

***Department of Graduate & Professional Studies in Education  
Educational Leadership & Policy Studies Program***

## ***Guide to Theses & Projects***



*Revised & Updated 6/2021 Version 2.5*

The *Guide to Theses/Projects* and all of its contents are specific only to the Educational Leadership & Policy Studies (EDLP) in the department of Graduate & Professional Studies in Education (GPSE), College of Education. In most matters pertaining to the Culminating Experience, University policies and procedures take precedence, as established and implemented by the Office of Graduate Studies (OGS). Where the Program or the Department have guidance that is different from that provided by the Office of Graduate Studies, EDLP-specific instruction is given in this manual.

In all matters regarding the Culminating Experience, you should consult first with your academic advisor. Once you are assigned a chair for your thesis or project, you should consult with him or her on any questions you have going forward. This manual is *not* intended to replace that interactive consultation.

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## The Culminating Experience in EDLP

The development, writing and submission of the thesis or project constitute the culminating experience in EDLP. It is the final assessment of your professional growth and development as a leader in the field of education. The process requires that you demonstrate your knowledge and skills in the field, including your abilities to carry out research in an effort to address an issue in the field. The thesis/project is the documented evidence of your mastery.

### What is a Thesis? What is a Project?

To complete the MA degree in Educational Leadership, EDLP students must complete one of two culminating experiences: (1) write a thesis, or (2) complete a project.

**Description of a Thesis:** The thesis is considered a scientific investigation of a theoretical or empirical kind. As indicated on the Office of Graduate Studies website:

The California Code of Regulations: Title 5 Education, Section 40510 defines a [thesis](#) as:

The written product of a systematic study of a significant problem. It 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 finished project [product] evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

It is a culmination of in-depth library research, formal experimentation, field observation, survey, interview, or other modes of inquiry. For the thesis, an EDLP faculty chair and a faculty second reader are required to serve on the student's committee.

The second reader may be a properly prepared professional (with a doctorate [PhD or EDD in hand) who is *not* a tenure-track member of the faculty in EDLP, subject to the approval of EDLP, GPSE and the Office of Graduate Studies.

**Description of a Project:** The culmination of in-depth library research, a detailed design process, and a project report that illuminates real-world work experience. As indicated on the [OGS website](#):

The California Code of Regulations: Title 5 Education, Section 40510 defines a project as: *A significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation.*

For the Project, only an EDLP faculty chair is required.

### *Advancement to Candidacy*

Students working toward a master's degree in Educational Leadership, regardless of the program (TK-12 School Leadership, Higher Education Leadership or Workforce Development Leadership), cohort, or concentration, are required to become candidates for the master's degree, per University requirements. Eligibility to be a candidate for the master's degree requires that you submit a plan of study that is acceptable to the institution, successfully complete at least 12 units of study, and that you complete the University's writing proficiency requirement.

Working with your academic advisor, you will develop your plan after you complete the requisite 12 units of graduate study in EDLP. The Graduate Coordinator will review your application. Once approved, it is to be submitted to the Office of Graduate Studies (OGS), who – upon acceptance and approval of your application to Advancement to Candidacy – will grant you status as a candidate for the master's degree.

### *Completion of Required Courses*

The master's degree requires 30 units of study, of which 3 to 6 are devoted to the completion of the culminating experience: the thesis or the project. Your concentration determines when the additional 6 units may be taken. In the event that the culminating experience is not completed within those 6 units, you must work with your academic advisor to explore your options for completion. University policy requires that you are an enrolled student during the semester of graduation. Further, there are limits to the number of times courses may be repeated for credit. To ensure that you can complete your work as expeditiously as possible, work closely with your thesis/project advisor and/or your academic advisor (Program Coordinator).

EDLP 230: Thesis/Project Seminar is designed to provide a classroom experience to help develop the first two chapters of the thesis or project. If you have completed your preliminary administrative services credential and are pursuing the MA, you will need to complete EDLP 230 and EDLP 500A to earn the required 6 additional units.

EDLP 500A may be taken concurrently with EDLP 230 (TK-12 Leadership cohorts) or subsequent to EDLP 230 in the semester following (Higher Education Leadership and Workforce Development Leadership cohorts). EDLP 500A constitutes the one-on-one work with a thesis or project chair. Students must have advanced to candidacy the semester *prior* to enrolling in EDLP 500A.

Students must complete and submit a Petition to Enroll for EDLP 500A. The petitions must be submitted to the GPSE office *prior to* the semester in which you want to be enrolled.

### *Thesis/Project Chair Selection and Assignment*

Prior to enrolling in EDLP 500A, students are encouraged to give some thought to who they would like to work with as a faculty chair of the thesis or project. The chair must be a full-time faculty member in EDLP. A second reader is required for the thesis; you may select a faculty member of any status (Assistant, Associate, Full) in the College of Education, or you may select a working professional meeting all requirements for preparation to serve in that role (discuss with your thesis/project chair).

Once you have decided who it is you would like to work with, you should make an appointment to talk with that faculty member to explore the possibilities that you may work together. The faculty member must agree to work with you and sign your Petition to Enroll in EDLP 500A.

The EDLP Program Coordinators will make every effort to assign you to your preferred faculty chair. However, because of the varying workload of faculty, there is no guarantee that you will be assigned to the faculty chair of your choice. If you do not select a faculty chair, one will be assigned to you by the EDLP Program Coordinators.

### *Co-Authorship of Theses/Projects*

The degree program in Educational Leadership and Policy Studies welcomes and encourages students to collaborate on their research projects, particularly when engaging in the development of a thesis or project to meet the culminating experience requirement. Some concentrations in the program require collaborative projects for the culminating experience. The following policies apply to collaborative research and co-authorship of theses and projects:

- Students must submit prospecti in EDLP 250 that describes how each party will participate. Specifically, prospecti must indicate each student's participation in
  - identification of the purpose of the research,
  - the Review of the Related Literature,
  - development of data collection instrumentation and procedures,
  - actual collection of data,
  - analysis and interpretation of gathered data, and
  - development of the final project and/or document for submission.
- Each prospectus shall also include how each student plans to complete the thesis/project if the coauthor does not complete his or her part of the work. It shall also specify that if one coauthor does not fulfill their obligations on a semester-by-semester basis, the EDLP cohort coordinator may authorize the other coauthor to assume use of raw materials and proceed alone.
- Completed prospecti will be reviewed and approved by the department's Graduate Coordinator.
- Once approved, the EDLP cohort coordinator will submit, on behalf of students, a copy of the approved prospectus to the Office of Graduate Studies before work begins.
- The students must have a co-author prospectus approved by the Graduate Coordinator on file with the Office of Graduate Studies in order to submit a co-authored thesis or project as part of the EDLP master's degree program of study.
- If the research is not completed in accordance with the projected timeline approved in the submitted and approved prospectus, students must re-register for thesis/project co-authorship. All co-author students must have all current applicable tuition and registration fees paid and have maintained continuous enrollment in order to receive approval for a co-authored culminating experience work.

## Expectations

The Educational Leadership & Policy Studies program is committed to the academic and practical preparation of professionals for leadership roles throughout the P-14 educational system and beyond. To that end, there are some expectations regarding the completion of the culminating experience that EDLP holds as standards by which to assess the quality and adequacy of your academic and professional growth. The thesis or project that you complete is an artifact that represents your mastery of preparatory curricula. Thus, these standards apply to evaluation of your work:

- *The thesis or project is directly related to the field of educational leadership.*  
In addition to whatever local impact your culminating experience may have, it is imperative that you demonstrate the impact and influence of your work in a broader and more global context. Your work should directly contribute to the body of knowledge in, and professional practice of, educational leadership.

The contributions the project or thesis make to the field of educational leadership should be described and discussed in the Significance of the Study or Significance of the Project section of the first chapter of the document.

- *The Review of Related Literature must be comprehensive and thorough.*  
There is no number that indicates when a review of the literature is either comprehensive or thorough. It is, however, of the utmost importance that you demonstrate a concrete understanding of the professional research literature regarding the topic of your thesis or project, and your ability to discuss and apply your knowledge and skills on the job. Your thesis or project chair will provide guidance with regard to determining when the standards of “comprehensive” and “thorough” have been satisfied. Generally, however, a comprehensive review of the literature is represented by discussion of more than 30-45 sources.
- *There must be evidence of data collection.*  
In many cases, the design of the planned research will influence decisions about what data to use for analysis, and how to get it. EDLP requires that candidates for the master’s degree demonstrate their ability to identify sources of, and gather, data, as well as to analyze and interpret it. In some cases, students may choose to use statistical data that has already been analyzed by an external source (i.e., National Center for Education Statistics [NCES], California Department of Education [CDE], etc.). The credibility of such a source must be assessed, and the student must then demonstrate how the use of such data may stand on its own. In most cases, the thesis or project chair will advise the student to gather a secondary source of data to support or extend what is learned from the use of external sources of data. This decision must be discussed thoroughly with a faculty chair before collecting the data.
- *EDLP is committed to the protection of Human Subjects.*  
In addition to the University requirement that all researchers conducting research under the auspices of the University submit applications for approval to use human subjects, EDLP expects that students will use pseudonyms in their writing to protect the identities of the human subjects participating in their work. Material quoted directly from conversations or writings, or data

gathered from individuals and groups may be identified as having come from entities identified by pseudonym or by description (i.e., a small rural school in northern California, etc.).

- *The final written product should reflect an objective point of view on the topic.*  
In writing the final thesis or project document, students are not to use first-person language in their discussions (i.e., “I,” “we,” “us,” “our,” etc.), outside of Chapters 1 and 5 (thesis) or 4 (project). Students should take care not to use second-person language as well (i.e., “you,” “your”). The third-person objective voice is the appropriate use of language for the thesis or project. The exception is made for material that is directly quoted from other sources. Direct quotations cannot be changed from their original form; therefore, the use of first- or second-person language in such material is acceptable.
- *Use APA writing and publishing guidelines.*  
The University has adopted the position that each College or academic unit may choose the publication standards it wishes to apply. The College of Education adheres to the publication style and requirements of the American Psychological Association (APA), and is currently utilizing the 7<sup>th</sup> edition of the *APA Publication Manual*.

Specific APA publication standards, such as headers, format of tables and figures, etc., apply to the thesis or the project unless the University, the Department (GPSE) or EDLP has stated a specific requirement or standard.

### **Thesis/Project Formatting Requirements**

The University provides [templates](#)\* (click the link and scroll down to the lower part of the page for Templates) for students to use to format and organize their theses or projects to meet the University’s requirements for submission. The Office of Graduate Studies (OGS) reviews every submitted thesis or project for compliance with the institution’s standards.

As mentioned above, the University encourages each college to select professional publication standards in accordance with which students will develop and submit their written work. The College of Education adheres to the publication standards of the American Psychological Association (7<sup>th</sup> edition) for the most part. The University dictates some elements of formatting, such as double-spaced text, typeface (font), type size, etc. Where the University is silent, APA standards are applied, such as proper in-text citation format, construction of tables, and so on. Many students choose to avail themselves of the services of professional editors/formatters. Others choose to format the thesis/project document themselves. Consult with your chair when deciding how to get your final document properly formatted for submission. It is recommended that you consult the Purdue University’s [Online Writing Lab](#) (OWL) for additional examples and explanations of APA 7 formatting requirements.

#### *Thesis/Project Organization*

What follows are outlines that speak to how the thesis or project should be organized. In EDLP 230: Thesis/Project Seminar, these are covered in depth with regard to what is included, language to be used, etc. Students are expected to display their professional writing, research and leadership skills in the final product.

## Thesis Outline

Note that the document is to be double-spaced throughout. The pages preceding the text – which starts with Chapter 1 – must conform to the template for the [OGS formatting requirements](#).

Between sections, EDLP requires one double-space.

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### Chapter 1

#### INTRODUCTION (chapter title) (5-10 pages)

##### **Background** (APA 7 Level 1 header)

(General discussion → local or district issue) Whatever the phenomenon is that you have studied should be briefly described here, particularly as regards its manifestation in “real-life.” With support from the research literature, discuss what the issue is, be it is problematic or not.

##### **Statement of the Problem** (APA 7 Level 1 header)

The research will explore the relationship between student persistence and teacher-student relationships. Specifically, the following questions will guide the research:

##### **Research Questions** (APA 7, Level 2 header)

1. What characterizes the strongest teacher-student relationships?
2. How do teacher-student relationships in higher education differ from those between high school students and their teachers/coaches?
3. What factors in the relationship make it more likely students will persist to graduation?
4. How might the relationship between teachers and students be adversely impacted.
5. What strengthens relationship between students and their instructors?

##### **Significance of the Study** (APA 7 Level 1 header)

Insert text here.....insert text here ..... Insert text



here..... Insert text here..... insert text  
here.....

**Definition of Terms (APA 7 Level 1 header)**

The following terms are defined here as they are to be used in this study:

*Word, Phrase, or Acronym*

Insert definition here with a citation.....

.....

*Word, Phrase, or Acronym*

Insert definition here with a citation.....

.....

**Organization of the Remainder of the Thesis (APA 7 Level 1 header)**

(short paragraph describing forthcoming chapters)

## Chapter 2

### REVIEW OF THE RELATED LITERATURE (chapter title) (25-35+ pages)

#### **Introduction** (APA 7 Level 1 header)

Brief overview of what will be presented in this chapter (include a discussion of leadership in your literature review).

#### **Conceptual Framework** (APA 7 Level 1 header)

This refers to the theoretical foundation of your approach to the phenomenon. Using the published research literature, your task is to explore, define and describe the phenomenon through the lens of theories/models that address it. For example, if you studied factors contributing to academic success for DACA students, you will most certainly want to define the phenomenon -- persistence -- with support from Tinto's (1973) student departure theory and/or Astin's (1975) theory of access and persistence. While there are a number of approaches you could have taken to this study, based on these two theories, you may have chosen to focus your study on the characteristics of academically successful students. Maybe you used Critical Race Theory (Bell, 1980) to elaborate on the influence of ethnicity on student self-efficacy. This discussion belongs here. And certainly, there is the intersectionality of federal, state and international policy and higher education ideals and practices to bring to the table.

#### **Subtopic 1**

Subtopics of your choice related to the general topic under study. Organizationally, you may discuss a subtopic with the use of concepts, ideas or thoughts that support or extend your

discussion.

**Here's One** (APA 7 Level 2 header)

So maybe in discussing mentoring, you also decide to further that discussion with an exploration of someone's theory about the impact of mentoring on student success.

**Here's Another** (APA 7 Level 2 header)

That discussion was so helpful that now you might think about discussing how mentoring is applied in different age groups, i.e., high school versus college or middle school versus high school.

**Subtopic 2**

**Subtopic 3**

**Rationale for the Study** (APA 7 Level 1 header)

Based on findings from the literature review. So now that you have covered the research literature that exists in your area of study, what is your reasoning for studying this phenomenon further? Is it because there is very little research out there that directly addresses the phenomenon and the field would benefit from more in-depth understanding of it? Or could it be because there is so much literature addressing the phenomenon, it is clear that it is important in the field, and should be advanced with even more investigation into particular aspects or .....?

## **Summary** (APA 7 Level 1 header)

Provide a short summary of the chapter.

## Chapter 3

### METHODOLOGY (10-15 pages)

#### **Introduction** (APA 7 Level 1 header)

brief overview of what will be presented in this chapter

#### **Research Design and Rationale** (APA 7 Level 1 header)

##### **Site, Sample (if one is drawn) & Population** (APA 7 Level 2 header)

##### **Data Collection Procedures** (APA 7 Level 2 header)

###### *Instrumentation* (APA 7 Level 3 header)

##### **Data Analysis Procedures** (APA 7 Level 2 header)

#### **Limitations of the Study** (APA 7 Level 1 header)

Limitations should be discussed in only one place in the document. Since any error in the research is most likely to be found in the procedures, this is the best place for the discussion.

Limitations are to be discussed as they pertain to the researcher's ability to generalize the results to a general situation, environment or population. Discussion must include explaining why the results may or may not be applicable in other environments.

#### **Ethical Considerations** (APA 7 Level 1 header)

#### **Summary**

Shouldn't take more than a short paragraph.

## Chapter 4

### FINDINGS & INTERPRETATION (chapter title) (10 – 15 pages)

#### **Analysis of the Data** (APA 7 Level 1 header)

If tables, charts and/or figures are to be used to display analyzed data, they are to be formatted according to [APA 7 guidelines for Tables and Charts](#).

#### **Findings & Interpretation** (APA 7 Level 1 header)

Tip: When appropriate and possible, it's sometimes a good idea to include directly quoted material from the data – particularly when presenting the findings from qualitative data. Using a direct quote from the data can be an example of a finding you wish to present.

#### **Implications for Leadership** (APA 7 Level 1 header)

Now that the research is completed, data analyzed, interpretations made and conclusions drawn, as an educational leadership professional, you are now tasked with discussing in what ways your research contributes to the field of educational leadership. For example, if you conclude that after-school programs have only limited positive impact on high school students' academic success, what does that imply for your profession? Perhaps the most immediate implication is that leadership has limited control over the outcomes that different programs might produce for students. More information is certainly in order to understand the influence of leadership on the outcomes produced by alternate academic and extracurricular programming.

Perhaps your findings suggest or affirm other considerations for the field. Maybe you are thinking about how your research outcomes might inform leadership development/preparation or

leadership styles or ...? Your findings might suggest an alternate perspective on the definition of leadership characteristics or behaviors.

Your responsibility as a professional goes beyond your job. You are a member of an industry and, as such, must address that aspect with your research.

### **Summary** (APA 7 Level 1 header)

Provide a short summary of the chapter.

## Chapter 5

### SUMMARY, CONCLUSIONS, & RECOMMENDATIONS (chapter title) (5-10 pages)

#### **Summary** (APA 7 Level 1 header)

Of the entire study

#### **Conclusions** (APA 7 Level 1 header)

Brief review of the conclusions you drew from your analysis of the data

#### **Recommendations** (APA 7 Level 1 header)

It is most common for student research to yield very practical recommendations for the implementation of educational leadership. The intent of the Recommendations section of the last chapter is to present and encourage other researchers to pursue further study of the phenomenon. Recommendations for practice, however, are just as important.

#### **Applied Practice of Educational Leadership**

This is where you can discuss the Recommendations you want to make for the professional real-time practice of education leadership with regard to the phenomenon you studied. For example, consistent with your findings, you might recommend that educational leaders research and select multiple extracurricular programs now that your research has suggested that the program you studied was not as productive as advertised. Now you know what to expect. Or maybe you wish to recommend that leadership ensure student access to mentoring opportunities or that leaders initiate more supportive activities for students studying virtually from home.



## **For Further Study**

Sound research generally yields other avenues for further research. Here is where you will discuss your Recommendations for further study of the phenomenon you explored.

## APPENDICES

*(Each document contained in the Appendices starts on a new page)*

**Consent Documents** (APA 7 Level 1 header)

**Instrumentation** (APA 7 Level 1 header)

## REFERENCES

## **Project Outline**

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Between sections, EDLP requires one double-space.

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### Chapter 1

#### INTRODUCTION (5-10 pages)

##### **Background** (APA 7 Level 1 header)

(General discussion → local or district issue) Whatever the phenomenon is that you have studied should be briefly described here, particularly as regards its manifestation in “real-life.” With support from the research literature, discuss what the issue is, be it is problematic or not.

##### **Purpose of the Project** (APA 7 Level 1 header)

This is different from the Statement of the Problem in that the end product of your research will address the issue that you explored. Your purpose is to address the issue, not to develop the end product! For example, the purpose of this project is to address students’ needs for information and models relevant to the successful development of their culminating experiences. The research that was conducted explored their perceived needs and the practices and materials that may be most useful. Specifically, the following questions were studied:

##### **Research Questions** (APA 7, Level 2 header)

1. What the most difficult-to-understand elements of the culminating experience?
2. What method would be the most effective in assisting students to understand and be able to implement those elements?
3. How do students use models and examples?
4. What are students’ concerns about graduate-level writing?
5. How could those concerns be alleviated?

**Importance of the Project** (APA 7 Level 1 header)

This should include some discussion of how the project will contribute to the body of knowledge and the professional field of educational leadership.

**Definition of Terms** (APA 7 Level 1 header)

The following terms are defined here as they are to be used in this study:

*Word, Phrase, or Acronym*

Insert definition here with citation(s).....

.....

*Word, Phrase, or Acronym*

Insert phrase here.....

.....

**Organization of the Remainder of the Project** (APA 7 Level 1 header)

(short paragraph explaining forthcoming chapters)

## Chapter 2

### REVIEW OF THE RELATED LITERATURE (25-35 pages)

#### **Introduction** (APA 7 Level 1 header)

Brief overview of what will be presented in this chapter (include a discussion of leadership in your literature review).

#### **Conceptual Framework** (APA 7 Level 1 header)

This refers to the theoretical foundation of your approach to the phenomenon. Using the published research literature, your task is to explore, define and describe the phenomenon through the lens of theories/models that address it. For example, if you studied factors contributing to academic success for DACA students, you will most certainly want to define the phenomenon -- persistence -- with support from Tinto's (1973) student departure theory and/or Astin's (1975) theory of access and persistence. While there are a number of approaches you could have taken to this study, based on these two theories, you may have chosen to focus your study on the characteristics of academically successful students. Maybe you used Critical Race Theory (Bell, 1980) to elaborate on the influence of ethnicity on student self-efficacy. This discussion belongs here. And certainly there is the intersectionality of federal, state and international policy and higher education ideals and practices to bring to the table.

#### **Subtopic/Stream 1**

Subtopics of your choice related to the general topic under study. Organizationally, you may discuss a subtopic with the use of concepts, ideas or thoughts that support or extend your

discussion. Thatrh gihva[ iolmadovy ohbeaoh gnvpo;ikl subtopioias vas to the subtopics.

**Here's One** (APA 7 Level 2 header)

So maybe in discussing mentoring, you also decide to further that discussion with an exploration of someone's theory about the impact of mentoring on student success.

**Here's Another** (APA 7 Level 2 header)

That discussion was so helpful that now you might think about discussing how mentoring is applied in different age groups, i8.e., high school versus college or middle school versus high school.

**Subtopic/Stream 2**

**Subtopic/Stream 3**

**Rationale for the Project** (APA 7 Level 1 header)

Based on findings from the literature review. So now that you have covered the research literature that exists in your area of study, what is your reasoning for studying this phenomenon further? Is it because there is very little research out there that directly addresses the phenomenon and the field would benefit from more in-depth understanding of it? Or could it be because there is so much literature addressing the phenomenon, it is clear that it is important in the field, and should be advanced with even more investigation into particular aspects or .....?

## **Summary** (APA 7 Level 1 header)

Provide a short summary of the chapter.



## Chapter 3

### METHODOLOGY (10-15 pages)

#### **Introduction** (APA 7 Level 1 header)

Brief overview of what will be presented in this chapter

#### **Research Design and Rationale** (APA 7 Level 1 header)

**Site, Sample (if one is drawn) & Population** (APA 7 Level 2 header)

**Data Collection Procedures** (APA 7 Level 2 header)

*Instrumentation* (APA 7 Level 3 header)

**Data Analysis Procedures** (APA 7 Level 2 header)

#### **Findings & Interpretation** (APA 7 Level 1 header)

**Findings** (APA 7 Level 2 header)

Begin with discussing what the data showed upon analysis. In narrative form, describe what the analyzed data says. For example, the analyzed data may have shown that 30% of respondents felt positive about online learning; 70% were mixed in their opinions, but leaned toward preferring face-to face instruction (45%). Use tables, figures, charts graphs etc. to illustrate the analyzed data. The narrative should describe, briefly, what is displayed.

**Interpretation of the Data** (APA 7 Level 2 header)

This section will be where the analyzed data is applied to the initial research questions, and then conclusions are drawn as to what that all means with regard to the research problem. There are options in terms of organization, but it is not uncommon to organize the discussion

according to the research questions.

### **Limitations of the Research** (APA 7 Level 1 header)

Limitations should be discussed in only one place in the document. Since any error in the research is most likely to be found in the procedures, this is the best place for the discussion.

Limitations are to be discussed as they pertain to the researcher's ability to generalize the results to a general situation, environment or population. Discussion must include explaining why the results may or may not be applicable in other environments (i.e., small sample size, insufficient survey response, etc.).

### **Compiled Project** (APA 7 Level 1 header)

This is to be a narrative description of the end product of your research. If, for example, you conclude from your research that teachers could benefit from more frequent training on classroom management, you might figure an online self-study module might be useful. This is where you would describe that.

### **Ethical Considerations** (APA 7 Level 1 header)

### **Summary** (APA 7 Level 1 header)

Briefly summarize this chapter's contents.

## Chapter 4

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS (5-10 pages)

#### **Summary** (APA 7 Level 1 header)

Of the entire study

#### **Conclusions** (APA 7 Level 1 header)

Brief review of the conclusions you drew from your analysis of the data

#### **Recommendations** (APA 7 Level 1 header)

It is most common for student research to yield very practical recommendations for the implementation of educational leadership. The intent of the Recommendations section of the last chapter is to present and encourage other researchers to pursue further study of the phenomenon. Recommendations for practice, however, are just as important.

#### **Applied Practice of Educational Leadership**

This is where you can discuss the Recommendations you want to make for the professional real-time practice of education leadership with regard to the phenomenon you studied. For example, consistent with your findings, you might recommend that educational leaders research and select multiple extracurricular programs now that your research has suggested that the program you studied was not as productive as advertised. Now you know what to expect. Or maybe you wish to recommend that leadership ensure student access to mentoring opportunities or that leaders initiate more supportive activities for students studying virtually from home.

## **For Further Study**

And here is where you will discuss your Recommendations for further study of the phenomenon you explored.

## APPENDICES

*(Each document contained in the Appendices starts on a new page)*

**Consent Documents** (APA 7 Level 1 header)

**Instrumentation** (APA 7 Level 1 header)

**End Product of Your Research** (APA 7 Level 1 header)

## REFERENCES

## Presentation of Your Thesis or Project

As previously indicated, the outlines presented are specific to the *organization* of the thesis or project documents. Formatting requirements speak to how the information provided above is presented. OGS has provided [templates](#) online for you to use to meet University requirements. EDLP adheres to those standards for the submission of final documents, with the additional requirements of one double-space between major sections of each chapter and 5 chapters for a thesis. The preceding outlines are arranged in an order to show how APA 7 is generally applied.

## Submission Procedures

### Thesis

Since Spring 2018, graduate theses, projects, and dissertations are stored only in online format. The University Library deposits Sacramento State graduate theses, projects, and dissertations in a University Electronic Repository. All theses, projects, and dissertations in the electronic repository are full-text searchable and available through common search engines such as Google and Google Scholar.

The university's formatting requirements still apply. To submit a thesis to the University's Electronic Repository – via the Office of Graduate Studies -- students will need to:

1. Complete your thesis according to the OGS formatting requirements and direction from your Thesis Chair.
2. Submit the final document to your Thesis Chair and your Second Reader.  
After each reviews your thesis, it will be returned to you for revisions, if there are any to be made.
3. Once each has signed off after a final review, your Thesis Chair will submit your final document to the Graduate Coordinator. After review, the Graduate Coordinator will notify your Thesis Chair of any needed revisions.
4. Make revisions required by the Graduate Coordinator via your Thesis Chair.
5. Re-submit the final document to your Thesis Chair.  
When you receive word from your Thesis Chair that the final document has been approved, your work is complete.
6. *Complete a mandatory Thesis/Project Format Workshop.* The workshop is required by OGS of all students submitting a thesis for electronic publication by the University. The workshop will cover need information regarding the submission process.
7. *Make an appointment during the limited or regular thesis submission period* to have the thesis format reviewed by OGS before submitting and uploading the required documentation to OGS by the submission deadline in the semester of graduation.

- a. The committee and department approved signature pages of the thesis are required.
  - b. After format approval by OGS, you will be able to upload your final thesis into the University's Electronic Repository upon notice from OGS. The process is discussed at <https://www.csus.edu/graduate-studies/current-students/thesis-project-dissertation.html>.
8. *The signature process will be initiated by the Graduate Coordinator*, who will secure electronic signatures from your advisor and second reader and ensure submission of the signed approval to OGS.

## **Project**

Submission of EDLP projects follows a different path:

1. *Complete your project* according to the formatting requirements and direction from your Project Chair.
2. *Submit* the final document to your Project Chair.  
Your Project Chair will submit your final document to the Graduate Coordinator. After review, the Graduate Coordinator will notify your Project Chair of needed revisions.
3. *Make revisions* required by the Graduate Coordinator via your Project Chair.
4. *Re-submit* the final document to your Project Chair.  
When you receive word from your Project Chair that the final document has been approved, your work is complete.
5. *The final document is to be electronically submitted* to the Graduate Coordinator by your Project Chair. The Graduate Coordinator initiates the signature process on your behalf through Adobe Sign. Students are not required to sign the Project Completion Approval form, which is generated by the Graduate Coordinator and submitted through Adobe Sign for your advisor's approval. The form is finalized and submitted on your behalf – along with a signed copy of the Abstract – to the Office of Graduate Studies. A complete electronic copy of your project is maintained by the program.