

Department of Educational Leadership and Policy Studies

Guide to Theses & Projects



Revised and Updated 2/8/2008

Version 2.4

Theses & Projects

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 Thesis: The thesis is considered a scientific investigation of a theoretical or empirical kind. 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 reader are required to serve on the student's committee.

One bound copy is to be delivered to the student's chair. One copy of the thesis (unbound) is **required** for filing with the Office of Graduate Studies (OGS). This copy will be bound and put in the CSUS library. A thesis usually consists of five chapters:

Chapter 1: Introduction

- Background (codification of chapter 2, Review of Literature)
- Statement of the Problem
- Definition of Terms
- Limitations
- Significance/Importance of the Study

Chapter 2: Review of Related Literature

- Introduction
- Subtitles divide Sections of Literature
- Rationale for the Study
- Summary

Chapter 3: Methodology

- Setting of the Study
- Population & Sample
- Design of the Study
 - Data Collection
 - Instrumentation
 - Data Analysis Procedures

Chapter 4: Data Analysis & Findings

- Suggested Organization by Research Questions

Chapter 5: Summary, Conclusions, & Recommendations

- Summary
- Conclusions
- Recommendations

Appendices

References

Description of Project: The culmination of in-depth library research, a detailed design process, and a project report that illuminates real-world work experience.

For the Project, an EDLP faculty chair is required.

One bound copy is to be delivered to the student's chair. One copy of the project is **optional** for filing with the Office of Graduate Studies (OGS).

A Project usually consists of four chapters:

Chapter 1: Introduction

Background (codification of chapters 2, Review of Literature)

Purpose of the Project

Definition of Terms

Limitations

Significance of the Project

Chapter 2: Review of Related Literature

Introduction

Subtitles divide Sections of Literature

Rationale for the Project

Summary

Chapter 3: Methodology

Research Design

Setting of the Project

Population and Sample

Data Collection

Analysis of the Data

Analyzed Data

Findings

Interpretation

Description of the Project

Chapter 4: Summary, Conclusions, and Recommendations

Summary

Conclusions

Recommendations

Appendices: The Project

References

To see a list of what other EDLP graduate students have done to satisfy the graduation option, click on a link below.

[Thesis Titles](#)

[Project Titles](#)

Thesis Sample Format

Blank Page

Title Page

Copyright Page (optional)

Approval Page (Thesis/Project Advisor) plus copy

Format Approval Page (Graduate Coordinator/Chair) plus copy

Abstract Page plus copy

Acknowledgement/Dedication Page (if desired)

Table of Contents Page(s)

List of Tables, Figures and/or Graphs (if needed)

Chapter 1: Introduction

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 Definition of Terms

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Chapter 2: Review of Related Literature

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 Population & Sample

 Design of the Study

 Data Collection

 Instrumentation

 Data Analysis Procedures

Chapter 4: Data Analysis & Findings

 Organized by Research Questions

Chapter 5: Summary, Conclusions, & Recommendations

 Summary

 Conclusions

 Recommendations

Appendices (if needed)

References

Blank Page

*See sample pages X to X

Project Sample Format

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Chapter 4: Summary, Conclusions, and Recommendations

Summary

Conclusions

Recommendations

Appendix: The Project

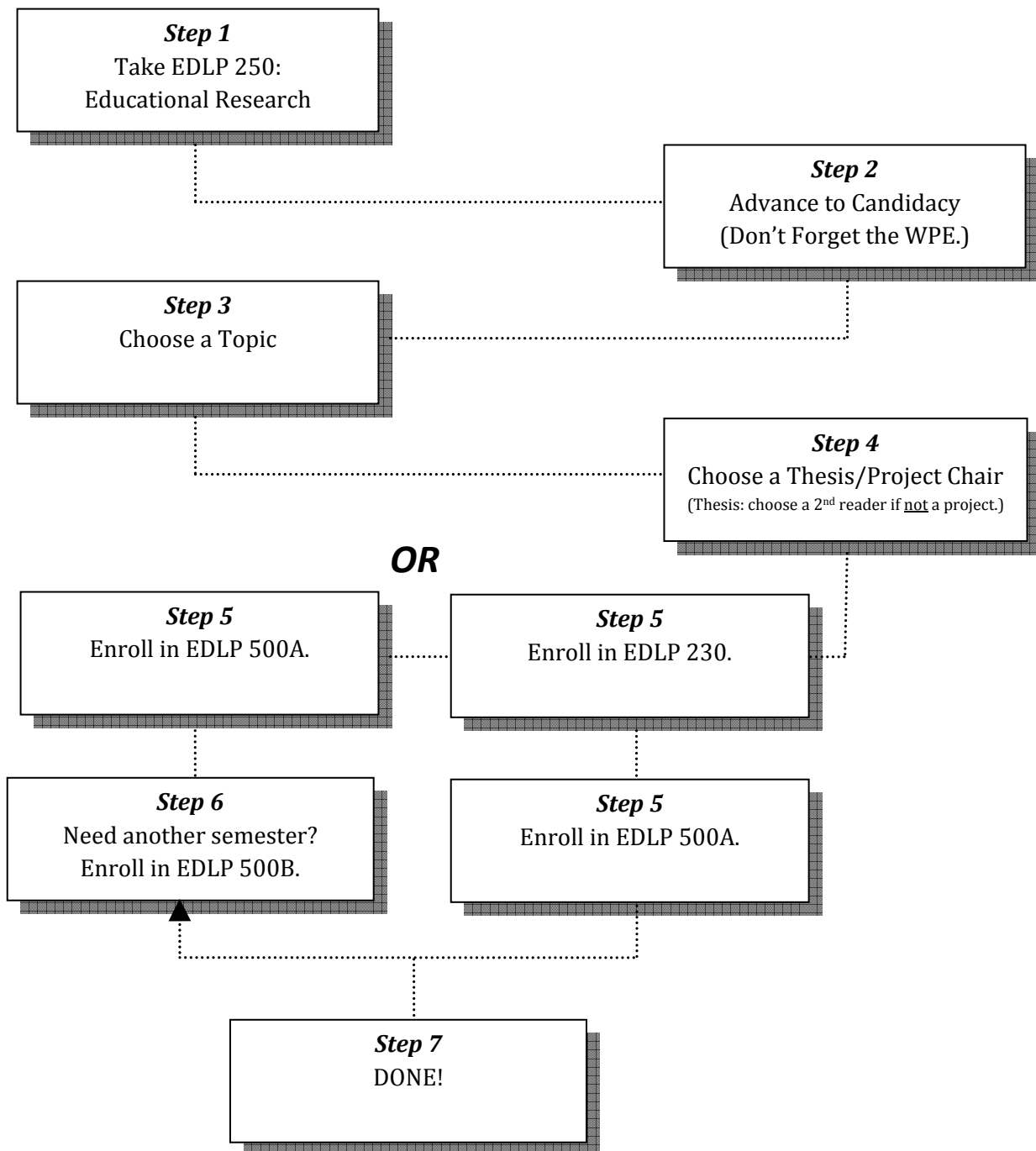
References

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*See sample pages X to X

A Candidate's Guide to the Master's Thesis and/or Project

A Walking Tour ...



Graduate Status/Enrollment Policies

“All requirements for the master’s degree must be completed within seven (7) years immediately prior to graduation” (CSUS Catalog, 2006-2008, p. 96).

If you are unable, for personal or professional reasons, to continue your work on the thesis or project, you are advised to take a semester or two off. According to the University’s policies, you can be “granted an automatic leave of absence for one semester (CSUS Catalog 2006-2008, p. 71), if you are not enrolled. An automatic leave of absence exempts you from having to re-apply to the university and pay application fees, holds your catalog rights and maintains your classified status as a graduate student.

If, however, you have completed all your coursework, and have made satisfactory progress on your thesis or project, you are required to enroll in Continuous Enrollment (CSUS Catalog 2006-2008, p. 71).

Culminating Experience in EDLP

Advancement to Candidacy

Students working toward a master’s degree in Educational Leadership, regardless of the program, cohort, or concentration, are required to become candidates for the master’s degree. Eligibility to be a candidate for the master’s degree requires that you submit a plan of study that is acceptable to the institution, and that you complete the University’s writing proficiency requirement.

Working with your academic advisor, you will develop the plan after having completed 12 units of graduate study in the Department. 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 may be devoted to the completion of the culminating experience: the thesis or the project. Some of the Department’s cohorts offer EDLP 230: Thesis/Project Seminar, designed to provide a classroom experience to help develop the first two chapters of the thesis or project. If you have completed your credential and are pursuing the MA, you will need to complete EDLP 230 and EDLP 500A (if you select Option 1) to earn the required 6 additional units.

If you select Option 2, you will be required to complete EDLP 500A/B: Master of Arts Thesis or Project for the additional 6 units. Either can be taken for 3 units or 6 units. Three units of EDLP 500A is required for graduation.

This course constitutes the one-on-one work with the 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 and again, if necessary, for EDLP 500B. The petitions must be submitted to the Department 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 the Department. As a second reader is required for the thesis, the student may select a faculty member of any status in the College of Education, or may select a working professional meeting all requirements for preparation to serve in that role (discuss with thesis 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 Department Chair will make every effort to assign you to your preferred advisor. However, because of the varying workload of faculty, there is no guarantee that you will be assigned to the advisor of your choice. If you do not select a faculty chair, one will be assigned to you by the EDLP Department Chair.

Topic Selection

Theoretically, you will begin to consider your topic early in your program. As you move toward beginning work on your thesis or project, you will need to discuss your topic selection with your faculty advisor. Although EDLP acknowledges the unique interests, expertise, and experiences of each student, it is required that the topic be pertinent to the field of educational leadership.

Expectations

The Department of Educational Leadership & Policy Studies is committed to the academic and practical preparation of professionals for leadership roles throughout the P-14 educational system. To that end, there are some expectations regarding the completion of the culminating experience that the EDLP Department holds as standards by which to assess the quality and adequacy of a student's completion of preparation:

- *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 to thesis makes to the field of educational leadership should be described and discussed in the Significance of the Study or 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 the student demonstrate a concrete understanding of the professional research literature regarding the topic of the thesis or project, and the ability to discuss and apply it on the job. The thesis or project chair will provide guidance with regard to determining when the standards of "comprehensive" and "thorough" have been satisfied.

- *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. The Department requires that candidates for the master's degree demonstrate their ability to organize 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 gathered and 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 an advisor or instructor before collecting the data.

- *The Department 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, the Department expects that

students will use pseudonyms in their writing to protect the identities of the human subjects participating in their work. Direct quotations 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.). 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 5th edition of the *APA Publication Manual*.

APA publication standards apply to the thesis or the project unless the University has stated a specific requirement or standard.

Chapter 1

INTRODUCTION

Background

Your thesis or project should begin with a background of the proposed research area; background material is provided to acquaint the reader with how the proposed study or project is grounded in the research literature. In addition, the researcher may suggest its potential contribution to research knowledge and educational practice.

Chapter 1, in the Introduction section, is a codification of the literature review from Chapter 2. After you have written Chapter 2, write the Introduction section before stating the research problem or purpose of the project. In some cases, the introductory subsection from your research proposal in “Educational Research” (EDLP 250) can be developed into the introductory part of Chapter 1. Discuss the background from a broad to narrow perspective. How does the topic exist globally, or in general? Be specific.

If you are writing a Thesis

Statement of the Problem

The manner in which the problem is defined is very important to the success of the study. The statement of the problem is actually a definition of what the investigator proposes to do.

As such it clarifies, outlines, limits, and brings specific focus to the problem under investigation.

The problem statement performs two main functions.

- a. to give specific direction to the study and
- b. to unify all of the efforts undertaken during the conduct of the study.

Most of the difficulties that are encountered by students during thesis work are directly related to inability or inexperience in stating the problem clearly and concisely. Although there are different ways to define research problems, a few of the more common forms follow.

Illustration of the Use of Questions and Hypothesis in Problem Solving

Statement of the Problem (*single question*)

To what extent is a student's academic success determined by nonacademic factors?

Statement of the Problem (*general question followed by their specific questions*)

In general, what are the factors that add to the likelihood of students being academically successful?

Specific questions to be addressed:

What are the academic factors that may influence academic success?

What are nonacademic factors that may influence academic success?

What is the relationship between academic factors and nonacademic factors that may influence academic success?

Statement of the Problem (*general statements followed by questions*)

This study is designed to determine the relationship between school location and parent/school participation. Specific questions to be addressed are:

1. What is the relationship between school location and parent/school participation?
2. Are there variables beyond school location that influence parent/school participation?
3. If there are variables beyond school location that influence parent/school participation, which variables are the most influential?

Statement of the Problem (*null hypothesis*)

There is no difference in achievement of Latino high school boys and the achievement of Latina high school girls on the Scholastic Aptitude Test (SAT).

Statement of the Problem (general statement followed by research hypotheses)

The aim of this investigation is to test the following contentions:

- H₁ Non-Latino students will demonstrate a higher achievement level than Latino students.
- H₂ There will be a difference in achievement between value congruent and value incongruent students.
- H₃ There is an interaction between students' ethnicity, value congruence, and achievement.

If you are writing a Project

Purpose of the Project

State the problem or issue or concern that is to be addressed by the project.

First Example:

The purpose of this project was to improve behavior management skills among teachers by developing a discipline handbook for the Green Valley School. Specifically, the handbook will include the following topics:

Second Example:

The purpose of this project was to examine research-based teaching and administrative strategies that supported the successful implementation of No Child Left Behind for teachers and principals. The specific questions addressed: (1) What are the accountability implications of the Academic Performance Index (API) and the Standardized Testing and Reporting (STAR) and how do they affect California educators? (2) What is the current federal education legislation and how does this legislation affect California educators, especially Adequate Yearly Progress (AYP)? (3) What does the literature tell us about best practices for successfully and equitably educating of all children?

Definition of Terms

In this section of the thesis/project, students identify and define concepts, words and phrases that have unusual or restricted meaning. The definition of terms section is to be illustrative rather than

exhaustive; it is done to create awareness of the student's obligation to make clear to the reader, in specific language, the thoughts he/she is attempting to convey.

Limitations

In this chapter the student discusses the limitations he/she experienced while actually conducting the research. This does **not** include decisions made to narrow the focus of the study or project.

Significance/Importance of the Study

Or

Significance of the Project

Rethinking the leadership standards in the EDLP Program can help you answer these questions.

Preparation of this section on problem/project significance includes discussion of the following areas:

- Why have I selected this problem/project?
- Why is there a need for this study/project?
- Will it revise, extend or create new knowledge in the field of educational leadership?
- Will the research contribute to the field of education administration internationally, nationally, in California, in Sacramento, in my school district, college, university, or agency?
- What theoretical and/or practical application(s) does my study or project have?
- How will educational leaders change or improve their professional practices

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

Most often this chapter is written first, since a thorough review of the literature is required to write the “codified” Introduction of Chapter 1. The literature review is organized into related subtopics that are relevant to the problem statement. Students are expected to conduct a thorough review of literature.

Advisors are often asked to provide the number of subtopics or citations required; the question should not be what are the number of subtopics or citations, but the student should ask, “have I completed a thorough review of the literature?”

Subtopic Discussion

Narrative discussion of each subtopic is to follow the Introduction. Each narrative discussion should be headed with a title that uses the same language with which it was introduced. For example, if, in the Introduction, you said you would discuss barriers to participation in afterschool activities, your narrative discussion of that subtopic should look like this:

Barriers to Participation in Afterschool Activities

Students of a variety of backgrounds and interests face obstacles with regard to their ability to participate in extracurricular activities. This appears to be particularly true when the activities take place outside the parameters of the school day (Jones & Popsicle, 2002).

Each subtopic may include its own subtopics, which would then necessitate headings that are flush left, italicized, and upper and lower case, such as:

Transportation

Students may be unable to get a ride home, which would then, preclude them from participating outside of the school hours, when transportation via school bus might be available.

Rationale for the Project

A rationale is having or exercising the ability to reason; it is consistent with or based on reason (American Heritage College Dictionary, 1993, p. 1134). A rationale is a reason for doing what you are doing. In this subsection the student explains to the reader why he/she is doing the research, based on his/her review of relevant literature and, in some cases, professional experience.

The rationale most logically follows the review of literature. By this time the student is familiar with practices, opinion or research similar to his/hers, or finds that there is little being done in his/her research area. In either case this can provide a rationale (reason) for doing the research. For example, the student can say that other researchers have done similar studies (provide examples of research studies) and so the students studying is adding to the existing body of literature. On the other hand, if the student finds limited sources in the area being researched, he/she can logically state that research in his/her area of study is limited and additional study is needed to extend the literature base. In some cases students may provide anecdotal evidence supported by the literature as the rationale for the thesis or project.

Summary

Once the literature review is completed, remember to provide a **summary** of your review. You do this by providing a synthesis of the most salient points found during the review. Summarize each of the topics covered in the final paragraph or two to conclude the chapter.

Chapter 3

METHODOLOGY

Chapter 3 contains the methodological approach used for the thesis and the organizing steps used for the project. A demographic description of the site/school/district/college/university should be included.

Chapter 3 for a Thesis

Major Headings:

- Population and Sample
- Design of the Study
 - Data Collection
 - Instrumentation
 - Data Analysis Procedures

Chapter 3 for a Project

Major Headings:

- Research Design
 - Setting of the Project
 - Population and Sample
 - Data Collection
- Analysis of the Data
 - Analyzed Data
 - Findings
 - Interpretation
- Description of the Project

The setting in which the study or project is conducted requires specific description of the school or district demographics.

- The population to which the study or project applies.
- The sample from the data that was collected and how it was selected (how many, selection procedures).
- What data was collected (test scores, narrative interview data, etc.)?
- Precisely what steps were taken to carry out the study?

Chapter 4

Chapter 4 is different for a thesis and a project. Chapter 4 is the last chapter for a Project.

Chapter 5 is the last chapter for a Thesis. The Project itself is located in the Appendix.

Chapter 4 for a Thesis

Major Headings:

Results or Data Analysis

(can be organized by research questions)

Chapter 5 for a Thesis

Summary

Conclusions

Recommendations

Appendices

Questionnaires or Interview Questions

Etc.

Chapter 4 for a Project

Major Headings:

Summary

Conclusions

Recommendations

Appendices

The Project/Product

Etc.

In each chapter from Chapter 2 through Chapter 4 or 5, the researcher begins with a brief introduction to the chapter.

In the **Summary**, the researcher begins by restating – in paraphrase or other description – the Problem Statement or Purpose of the Project. The second paragraph in that section should summarize the process the researcher undertook to complete the thesis or the project.

In the **Conclusion**, the researcher makes reference to the appropriate tables or graphs, and presents a descriptive statement(s) of the outcome(s) of testing the research problem or developing the project. (Thesis: The researcher would then conclude by indicating whether the results justified acceptance or rejection of the hypothesis/es). The point is to summarize the findings in the form of what the researcher concludes to be the case relative to the original questions(s).

Briefly, the conclusions are inferences drawn from the results of the data or as a result of the project conducted.

In the **Recommendations**, the researcher concludes with suggestions for further research, replication or refinement of the current study, and potential applications of the research conducted. If the study or project raised other questions or revealed other problems, the researcher should discuss them here.

Form and Style

The official manual in the Department of Educational Leadership & Policy Studies is The American Psychological Association Manual, 5th Edition. The manual is for sale in the Hornet Bookstore.

Form and Style guidelines can be found on the Graduate Studies website:	Thesis: http://www.csus.edu/gradstudies/forms/Thesis.pdf Project: http://www.csus.edu/gradstudies/forms/Project.pdf
Collaborative Theses and Projects	http://www.cus.edu/gradstudies/forms/collaborative.pdf
Sample Cover Pages	http://www.cus.edu/gradstudies/forms/collaborative.pdf
Project Completion Approval Form	(no link ... check with Grad Studies about this)
Thesis Project Receipt Form	http://www.csus.edu/gradstudies/forms/thesproj.pdf
Writing Styles Information	http://www.library.csus.edu/guides/
APA	http://www.apastyle.org/ (Or go to Google and type in APA. Many universities have free examples of the commonly used citations)
<i>Publication Manual of the American Psychological Association, 5th Ed</i>	Ref/BF76.7/P83/2001 Multiple copies are available for Library use only.
Plagiarism	http://www.library.csus.edu/content2.asp?pageID=353
Guide to the Successful Thesis and Dissertation: a Handbook for Students and Faculty, 4th Ed	LB2369/M377/1998
<i>Guide to Writing Empirical Papers, Theses, and Dissertations</i>	LB2369/G27/2002
<i>Proposing Empirical Research: a Guide to the Fundamentals. 2nd Ed</i>	Ref/Q180.55/P7/P37/2000 Workbook on conducting research. How to: select a problem area, identify variables, formulate theories, evaluate feasibility, and choose an approach. Includes examples.

Required Number of Manuscripts

Thesis: Only one copy of the thesis/project is required for filing with the Office of Graduate Studies (OGS) located in River Front Center, Room 203. This copy will be microfilmed and bound, and will become the property of the University Library. A second copy (on regular 20 lb. copy paper) should be bound and submitted to your chair.

Project: One bound copies (Kinkos will bind) is to be presented to the chair of the Project.

An electronic version of your thesis or project must be submitted to the EDLP office. You have the option of emailing the document or saving it to a CD-Rom, and submitting that to the office. This should be discussed with the thesis/project chair.

Collaborative Theses and Projects

For Collaborative Theses and Projects see the Graduate office instructions:

<http://www.csus.edu/gradstudies/forms/collaborative.PDF>

All other instructions regarding the preparation and filing of theses or projects remain the same.

Note: Collaborative theses or projects are never to be filed separately, or in parts.

Format for the Collaborative Thesis or Project

One **Title Page** (original plus a copy for each collaborator) bearing signatures of the chair of the committee (second reader IF thesis) and the names, in alphabetical order, of each collaborator.

Format Approval Page (original plus a copy for each collaborator) bearing the signature of the department chair or graduate coordinator.

Abstract Page (original plus a copy for each collaborator) bearing the signature of the committee chair.

A **clear statement** in the introduction and abstract as to the responsibilities of each collaborator.

An **original** and a **copy** of the **abstract** are required for each collaborator. (For Thesis: Only ONE microfilming and binding fee is required.)

Checklist for Completion

1. Advance to Candidacy, with approval by Graduate Studies? (Advancement form should be completed and submitted to Department after grades have been posted for 12 units and the Writing Proficiency Examination requirement satisfied. This must be completed before enrolling in thesis or project.) Please note that deadlines are November 1 and March 1 annually.
2. Students who are using their EDLP 495 project for the MA culminating requirement should have concluded the needed research during 255, or at least have a good start on it. They probably would have at least gathered demographic data about their sites, if nothing else. It could be in their best interests to keep notes about what they do to develop the project for use in the final document.
3. Submit your Application for Graduation! (Refer to graduation dates and requirements, spring and fall semesters.)
4. Complete Graduate Studies Office formatting workshop and secure certificate of completion. You will need to submit this certificate with your final thesis or project.
5. Include blank pages (front and back) for your project or thesis!
6. Pay for microfilming and binding! (Cashier's Office)
7. Complete your thesis or project submission form!

SAMPLE PAGES

SAMPLE	THESIS TITLE
SAMPLE	COPYRIGHT
SAMPLE	THESIS APPROVAL
SAMPLE	THESIS FORMAT APPROVAL
SAMPLE	PROJECT TITLE
SAMPLE	PROJECT APPROVAL
SAMPLE	COLLABORATIVE TITLE
SAMPLE	COLLABORATIVE APPROVAL
SAMPLE	ABSTRACT
SAMPLE	DEDICATION OR ACKNOWLEDGEMENTS
SAMPLE	TABLE OF CONTENTS
SAMPLE	LIST OF TABLES
SAMPLE	TABLE EXAMPLE
SAMPLE	FIGURE EXAMPLE

[Thesis Title Page]

DISTRICT CULTURE AND THE SCHOOL SITE

Patricia Ann Robertson
B.S., California State University, Sacramento, 1993
*[If more than one earned degree, list chronologically – no AA degrees.
Do not list current Masters degree]*

THESIS

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS

in

EDUCATION
(Educational Leadership)

at

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

*FALL
2007

*[*Semester thesis is submitted – not necessarily the Semester of graduation]*

Sample Copyright Page
[optional]

© 2007

Patricia Ann Robertson

ALL RIGHTS RESERVED

[Thesis Approval Page]

DISTRICT CULTURE AND THE SCHOOL SITE

A Thesis

by

John David Robertson

Approved by:

_____, Committee Chair
[Type name beneath signature]

_____, Second Reader
[Type name beneath signature]

Date

ii

[iii if Copyright page included]

[Optional Third Reader may be an expert in the field – not faculty. List after Second Reader]

Student: John David Robertson

I certify that this student has met the requirements for format contained in the University format manual, and that this thesis is suitable for shelving in the Library and credit is to be awarded for the thesis.

[Type name beneath signature], Graduate Coordinator
[or [Type name], Department Chair]

Date

Department of Educational Leadership & Policy Studies

[Project Title Page]

UNDERSTANDING AND SUCCESSFULLY IMPLEMENTING NO CHILD LEFT BEHIND

John David Robertson
B.A., California State University, Sacramento, 1998
[If more than one degree earned, list chronologically – no AA degrees]

PROJECT

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS

in

EDUCATION
(Educational Leadership)

at

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

*FALL

2007

*[*Semester project is submitted – not necessarily Semester of graduation]*

[Project Approval Page]

UNDERSTANDING AND SUCCESSFULLY IMPLEMENTING NO CHILD LEFT BEHIND

A Project

by

John David Robertson

Approved by:

_____, Committee Chair
[Type name beneath signature]

Date

ii

[iii if Copyright page included]

[Optional Third Reader may be an expert in the field – not faculty.

List Committee Chair as “Second Reader”]

[Title Page]

[Collaborative – same Department]

EXPLAINING MASTER'S COMPLETION IN THE
CONTEXT OF GROUP COHESIVENESS AND INDIVIDUAL PERSISTENCE

Mary Ann Jones
B.A., University of California, Berkeley, 2001

James Thomas Smith
B.A., California State University, Chico, 1991

PROJECT
[or Thesis]

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS

in

EDUCATION
(Educational Leadership)

At

CALIFORNIA STATE UNIVERSITY SACRAMENTO

**FALL
2007*

*[*Semester project is **submitted** -
not necessarily semester of graduation]*

[Approval Page]
[Collaborative – same Department]

EXPLAINING MASTER'S COMPLETION IN THE
CONTEXT OF GROUP COHESIVENESS AND INDIVIDUAL PERSISTENCE

A Project
[or Thesis]

by

Mary Ann Jones
James Thomas Smith

Approved by:

_____, Committee Chair
[Type name beneath signature]

_____, Second Reader
[Type name beneath signature]

Date

[iii if Copyright page included][Optional Third Reader may be an expert in the field – not faculty. List Committee Chair as “Second Reader”]

SAMPLE PAGE FOR ABSTRACT

Abstract

of

Title of Your Project or Thesis

by

Author’s Name

(Author’s Names if Collaborative)

Brief Literature Review

Statement of the Problem (or Purpose of the Project)

Methodology

Conclusions and Recommendations

(350-word maximum for total abstract)

_____, Committee Chair

SAMPLE DEDICATION/ACKNOWLEDGEMENT PAGES

(Optional)

DEDICATION or ACKNOWLEDGEMENTS

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FOR THESIS
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SAMPLE TABLE

(Table grid below will not print; the APA style does not use table grid lines)

Table 21

Distribution of Bilingual Instructors – 2000-01

Number of Instructors			
School	Session I	Session II	Session III
Aero Haven	None	None	None
Esperanza	5	6	6
F. C. Joyce	1	1	1
Frontier	None	None	None
Holms	1	1	1
Kohler ^o			
Larchmont	1	None	None
Madison	1	None	None
Oakdale	None	None	None
Orchard	1	1	1
Pioneer	3	3	4
Ridgepoint	3	3	4
Village	2	1	None
Subtotal	22	24	23

Number of Specialists			
School	Session I	Session II	Session III
Educational Services ²	1	1	1
Specialists ³	2	2	2
Grand Total	25	27	26

Note: ^oIndividual School-Based Program

¹Includes a substitute teacher who was also a parent at the site

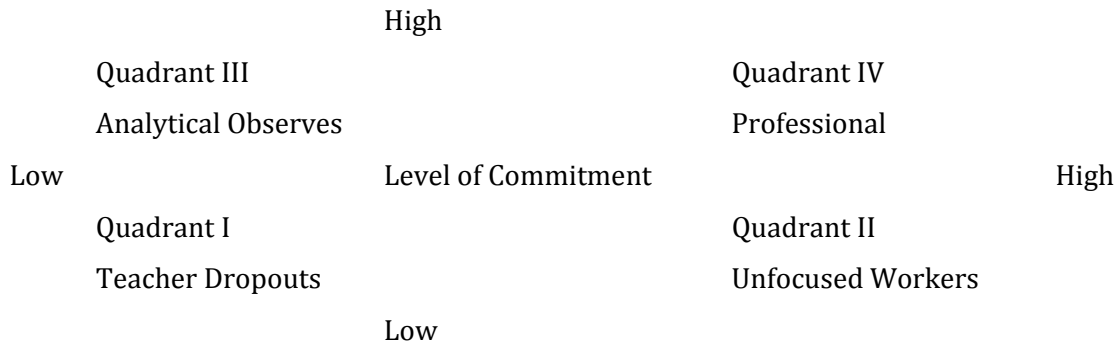
²Includes District Bilingual Resource Specialists

³Includes out-of-district Language Specialists

SAMPLE FIGURE

(Table grid below will not print; the APA style does not use table grid lines)

Figure 1 Paradigm of Bilingual Teacher Categories and Level of Commitment



COLLABORATIVE THESES AND PROJECTS
SUPPLEMENTARY INFORMATION
(Retrieved on April 6, 2004 from the Office of Graduate Studies)

This page provides additional information for those students working on a collaborative project or thesis. Students should use this in conjunction with the CSUS Guide: Thesis/Project Format.

Requirement:

1. Check with department for rules and restrictions for collaboration.
2. Format for preliminary pages within the same department (same degree earned, one copy of thesis/project submitted): one title page with names, in alphabetical order, and undergraduate degrees (include year of degree) of each collaborator; approval page (original plus a copy for each collaborator) with signatures of the chair of the committee and second reader and the names, in alphabetical order, of each collaborator; format approval page (original plus a copy for each collaborator) with the signature of the department chair or graduate coordinator; abstract page (original plus a copy for each collaborator) with the signature of the committee chair; a clear statement in the introduction and abstract as to the responsibilities of each collaborator; and an original and a copy of the abstract for each collaborator, but only one microfilm and binding fee.
3. Format for preliminary pages across departmental or college units (different degrees earned; copy of thesis/project submitted for each author): two title pages bearing the names, in alphabetical order, and undergraduate degrees of each collaborator, but only one degree earning; approval page (original plus a copy for each collaborator) must have signatures of joint chairs, one from each department, on one approval page bearing the names, in alphabetical order, of each collaborator; format approval page (original plus a copy for each collaborator) with the signature of the department chair or graduate coordinator of each department; abstract page (original plus a copy for each collaborator) signed by the committee chair; a letter from the committee chairs to the Associate Dean, Office of Graduate Studies specifying that the thesis/project is a true collaboration entitling all of the collaborators to the degree; clear statement in the introduction and abstract as to the responsibilities of each collaborator (original plus a copy is required for each collaborator); and each student must pay a microfilm and binding fee for each copy of the thesis/project representing each department.

How to Complete a Master's Degree Program at CSU, Sacramento

(Retrieved on April 6, 2004 from the Office of Graduate Studies)

1. Meet with your faculty advisor to discuss your program and be advised which courses to register for first. If you were conditionally admitted, you should plan to complete those courses or exams required during the first semester. You should also clear the writing requirement by taking the WPE.
2. During the ensuing semesters, consult with your faculty advisor and continue to register for appropriate courses until you are ready to file for Advancement to Candidacy (usually after completing 12-15 units). You may not enroll in culminating experience units until you have been approved for advancement to candidacy (which also means you have passed the Writing Proficiency Exam).
3. Forms for Advancement to Candidacy are available in the Office of Graduate Studies (RFC 206). Some Departments also keep a small supply on hand. On the Advancement to Candidacy form you will list all coursework you are presenting for the Master's Degree, whether it has been completed, is in progress, or has yet to be taken. Consult with your advisor in completing this form. You will need your advisor's signature of approval and the signature of the Graduate Coordinator for your department. Once you have also signed this form, you may submit it to the Office of Graduate Studies. It will be reviewed for compliance with University policy and when approved, a copy will be sent to you for your files. Do not assume your advancement to candidacy has been approved until you receive a copy of the form in the mail.
4. A Petition for Exception is required if you wish to make a change to the coursework originally listed on your Advancement to Candidacy. This petition documents the change and must be approved by both your faculty advisor and the graduate coordinator for your department. The Petition for Exception form is also available in the Office of Graduate Studies or some department offices.
5. When you have been advanced to candidacy, you are entitled to special library privileges, including extended time for borrowing library materials, interlibrary loan privileges, and assignment of a student locker. *You must have also paid fees for units through the University or for "continuous enrollment" (599) through Regional and Continuing Education to be eligible for the special library privileges.*

Students attending CSUS on an F1 or J1 Visa are not eligible to pay “continuous enrollment” (599) fees. Your special stamped library card (thesis card) may be obtained in the Office of Graduate Studies (RFC 206).

6. After all coursework has been completed work closely with your faculty advisor in developing your master’s thesis/project. Although the University allows department discretion in the variation of thesis/project form and style, certain rules described in the University format manual govern all theses/projects.

The manual can be purchased in the University Bookstore or accessed online at:

<http://www.csus.edu/rgs/gradstud/gradctr.html>

7. Once you have advanced to candidacy, coursework has been completed, and you have enrolled in culminating experience units, you have two years to complete your culminating requirement. After initially enrolling in 500-series units, you must continuously enroll for three subsequent semesters. You may accomplish this by either (1) enrolling in regular University units or (2) by paying a “continuous enrollment” fee through Regional and Continuing Education for “599”. Check with your department regarding their policy. Students attending CSUS on an F1 or J1 Visa are not eligible to pay “continuous enrollment” (599) fees,

Note: If your culminating requirement is not finished at the end of four semesters, you must re-register in the 500-series units and pay *regular* University fees, but you will not have to re-apply to the University because you will have been “continuously enrolled.” You must contact Graduate Studies staff if you need to re-register in the 500-series so your record can be “opened” allowing you to receive a fee statement, pay fees, and register. If you need further clarification, please contact your Graduate Coordinator of Graduate Studies staff (278-6470).

8. As you near graduation, be sure to obtain an Application for Graduation from Graduate Studies and refer to the Class Schedule for deadlines.
9. Final copies of all masters’ theses/projects must be submitted to Graduate Studies by the established deadline. No extensions of time will be granted for corrections. Deadline dates are published each semester in the CSUS Schedule of Classes.

10. Prior to turning in the final copy of your thesis/project, be sure to obtain the Microfilming and Binding receipt from and the Thesis/Project Submission form. These two forms must accompany your thesis/project. They are also available in the Office of Graduate Studies.
11. If your plans change and you cannot graduate on the date for which you applied, please notify Graduate Studies of your new date as soon as possible to avoid paying a new diploma fee.
12. If you move, please send in a Data Change form with your new address. This is especially important when you are working on your culminating requirement and may be out of the area or do not come on campus on a regular basis. We need your current mailing address when mailing your diploma or if questions arise regarding your program.
13. Steps 1-12 lead to graduation checkout. Your degree and title of your thesis/project will be posted to your transcript 4-6 weeks after the end of the semester.
Approximate diploma mailing dates are: Fall graduation = March diploma; Spring graduation = August diploma; Summer graduation = October diploma

Title 5, California State University \$40510 (p. 473)

3. Satisfactory completion of a thesis, project ... defined as follows:
 - (A) A thesis is a written product of a systemic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance [importance] of undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendations. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation ...
 - (B) A project is 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 a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation...

Updated by Geni Cowan, Ph. D for the Department of Educational Leadership & Policy Studies students.

If you have any questions or suggestions regarding this manual, please contact Geni Cowan:

gcowan@csus.edu

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