MA CHAD PROGRAM

Thesis/Project Handbook

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The Culminating Experience

To receive a Master's degree at CSUS, a student must complete a culminating experience. Currently, there are two ways to meet the culminating experience requirement in the Child and Adolescent Development MA program – through completion of a thesis or a project. This handbook provides guidelines and resources for completion of the thesis or project.

A *Thesis* is the written product describing a systematic study of a significant problem. It clearly identifies the problem; states the major assumptions within a theoretical framework; explains the significance of the undertaking; sets forth the sources for, and methods of, gathering information; describes the analysis of 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 Catalog). Typically, a Child and Adolescent Development MA thesis involves the creation of new knowledge through empirical research. Some examples of types of Child and Adolescent Development theses are:

- A descriptive study examining how parents respond to their children's sibling conflict.
- A study examining the effectiveness of an innovative method to teach conversation skills to children with autism spectrum disorder.
- A qualitative study on the friendships that develop between children with learning disabilities and their peers without disabilities in one elementary school.
- An experimental study of children's reasoning about mathematical concepts.

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 (CSUS Catalog). Typically, a Child and Adolescent Development MA project involves the dissemination of theory and empirical research to the professional discipline or targeted members of the community (e.g., caregivers, teachers, parents, or administrators). Below are some examples of projects that one might undertake in the Child and Adolescent Development program:

- A web page for parents that presents empirical research on sibling conflict.
- A project that examines empirical research on the salient characteristics of high quality child care and culminates in an in-service for parents about child care quality.
- 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.

Projects must be evidenced-based (i.e., based upon recent developmental literature) and this link must be documented in the project. There is typically some evaluative component to the project materials (e.g., survey from participants, trial implementation of the materials, or review from experts).

Steps to Completing a Thesis or Project

Once you have been admitted to the program and received classified status, the steps to completing your thesis/project are as follows:

Note: The following plan is based on participating as a full-time student.

Year 1 Fall Semester

Take CHDV 200 – Proseminar
- Develop ideas for a thesis/project
- Decide whether you will do a thesis or a project – in consultation with the CHDV 200 instructor, decide whether your question or problem is best formulated as a thesis or a project.
- Identify and consult with one or two potential faculty sponsors
- Work to secure a faculty sponsor – your sponsor supervises your thesis/project and serves as the thesis/project *Committee Chair*

Take CHDV 242 (Theoretical Approaches to Development) and CHDV 247 (Theoretical and Applied Perspectives on Cross-Cultural Development)
- Decide on a theoretical framework to guide your thesis/project

Year 1 Spring Semester

Take CHDV 290 – Writing a Proposal.
- Learn about thesis/project format and content
- Secure a faculty sponsor
- Refine your question or project idea by conducting a comprehensive review of literature
- Develop a draft of your introduction and literature review in consultation with the CHDV 290 instructor and faculty sponsor.
- Advancement to Candidacy – Advancement to candidacy is typically completed after completing 12.0 units in the program. The form is reviewed and signed by a faculty advisor, and submitted to the department for review. Forms for advancement to candidacy can be obtained on the Office of Graduate Studies website. You must have advanced to candidacy before you can enroll in CHDV 504. You will have **seven years** to complete your degree beginning with the oldest course you have listed on your *Advancement to Candidacy* form. In CHDV 290, you will draft the Advancement to Candidacy Form and have it ready to submit at the start of Year 2 Fall Semester.

Take CHDV 250 (Quantitative Research Methods) and/or 258 (Qualitative Research Methods).
- Learn about research methods and research ethics

- Complete the required University training on research ethics
- Develop a draft of your human subjects application, if applicable
- Draft a proposed method and analytical plan for your thesis/project proposal in consultation with the CHDV 250/258 instructor and faculty sponsor

By the End of Year 1 Spring Semester (or as soon as possible)

Submit your finalized proposal to your thesis/project committee (sponsor and second reader), and to the department (graduate coordinator). Your sponsor and CHDV 290 instructor will work with you on this document, which is more fully described in this handbook. The proposal is first approved by the sponsor, and then the second reader BEFORE it is submitted electronically to the CHDV graduate program coordinator. Proposals may be submitted for Graduate Coordinator review any time up to the 12th week of the Fall or Spring semester. No summer proposals are considered.

After the department approves your proposal, submit protocol to the College Research and Review Committee (CRRC), if applicable. If your work will involve the participation of human subjects, you must submit appropriate human subjects forms to the CRRC. Further information about Human Subjects is included in the resources/links section of this handbook. **You need to receive written approval from the relevant human subjects committee before you begin your study or project.** At times, the CRRC will indicate your study or project needs to also be approved by the university-level Institutional Review Board. **Leave ample time for this process.**

You should ONLY begin work on your thesis or project only after receiving written feedback and approval from the department graduate program coordinator (and Human Subjects approval, if applicable).

Begin and complete your thesis/project. While collecting your data or working on your project, keep in touch with your sponsor on a regular basis to evaluate progress, discuss your concerns, and make any changes as necessary. Do not 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.

The semester BEFORE your final semester of coursework, complete a reservation form for CHDV 504 – This is submitted in the semester **before** you take CHDV 504. The form is available online at the COE website (see Culminating Experience Registration).

Continuous Enrollment:
- You are permitted to enroll as a continuing education student for reduced fees for **three semesters following the 504 semester (and the completion of all coursework)**. Please note registration in continuing education (599) units is required each semester until you submit your thesis or project. **If you do not complete your thesis/project during the three semesters after taking CHDV 504, you will be required to re-enroll in (and pay for) CHDV 504.**

- After your 504 semester, if you fail to enroll in continuous enrollment or other coursework, you will be dropped from the program and need to reapply. Graduate Studies does not make exceptions so do not let enrollment lapse.

- Remember that you have 7 years from the semester you began taking courses counting toward program requirements to complete all degree requirements (including the thesis/project) without having to reapply to the program.

Submit the completed thesis/project for approval. Your thesis or project must follow the formatting of the *Publication Manual of the American Psychological Association* (most recent edition) and the CSUS thesis/project format requirements. Where there are differences between CSUS and APA format, you should comply with the CSUS requirements.

The Approval Process:

1. Once your Sponsor (Committee Chair) deems your thesis/project to be complete, they will have you submit an electronic copy of the thesis/project via email for Second Reader approval. The Second Reader typically asks for changes before approving the document. **You should allow at least 2 weeks for this review.**

2. Once approved by Sponsor and Second Reader, an electronic copy of the thesis/project **and title pages** are then sent, via email, to the CHDV Graduate Program Coordinator or Department Chair for departmental review. The deadline for departmental review is <u>one full month BEFORE</u> the final Office of Graduate Studies filing deadline (June 1 for Summer graduation). Once submitted, **departmental review of the document takes at least 2 weeks.** The departmental reviewer may require that changes be made before the thesis/project can be approved.

3. Once your thesis or project is approved, the Sponsor, Second Reader and Graduate Coordinator (or Department Chair) will sign the appropriate approval pages.

4. Submit your approved thesis/project to the Office of Graduate Studies (OGS), according to procedures published on the OGS web site: https://www.csus.edu/graduate-studies/current-students/thesis-project-dissertation.html. An appointment is necessary to submit your thesis/project to Graduate Studies. Consult the OGS website for deadlines.

Sponsors and Second Readers

Sponsor
Your sponsor (Committee Chair) is a full-time tenured or tenure-track Child and Adolescent Development faculty member who supervises your thesis or project. This person may or may not be the same person who has served as an academic advisor for you. The role of the sponsor is to work closely with you as you complete each step of your thesis/project. The sponsor 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.

You may choose to select a sponsor according to a variety of criteria – expertise or interest in your research/project topic, methodological expertise, or simply because you feel you would work well together.

The sponsor-student relationship is an important one. As such, you should talk with your sponsor about expectations and set guidelines for contacts and level of support. As you develop your research idea, write up a short statement about your proposed project or thesis, then meet with potential sponsor(s) to discuss their participation. It is helpful to talk extensively about the potential sponsor's research interests, working style, and availability, as well as your thesis/project idea. Below are some suggested questions you might ask your sponsor:

SUGGESTED SPONSOR INTERVIEW QUESTIONS

1) Research Interests:
- What are your current research projects?
- What other research interests do you have? What topics do you feel comfortable sponsoring?
- With what research methods do you feel comfortable?
- Do you feel comfortable sponsoring both theses and projects?

2) Work style:
- How would you describe your style in working with your MA students?
- How would your students describe you as a sponsor?
- How regularly would we meet and for how long?

3) Expectations:
- What could I expect from you as a sponsor?
- What do you see as my responsibility in this process?
- What is your availability during breaks, especially summer?

4) My thesis/topic:
(Describe your topic and idea) What areas of the literature do I need to review for my topic?
Do you have any advice for me as I begin my thesis/project?

Some advice about choosing (and recruiting) a sponsor:
- o Start the process of selecting a sponsor early in case your first choice is unable to work with you at this time. You then have time to consider other sponsors.

- o Build relationships with potential faculty sponsors early by attending graduate orientation in the Fall, talking with instructors from your courses and other CHDV professors with whom you share interests (see CHDV MA Handbook for list of faculty and research areas).

- o Don't take "no" personally. Sponsors are juggling many responsibilities and must make judgments about sponsorship according to workload and availability during a given time period.

- o Check the department website for information on areas of faculty interest – try to choose someone with similar interests or a needed area of methodological expertise

- o Do some advance work and planning on your topic before meeting with a potential sponsor. Potential sponsors will have a better idea whether they can sponsor you if you have a good idea about where you would like to go with a topic and a plan for completion. Prepare a paragraph-long statement that summarizes your topic and state some ideas for proceeding.

- o Be open to changing your ideas according to a potential sponsor's interests and expertise.

Your sponsor will provide you with feedback on your writing and the organization of your product, **but it is not the role of the sponsor 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 contains many spelling, grammatical, and/or style errors, you can expect that your sponsor 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.**

It is your responsibility to stay in contact with your sponsor on a regular basis, keep up with deadlines, and follow through with your commitments. The availability of the thesis/project sponsor during the summer months cannot be expected and must be discussed with your sponsor beforehand. Further, it is your responsibility to monitor your own progress toward the completion of the thesis/project. This requires knowing the dates when the final copy of your work must be turned in to the departmental office and when other documents must be submitted (e.g., graduation application).

Second Reader
A project or thesis also requires approval from a **second reader**. At a minimum, this person reads and approves your final draft. They are the second "pair of eyes" reviewing your thesis. They may also provide consultation or feedback along the way, depending on their interests and expertise. Your second reader does not receive workload credit for assisting you and it is up to them to decide how much time they can spend assisting you on your thesis. Your second reader will require at least two weeks to review your thesis or project.

You should talk to both your sponsor and your second reader about the role your second reader will play during the thesis/project process. The second reader will read and approve the proposal, and should also be contacted at the beginning of the semester in which the student expects to finish the thesis to coordinate any feedback.

<div align="center">8 **Proposal Guidelines**</div>

Your proposal is a brief description of your proposed thesis/project. It includes an argument for the significance of your thesis/project along with a proposed method for completing your study or for implementing your project. Please address the following areas in describing your proposed thesis/project. Your responses should be in paragraph form using the headings below, with APA-style citations and format.

You should expect to go through several drafts of your proposal with review by your sponsor and the CHDV 290 instructor before submitting it to the graduate coordinator or department chair for departmental approval.

1. **Introduction**
   Statement of the Problem or Research Question
   State clearly and explicitly the nature of the problem that your thesis/project will address. The goal of this section is to justify to your reader that you have selected a real and worthwhile problem or research question to pursue.

   Purpose and Scope of Thesis/Project
   After considering the problem laid out in the previous section, describe the specific purpose of your study/project and summarize what will you do in your study/project to address the issue you have selected—what is your specific research/project approach (practical and/or theoretical)? Make your purpose statement as specific and clear as possible. Remember to be clear about the concepts and/or variables your work will address and provide a rationale for how your specific approach will be useful for achieving your aims. A good project addresses a specific practical problem in a given professional discipline through the dissemination of research.

2. **Review of the Literature**
   This section of your proposal will present an argument to justify your proposed study/project.

   Background Significance
   Briefly summarize how the empirical literature related to your topic has informed the development of your study/project. Define the major areas of research you will be including in your review. Your review of the literature in this section should "make a case" for your research question or project idea. In other words, the sections of your review should overview the current state of knowledge regarding your topic as well as identify a specific gap(s) in knowledge. The gap(s) in knowledge you identify should relate directly to the problem statement you previously described.

   Theoretical Approach
   Discuss relevant theories or theoretical approaches that guide your study or the development of your project materials.

   Research Question(s) or Project Focus
   By now, you should have detailed a problem or issue that you plan to address either through an original study or a project. This section should state your specific research question(s), hypothesis, or project goals.

3. **Methodological Approach**

This section describes the specifics of how will you conduct your study or develop your project materials. The point is for you to explain in detail how you will go about your work so that your readers can properly evaluate the quality, feasibility, and ethics of your approach. Depending on your study, you may find it more suitable to include the following items in a different order or use different headings – please consult your thesis/project sponsor.

For a Thesis:
Remember that your study design, including research participants, data collection and analytical methods should be chosen so that they directly address your research question(s) (i.e., the design should follow directly from your research questions and aims).

Research Design Overview
- Summarize the research design, including your approach to data collection and analysis, and provide a rationale for your approach. If appropriate, summarize your approach to inquiry (e.g., descriptive, critical, interpretive, constructivist, etc.)

Study Participants or Data Sources
- Participants or Data Sources: describe number and characteristics of participants, documents, or events analyzed; include demographic and cultural information about participants, repository and access information for existing data
- Researcher description (more typical of qualitative work): describe your background in approaching the study and relevant aspects of your research background with emphasis on your prior understanding of the phenomenon studied
- Researcher-participant relationship (more typical of qualitative work): describe relevant relationships or interactions with research participants (previous or anticipated) that may impact the research process

Participant Recruitment
- Describe the recruitment process (e.g., flyer, face-to-face), incentives/compensation, consent process, and other relevant ethical considerations
- Describe how you will select your participants (e.g., convenience sampling), including inclusion/exclusion criteria
- Describe the general context of the study (i.e., where will you collect data?).
- If research is archival, describe data selection process for selecting documents

Data Sources and Instruments
- What kinds of data will you collect, and how will you collect it?
- What specific measures or instruments will you be using?

Procedures
- Describe the steps in conducting the study from participant recruitment through data collection

Analytical Methods
- Describe your data-analytic strategy and address your methodological integrity. In other words, explain how you plan to make sense of the data to answer your research question.

For a Project:
Describe how you will develop and implement/evaluate your project.

Project Design
- Restate the problem the project is designed to address
- Summarize the project design (i.e., what will your project entail and how will your develop project materials?).

Target Population
- Describe the characteristics of the group you hope to serve with your project. Include demographic and cultural information about participants
- Describe any additional groups that might find the materials helpful or useful, and why.

Project Development
Describe the steps in developing the project materials, including:
- your approach in gathering materials for your project (e.g., selection process for documents and resources to include as part of your project materials). Include a rationale for your approach.
- how the literature you review will inform your project.
- the procedures and materials used in any needs assessment or other consultation (e.g., experts) you might employ to develop materials

Procedures for Implementation and/or Evaluation
Describe procedures employed in implementing or evaluating your project materials, including:

Participants: Describe the recruitment process (e.g., flyer, face-to-face), incentives/compensation, consent process, and other relevant ethical considerations; Describe how you will select your participants (e.g., convenience sampling), including inclusion/exclusion criteria

Setting: Describe the general context where the project will be implemented or evaluated (i.e., where will you collect data?).

Data Sources and Instruments: Describe the kinds of data you will collect, and how you will collect it. What specific measures or instruments will you be using to evaluate your project?

Analytical Methods: Explain how you plan to make sense of any data collected in evaluating your project.

Researcher's Role
Describe *your role* in the development and implementation of project materials, including (a) your background in approaching the project with emphasis on your prior understanding of the issues addressed in your project and (b) any relevant relationships or interactions with participants or setting (previous or anticipated) that may impact the project.

4. **Implications/Application/Reflection**
   This section should discuss the potential contribution and significance of your proposed work and/or how the findings could be utilized.
   - Describe any theoretical, practical, or clinical implications of your work.
   - Describe how the project materials or study results might be disseminated to the population/settings of interest
   - Describe how your work would benefit the professional field (project) or field of study (thesis).
   - Describe any potential limitations you anticipate given your proposed work.

Content and Format of the Thesis/Project

The following section describes the components of the thesis/project and provides information on format specific to the thesis/project. Additional information is provided in the Appendix of this manual. You should also consult the most current edition of the APA Manual (presently, 7th edition) for information on citation of references and presentation of data. It is a good idea to examine previous theses and projects (available in the library) for examples of thesis/project format and content.

TITLE PAGES

Title pages <u>must</u> match University templates found on the Office of Graduate Studies web page.

For the remaining sections:

- Margins must follow the guidelines set in University template.
- Include page numbers in the upper right-hand corner. Page 1 begins at the start of Chapter 1. Do not use a running head anywhere in your thesis/project.
- At the start of each chapter, use APA level 1 (centered and bolded) headings to indicate the chapter number (e.g., **Chapter 1**).
- Double space after the chapter number and once again use APA 1st level (centered and bolded) headings to label the chapter: **Introduction, Review of the Literature, Methods, Results (or Findings), Discussion, Appendices, References**. *Note*: for qualitative studies and projects, Chapter 4 can be combined as "Findings and Conclusion" (or a similar title).
- Double space after the chapter description. All subsequent section and sub-section headings should use Level 2+ headings (refer to APA Manual for clarification). Use consistent double-spacing throughout the remainder of the chapter.

Below overviews content to include in each chapter of the thesis/project:

Chapter 1 - Introduction

The introduction provides an overview of your project or research study. Here you describe the purpose of your thesis/project and/or the problem or question. This section may be 1-4 pages and should be a concise.

Chapter 2 - Review of the Literature

Chapter 2 includes a formal review of literature on your topic of study. A literature review documents, synthesizes, and evaluates important literature on your topic of study. The primary purpose is to establish relevance/significance of work for the reader, to make an "argument" for the necessity of your thesis/project. Hence, the researcher tells the reader what others have found out about the particular problem as a means of supporting the importance of her/his study or project. For theses, this means reviewing the literature that argues for the research question at hand. For projects, the review serves to make a case for the need for the project materials, as well as the content for project materials themselves.

Typically, the literature review starts with broad concepts that orient the reader to the topic at hand. It then becomes progressively more specific. Begin the review of the literature with an introduction telling the reader how the review is organized. Next, provide the theoretical framework that guided your study or project. Consider grouping research studies and other types of literature by themes or assertion. Summarize research around these themes/assertions. You should work to connect and integrate the articles you review THROUGHOUT your paper, as well as in your conclusion. This is often done when introducing a new study, through the use of transition sentences/clauses. Think about how each article or study relates to everything else and make that connection explicit to the reader. Don't forget to cite authors/articles, when appropriate. When you make a point, be sure to back it up either with a logical argument or empirical evidence.

End the review with a **summary** highlighting the major findings, including an integration and general evaluation of the research you have presented. Your conclusions should **lead to a research question** or to the need for the development of your project materials. You should end your literature review by restating the question(s) and/or purpose(s) that your thesis/project addresses.

Be sure to use APA style in citing your sources. Provide some details about the methodology of the actual studies you review. This enhances the reader's ability to judge the quality of the research. Also, your review should include primarily current literature (typically within the last 10 years) and most should come from peer-reviewed journals. Finally, be aware that the University catalog makes the policy on plagiarism very clear. This policy is taken very seriously in this department. 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

In this chapter, you will clearly explain the methods employed in your study or a description of the methods employed to develop your project materials.

> **Students Conducting a Thesis:**
> Describe the study design, participants and sampling procedures, data sources, data collection procedures, and data analysis approaches. <u>Depending on your study, you may find it more suitable to include the following items in a different order or use different headings – please consult your thesis/project sponsor.</u>
> - **Research Design Overview**
> - **Study Participants (or Data Sources)**
> - **Participant Recruitment**
> - **Data Sources, Instruments, or Measures**
> - **Procedures**
> - **Analytical Methods**
>
> **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* (e.g., handbook, training). **The actual project materials should be included as appendices.** Headings typically include:
> - **Project Design**
> - **Target Population** (who is the project designed to serve and where; with whom will you implement the project in order to evaluate it?)

- **Project Development** (includes procedures employed to develop project materials: scholarly review, materials and results of needs assessment, as applicable)
- **Procedures for Implementation/Evaluation** (includes procedures for project implementation and evaluation)
- **Researcher's Role** (What relationship, if any, do you have with the setting or persons for whom you are designing and testing the project?)

Chapter 4 –Results or Findings (Can be combined with Discussion for students conducting qualitative research and students completing a project)

In this section, restate your research question and provide an overview of data analyses used to address the question. Next, talk about the specific findings.

For quantitative analyses (for thesis or project):

Present descriptive and inferential statistics used for each research question or hypothesis. Make sure to explain whether or not each hypothesis was supported (or what your finding was with regard to your research question), the statistical procedure(s) used to make this determination, and the level of significance. Use appropriate **APA format for any tables or figures in your results section**. Present tables and figures in text rather than at the end of the document.

For qualitative data analyses (for thesis or project):

Describe your research findings (e.g., themes, narratives, processes) and what meaning you derived from the data. Use quotes and data excerpts to demonstrate how you arrived at your understanding of the data. Structure your findings so that it is compatible with your research design and focus. Include tables, diagrams, or other illustrations where necessary.

Chapter 5 – DISCUSSION (Note: work with your sponsor on what to title this chapter if it is a qualitative thesis or a project—see below)

For a quantitative thesis:

This is where the researcher summarizes the work of the thesis and draws conclusions. You should present and offer explanations for the major findings presented in Chapter 4 with reference to previous research and theory discussed in your literature review. Provide explanations and insights regarding the findings, or any unusual observations that emerged from the research. You may be in a position to make recommendations for future changes in the field based on your results. Finally, describe limitations to your study, and suggest future research that is needed in this area of study.

For a qualitative thesis:

Your discussion should describe the major contributions of your study and their significance for advancing knowledge about your topic. You can either write the discussion section points separately or combine them with the findings (e.g., after each findings identified, you can elaborate its broader implications by tying it to the literature). You should determine how you will organize your findings and conclusions with your sponsor, as there are pros and cons to taking either approach and much of your decision will depend on the particular nature of your study and what you wish to argue in the end. Regardless of your approach,

the discussion part of your thesis should situate your research findings within the broader literature and explain how your findings relate to other research (e.g., by challenging, elaborating on, or supporting prior research). You may consider alternative explanations of the findings, describe the limits and strengths of your study, the potential transferability of your findings, or revisit any ethical challenges or other experiences encountered that other researchers ought to consider. Finally, you may consider also how your work carries implications for policy, professional development, and/or other practices related to your topic.

For a project:

A brief summary of the Project materials belongs in this chapter and the applied problem they were designed to address. Any manual, directory guide, curriculum, web site, film, video, CD, DVD, alternative media etc. developed in the Project belongs in an Appendix. Describe the results of any evaluation of your project, including the results of any surveys or interviews you employed. Based on this evaluation and your own observations, state any conclusions and recommendation you have about the use of the project. Describe how the project might be put to further practical use and state any advice you might have for updating or expanding the project. With hindsight what could you as the author have done better or have omitted? Are there research questions that arise now that the project has been completed?

Appendices

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. Use a separate appendix for different types of materials as is done in this document. **Tables and figures are typically included in the text** of the main document, not in the appendix.

References

References must adhere to APA style.

Department and University Requirements and Review

The first level of evaluation for your thesis or project lies with your sponsor. Your sponsor will guide you in deciding when to bring in your second reader, typically during the final steps of your thesis/project. It often requires many drafts of your written product before being ready to submit your work to the Department and the University. Your second reader may ask you to revise certain aspects of your thesis or project before "signing off".

Once both the sponsor and the second reader have approved your thesis or project, your thesis/project is reviewed by the graduate coordinator or department chair for coherence and adherence to basic formatting principles. They may ask you to revise certain aspects of your thesis or project before departmental approval.

The University (Office of Graduate Studies) will evaluate the thesis primarily for format. Please see the appendices and the grad studies web page for more information about these formatting requirements.

Typically, faculty will use the following criteria in evaluating the format and content of your thesis/project. You should carefully examine these criteria and use them to evaluate your thesis/project at several stages during the process of its completion. Please note that your sponsor and second reader may have some additional areas of focus that you will need to account for in your final thesis/project. **All components are ultimately the responsibility of the student, and lack of compliance will likely result in delays in filing the thesis/project in the department and with Graduate Studies.**

Resources/Links

General Resources:

College of Education
CSUS Office of Graduate Studies
CSUS Reading & Writing Center

Information about Human Subjects

College Research Review Committee (Human Subjects Approval)
Office of Research, Innovation, and Economic Development (ORIED) – Research Integrity & Compliance

Thesis Submission Forms and Info

Forms – Office of Graduate Studies

Advancement to Candidacy
Continuous Enrollment Form (CHAD 599)
Graduation Application
Petition for Exception

Forms – Department/College:
College of Education – Master of Arts in Child and Adolescent Development
Culminating Experience Registration Form (CHDV 504)
Continuous Approval Form (CHAD 599)

APPENDIX A
MA CHILD AND ADOLESCENT
DEVELOPMENT
THESIS/PROJECT FORMAT GUIDELINES

Chapter 1

Introduction

This is the beginning page of Chapter One. **REMEMBER: University requirements supersede all other requirements for the project or thesis**. The margins must be 1.5" from the top and left hand sides, and one inch from the bottom and right sides of the page. The page numbers for all pages will be in the upper right hand corner. NO TEXT OR PAGE NUMBERS CAN APPEAR IN THE MARGINS. THIS INCLUDES TOP, RIGHT, AND BOTTOM MARGINS. This formatting is different than the formatting for the title pages, which use roman numerals at the bottom of the page (see Graduate studies web page for template). "Chapter" is typed in upper and lower case.

Double space all text in the body of the thesis/project. The only exceptions to this rule are long quotations, tables, and references (refer to the APA Manual for details). There should only be one space after periods. Paragraph indents and block quote indents should be ½ inch.

Level 2 Heading

Text starts a new paragraph.

Level 3 Heading

Text starts a new paragraph.

Level 4 Heading. Paragraph text continues.

Level 5 Heading. There should be no "hanging headings" in your document, i.e., pages should not end in headings. If your heading ends a page, space until your heading starts on the next page.

Child and Adolescent Development Program
Format Check Quick Guide for Thesis/Project Chapters

What is looked at	What is looked for in a format check	
Margins	Left: 1.5 inch Right: 1 inch Top: 1.5 inch Bottom: 1 inch	
Font	Times New Roman Font size 12 (size 10 may be used in appendices, if necessary)	
Spacing	Body of document double spaced; paragraph indents are 1/2 inch	
Bullets and Numbers	Spacing the same as a block quote	
Headings	Headings are APA style in body of document. Do not use a running heads on the top of the pages, only page numbers.	
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