that their research has been

approved by the appropriate administrative official at their parent institution (e.g., a dissertation chairperson), (2) provide evidence that their research has been approved by the appropriate human subjects committee at their parent institution, and (3) provide evidence of approval from the Sacramento State department and/or faculty where the research will be conducted.

Application Procedures

Researchers must submit eleven copies of their protocol to the Office of Research and Sponsored Projects, Modoc Hall, Room 2007, mail code 6111, using the *Request for Review* (see Appendix A) available at <http://www.csus.edu/rsp/HumanSubjects.htm> or at the Office of Research and Sponsored Projects. The application must include specific references to any attachments (e.g., consent forms, tests, interview questions) that are needed, and copies of those attachments must be included with each copy of the application. Do not attach lengthy grant applications, etc., as the committee is unable to review them. The relevant information from such documents should be summarized in the *Request for Review*.

Sacramento State students must submit their applications, using their department's approved forms and procedures, to their department's human subjects review committee. Students should consult with their faculty sponsor about the department's procedures. If the research is found to be acceptable and to be exempt or no risk by the department's committee, applying the same criteria as would be used by the CPHS, the research does not need to be reviewed by the CPHS. Some departments with considerable experience in reviewing student research are also permitted to approve research at minimal risk. If the department finds that the research is acceptable, but the level of risk is greater than it is authorized to approve, the student must then submit a *Request for Review* to the university committee. The protocol must be signed by the faculty sponsor and must include evidence of the department's approval for the research as one of its attachments. If there is no department or college-level committee to review the student's research, the student must submit a *Request for Review*, with the faculty sponsor's signature, directly to the university committee. In either case, the research may not begin until approval has been received from the CPHS.

Collaborative research, in which students and faculty work together but a faculty member is the primary investigator, must be submitted directly to the CPHS in the same way as other faculty research.

When submitting an application to the CPHS, researchers need to take into consideration the committee's deadlines for its regularly scheduled meetings and the possibility that the

committee might request additional information and/or changes in the protocol and thus need to review the protocol again at a subsequent meeting. Applications should be submitted sufficiently early for them to be approved before the desired starting date for the research and before any deadlines of funding agencies.

Questions about Research Procedures and Application Procedures

Questions about the application procedures for human subjects approval may be directed to the Office of Research and Sponsored Projects, (916) 278-7381, or to any member of the committee. Questions about research procedures and minimizing risks should be directed to a committee member. Applicants are encouraged to contact a committee member whose professional field most closely corresponds to that of the researcher. Any exceptions to the policies outlined in this manual must be approved by the committee.

Structure of the Committee

The committee shall consist of at least five members with varying backgrounds. Members are expected to have appropriate professional expertise, maturity, and experience to thoroughly review a variety of research activities conducted at Sacramento State. They should also be sensitive to relevant professional standards, community attitudes and diversity, applicable laws, and institutional requirements. The committee shall not consist entirely of persons who are employees of or otherwise associated with the University, apart from their membership on the committee. The committee shall not consist entirely of members of the same sex or members of one profession. The committee shall include at least one member whose primary concerns are in a non-scientific area. No member of the committee shall be involved in the initial review or any continuing review of an activity in which the member is a researcher or a sponsor, except to provide information requested by the committee. The committee may invite individuals with competence in special areas to serve as non-voting reviewers when dealing with complex issues. A quorum shall consist of a majority of the committee's membership. Members of the committee are appointed by the Provost and Vice President for Academic Affairs. Appropriate administrative assistance and support for CPHS functions are to be provided by the University through the Office of Research and Sponsored Projects.

Department Review Committees

Departments in which a significant number of students are engaged in human subjects research (e.g., for master's theses, class research, or special projects) are expected to have a department-level committee to review such research. The department committee must consist of at least three faculty members and must follow established procedures which

have been reviewed and approved by the CPHS. In reviewing student research, the department committee must use the same criteria and standards as used by the CPHS. Under these circumstances, the CPHS delegates to the department committee the authority to approve student research which is found to be acceptable and to be either exempt or no risk. Department committees with an established history of careful reviews may also be allowed to approve student research which is minimal risk. Research which is found to have a higher level of risk than the department is authorized to approve, and research for which the department committee's decision is not unanimous or for which a committee member so requests, must be forwarded to the CPHS for review.

Request for Review by the Department of Special Education, Rehabilitation, and School Psychology Human Subjects Committee

Submit 3 copies of this form and any attachments to the Department Office (EUR 316).
Please **type** your responses or use a word processor. **Handwritten requests will not be reviewed!**

Project Title:

Name(s) of Student Researcher(s):

Mailing address(es):

Telephone Number(s):

E-mail address(es):

Anticipated starting date:

Name of faculty sponsor:

E-mail address of sponsor:

1. Who will participate in this research as subjects (e.g., how many people, from what source, using what criteria for inclusion or exclusion)? How will their participation be recruited (e.g., what inducements, if any, will be offered)?

2. How will informed consent be obtained from the subjects? Attach a copy of the consent form you will use. If a signed written consent will not be obtained, explain what you will do instead and why. (See your sponsor for examples of consent forms and a list of consent form requirements.)

3. How will the subjects' rights to privacy and safety be protected? (See attached *Levels of Risk*.)

4. Summarize the study's purpose, design, and procedures.

5. Describe the content of any tests, data collection procedures, questionnaires, interviews, etc. in the research. Attach copies of the questions. What risk of discomfort or harm, if any, is involved in their use?

6. Describe any physical procedures in the research, including a description of any teaching procedures that involve physical contact. What risk of discomfort or harm, if any, is involved in their use?

7. Describe any equipment or instruments and any drugs or pharmaceuticals that will be used in the research. What risk of discomfort or harm, if any, is involved in their use?

8. Taking all aspects of this research into consideration, do you consider the study to be "exempt", "no risk", "minimal risk", or "at risk"? Explain why. (See attached *Levels of Risk*.)

Signature of Student Researcher

Date

Signature of Student Researcher

Date

Levels of Risk¹

The CPHS uses the following definitions when reviewing protocols to determine their level of risk to participants:

1. *Exempt*: Some categories of research are considered “exempt” under federal regulations. The research *must still be reviewed* by the CPHS, however. Examples include research in established courses on the effectiveness of instructional techniques, observational research of adults (*not children or minors*) when the observations are recorded in a way that does not allow individual participants to be identified, reviews of pre-existing records or surveys that are completely anonymous, and studies which evaluate public service or benefit programs. For more specific information, see Federal Policy §46.101(b).
2. *No Risk*: Research is approved as “no risk” when no harm or discomfort is anticipated for participants.
3. *Minimal Risk*: Research is approved at “minimal risk” when the probability and magnitude of harm or discomfort anticipated for participants is no greater than what might be encountered in daily life or during the performance of routine physical or psychological examinations or tests [Federal Policy §46.102(i)]. Note that only “minimal risk” is defined in the federal regulations.
4. *At Risk*: Research is approved as “at risk” when the probability and/or the magnitude of possible harm (physical, psychological, social, or economic) from participation in a research study is more than minimal.

The following descriptions provide additional information about some possible kinds of risks that may occur in research studies:

1. *Physical Harm*: An example of minor physical harm would be the pain associated with taking a blood sample from a vein. Note, however, that taking a blood sample could be a significant risk to a hemophiliac; participants should be screened for this condition if the research is to be considered minimal risk. Similarly, outdoor exercises that might be considered relatively safe for healthy adults could be dangerous for persons with asthma.
2. *Psychological Harm*: An example of psychological harm would be stress or feelings of guilt or embarrassment from thinking or talking about one’s own behavior or attitudes on sensitive topics such as drug use, sexual orientation, selfishness, or violence. These feelings may be aroused from being interviewed or from filling out a questionnaire. Another kind of risk would be invasion of privacy, for example, from covert observation (even in a public place) of behavior that participants would likely consider private. Still another risk of psychological harm occurs when there is inadequate protection for the confidentiality of data that has been given voluntarily (e.g., by retaining audiotapes or videotapes longer than is necessary to analyze the relevant information).
3. *Social and Economic Harm*: Some invasions of privacy or breaches of confidentiality could result in embarrassment or harm to a participant’s reputation within his or her business or social group, a loss of employment, or criminal prosecution. Areas of particular sensitivity include such topics as alcohol or drug abuse, child or partner abuse, and sexual behavior.
4. *Inadequate Protection for the Confidentiality of Research Data*: Where identifiers of individual participants are not required by the design of the research study, none should be recorded. If identifiers are recorded, they should be separated, if possible, from the data; stored securely, with linkage restored only when necessary to conduct the research; and destroyed when they are no longer needed. More elaborate procedures may be needed in some studies, either to give participants the confidence they need to answer questions truthfully (e.g., promising to submit course grades before analyzing data from one’s own students) or to enable the researcher to offer honest assurances of confidentiality. Even when participants are otherwise anonymous, there may be a danger of deducing the identity of individual participants by combining specific pieces of information collected during the research about the participants. Additional precautions may be needed to deal with these circumstances.

In some studies, keeping the identity of participants confidential may be as important or more important than keeping the research data confidential. In those instances, any written record linking participants to the study may be a threat to confidentiality. Even in studies where this is not a concern, no lists should be retained identifying those who elected not to participate. Where data are being collected about sensitive issues (such as illegal behavior, alcohol or drug use, or sexual practices or orientation), protection of confidentiality consists of more than just preventing accidental disclosure of the data. There have been instances where the identities of participants, or research data about particular participants, have been sought by law enforcement agencies, sometimes by subpoena and with the threat of incarcerating an uncooperative researcher. Some investigators may need to obtain a federal certificate of confidentiality [Public Health Service Act §301(d)] to protect the privacy of their participants. The certificate protects the researcher from being compelled to testify in any federal, state, or local civil, criminal, administrative, legislative, or other proceeding. (Its provisions have not yet been tested in the courts, however.)

¹ Adapted from California State University, Sacramento. (2003, August). *Policies and procedures of the Committee for the Protection of Human Subjects*. Sacramento, CA: Author.

**Department of Special Education, Rehabilitation, and School Psychology
Human Subjects Committee (HSC)
Reviewer Form**

Project Title:

Name(s) of Researcher(s):

Name of faculty sponsor:

Name of HSC Reviewer:

From my review of the attached HSC form, I find that this student research project is...

_____ *Exempt* from further review (e.g., it is research in an established courses on the effectiveness of instructional techniques, or it is observational research of adults (***not children or minors***) when the observations are recorded in a way that does not allow individual participants to be identified, or it involves review of pre-existing records or surveys that are completely anonymous, or it is a study that evaluates public service or benefit programs.)

OR

_____ A study with *No Risk* (No harm or discomfort is anticipated for participants.)

Given this assessment, and pending any necessary local approval, I recommend approval of this research project.

From my review of the attached HSC form, I find that this student research project has or represents....

_____ *Minimal Risk* (The probability and magnitude of harm or discomfort anticipated for participants is no greater than what might be encountered in daily life or during the performance of routine physical or psychological examinations or tests.)

OR

_____ *At Risk* (The probability and/or the magnitude of possible harm (physical, psychological, social, or economic) from participation in a research study is more than minimal.)

Given this assessment I recommend that this research project be reviewed by the *University Committee for the Protection of Human Subjects*.

NOTES (Aside from risk level, comment on whether you view this project as being valuable):

Reviewer

Date

Appendix E

TEMPLATES/SAMPLES FOR APPROVAL PAGES, TABLE OF CONTENTS,

LIST OF TABLES/FIGURES

THESIS [*or* PROJECT] TITLE:

CENTERED AND IN CAPS

Firstname Middlename Lastname
Undergraduate Degree, Granting Institution, Year Granted

THESIS [*or* PROJECT]

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS [*or* SCIENCE]

in

Education
(School Psychology [*or* – Special Education])

or

Counseling
(Vocational Rehabilitation)

at

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

FALL
2005

THESIS APPROVAL PAGE

THESIS TITLE:
CENTERED AND IN CAPS

A Thesis

by

Firstname Middlename Lastname

Approved by:

_____, Committee Chair
Firstname Lastname, Degree (i.e., Ph.D., Ed.D, Psy.D.)

_____, Second Reader
Firstname Lastname, Degree (i.e., Ph.D., Ed.D, Psy.D.)

Date: _____

PROJECT APPROVAL PAGE

PROJECT TITLE:
CENTERED AND IN CAPS

A Project

by

Firstname Middlename Lastname

Approved by:

_____, Committee Chair
Firstname Lastname, Degree (i.e., Ph.D., Ed.D, Psy.D.)

Date: _____

THESIS or PROJECT FORMAT APPROVAL PAGE

Student: _____

I certify that this student has met the requirements for format contained in the University format manual, and that this Thesis [*or* Project] is suitable for shelving in the Library and credit is to be awarded for this Thesis [*or* Project].

Firstname Lastname, Graduate Coordinator

Date

Department of Special Education, Rehabilitation,
and School Psychology

<i>ABSTRACT PAGE</i>

Abstract

of

THESIS [*or* PROJECT] TITLE:

by

Firstname Middlename Lastname

The text of the abstract should be doubled spaced, typed as a single paragraph, and in block form (i.e., do not indent as you would at the start of a paragraph). According to the CSUS Guide for Thesis/Project Format (CSUS, 1998), the abstract must provide a statement of the problem, the sources of the thesis or project's data, and the conclusions reached. The abstract is important to most potential readers of the thesis or project.

According to the Publication Manual of the American Psychological Association (APA, 2001), a good abstract is an accurate reflection of the document, self-contained, and concise and specific.

Approved by:

_____, Committee Chair
Firstname Lastname, Degree (i.e., Ph.D., Ed.D, Psy.D.)

DEDICATION PAGE

Dedication

(if you wish, not mandatory)

ACKNOWLEDGMENT PAGE

Acknowledgment

(if you wish, not mandatory)

<u>TABLE OF CONTENTS PAGE</u>

Table of Contents

	Page
Dedication	v
Acknowledgments	vi
List of Tables.....	viii
List of Figures	ix
Software Specifications	x
Chapter	
1. Introduction.....	1
Purpose	1
Problem.....	4
Hypothesis.....	6
2. Review of the Literature	8
3. Method	28
4. Results	38
5. Discussion.....	51
Appendix A. Sample Cover Letter	68
Appendix B. Questionnaire.....	69
References.....	72

LIST OF TABLES PAGE

List of Tables

Table Page

1	Title of Table in Title Case.....	29
2	Participant Characteristics	30
3	Survey Results	40

<i>LIST OF FIGURES PAGE</i>

List of Figures

Figure		Page
1	Short sentence describing the figure in sentence case	40
2	The percentage of participants who obtained scored above and below the mean	41

Appendix F

THESIS/PROJECT HEADINGS

(Margins not in APA Style)

Thesis/Project Headings

Headings provide your reader with a hierarchy of the ideas you are communicating in your thesis or project, and convey the sequence and levels of importance of those ideas. According to the APA (2001) Publication Manual: “Headings help a reader grasp the article’s organization and the relative importance of the parts of the article” (p. 10). The types of headings used in your thesis or project are determined by the number of subordinate categories employed, and you should use the same heading types throughout the manuscript. Thus, to determine the headings you will use in your project or thesis you will first find the chapter that breaks in to the finest level of subordinate categories (most typically there are three such levels, but you can have up to five levels). With this number of heading levels in mind you should select heading types based upon the following guidelines (note that in Chapter numbers and titles are not considered levels and should be formatted as indicated in all theses and projects):

Two Levels of Headings

One or more equally superordinate main idea (Level 1) with, one or more equally subordinate ideas (Level 3).

	Chapter 1
	INTRODUCTION
Level 1	Centered Title Case Heading
Level 3	<i>Flush Left, Title Case, Italicized Heading</i>

Three Levels of Headings (the most commonly used)

One or more equally superordinate main ideas (Level 1), one or more equally subordinate ideas (Level 3), at least one of which has its own subordinate ideas (Level 4).

	Chapter 1
	INTRODUCTION
Level 1	Centered Title Case Heading
Level 3	<i>Flush Left, Title Case, Italicized Heading</i>
Level 4	<i>Indented, sentence case, italicized heading ending with a period</i>

Four Levels of Headings

One or more equally superordinate main ideas (Level 1), one or more equally subordinate ideas (Level 2), at least one of which has its own subordinate ideas (Level 3). At least one of the Level 3 sections has its own subordinate ideas (Level 4).

	Chapter 1
	INTRODUCTION
Level 1	Centered Title Case Heading
Level 2	<i>Centered, Title Case, Italicized Heading</i>
Level 3	<i>Flush Left Title Case, Italicized Heading</i>
Level 4	<i>Indented, sentence case, italicized heading, ending with a period</i>

Five Levels of Headings

One or more equally superordinate main ideas (Level 5), one or more equally subordinate ideas (Level 1), at least one of which has its own subordinate ideas (Level 2). At least one of the Level 2 sections has its own subordinate ideas (Level 3), and at least one of the Level 3 sections has its own subordinate ideas (Level 4)

	Chapter 1
	INTRODUCTION
Level 5	CENTERED UPPERCASE HEADING
Level 1	Centered Title Case Heading
Level 2	<i>Centered, Title Case, Italicized Heading</i>
Level 3	<i>Flush Left Title Case, Italicized Heading</i>
Level 4	<i>Indented, sentence case, italicized heading, ending with a period</i>

Appendix G

FORMAT FOR "DEFINITION OF TERMS"

Appendix H
FORMAT FOR REFERENCES

References

Include all references for which you have citations in the main text. Check *APA Manual* for inclusions or exclusions. The APA Manual provides you with the accurate ways to cite a wide variety of sources, including Internet sources. Follow these guidelines carefully. Some examples follow:

Achenbach, T. M. (1999). *Child behavior checklist*. Burlington, VT: University of Vermont.

Adams, M. J. (2000). Failures to comprehend and levels of processing in reading. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension: Perspectives from cognitive psychology, linguistics, artificial intelligence, and education* (pp. 11-23). Hillsdale, NJ: Lawrence Erlbaum.

Balthazor, M. J., Wagner, R. K., & Pelham, W. E. (2001). The specificity of the effects of stimulant medication on classroom learning-related measures of cognitive processing for attention deficit disorder children. *Journal of Abnormal Child Psychology, 19*, 35-52.

Barkley, R. A. (2004). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment*. New York: Guilford Press.

Barkley, R. A. (2003). An update on draft of DSM-IV criteria for ADHD. *The ADHD Report, 1*, 7-8.

Benton Foundation. (2005, April 1). Barriers to closing the gap. In *Losing ground bit by bit: Low-income communities in the information age* (chap. 2). Retrieved April 15, 2005, from <http://www.benton.org/Library/Low-Income/two.html>