

A GUIDE TO GRADUATE STUDIES

POLICIES, PROCEDURES, AND THESIS, PROJECT AND
DISSERTATION FORMAT

Fall 2014 Edition

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PREFACE

Welcome to California State University, San Bernardino! In order to make your time here as successful as possible, we have developed this guide to provide you with much of the essential information necessary to efficiently progress to your degree. An overview of rules, regulations, and policies governing graduate students can be found in chapter one; chapter two contains information on campus resources available for graduate students; and chapters three and four describe how to prepare and submit your thesis, project or dissertation for format review. Additional information and formatting examples are located in the appendices.

Please keep in mind that the information concerning policies and regulations may have changed since this printing. It is your responsibility as a graduate student to be familiar with both University regulations as well as the requirements established by your department. We encourage you to consult with your graduate coordinator and the Office of Graduate Studies regularly, and explore the Graduate Studies website at gradstudies.csusb.edu. The better informed you are, the more likely your graduate education will progress smoothly.

TABLE OF CONTENTS

PREFACE	i
CHAPTER ONE: GRADUATE STUDENT POLICIES AND PROGRESS	
Categories of Admission.....	1
Postbaccalaureate Unclassified	1
Postbaccalaureate Classified (Including Teaching Credentials).....	2
Graduate Conditionally Classified	3
Graduate Classified.....	3
Beginning the Program.....	4
The Program Plan and Advancement to Candidacy.....	4
The Graduate Thesis/Project/Dissertation Committee	5
Regulations Governing Graduate Students.....	7
Catalog Year	8
Continuous Enrollment.....	8
Grade Point Average Requirement	9
Full-time Status	10
Graduate Courses	10
Undergraduate Courses in a Graduate Program.....	10
Overloads and Maximum Course Load	11
Leave of Absence.....	11
Repeating Courses/Discount of Grade.....	12
Discount of Grade (Unclassified Postbaccalaureates Only)	13

Extension of Time to Complete an Incomplete Grade	13
Retroactive Withdrawal from a Course	14
Seven Year Limit	14
Validation of Expired Course Work.....	15
Transfer and Extension Credit.....	16
Graduate Writing Requirements	17
The Graduate Entrance Writing Requirement	17
Graduate Program Writing Requirement	20
The Final Year.....	21
Graduation Check	21
Continuous Enrollment	21
Submission of the Thesis, Project or Dissertation	22
The Oral Examination/Defense	23
Graduation Date	24
Permission to Participate in Graduation Ceremony.....	24
Outstanding Thesis/Project	25
Exit Survey	25
 CHAPTER TWO: UNIVERSITY SERVICES FOR GRADUATE STUDENTS	
Academic Support Services	26
Office of Student Research	26
Graduate Writing Center	27
Center for International Studies and Programs	27

Career Center.....	27
Pfau Library	28
Financial Support Services.....	28
Research and Travel Funds	28
Fellowships and Grants	29
Campus Research Presentation Opportunities	31
CHAPTER THREE: THE THESIS, PROJECT AND DISSERTATION	
Preliminary Draft.....	33
Continuous Enrollment	34
Human Subjects and Animals in Research	34
Plagiarism and Cheating	35
Copyright Restrictions	36
Fair Use.....	37
Securing Permission	37
Purposes of Style and Format.....	38
Submission and Publication	39
Manuscript Review Process and Deadlines	39
Consultations, Weeks 1-6	39
Manuscript Submission, Weeks 1-7	40
Publication, Week 10.....	43
Grading.....	44

CHAPTER FOUR: ORGANIZATION AND FORMATTING INSTRUCTIONS FOR THESES, PROJECTS AND DISSERTATIONS	45
University Format	46
Style Guides	46
General Appearance	47
Typeface/Font	47
Line Spacing.....	47
Margins	47
Paragraph Indentation.....	48
Pagination	48
Formatting Pre-Text Pages	50
Title Page.....	50
Committee Page.....	51
Copyright Page.....	53
Abstract	54
Acknowledgments Page.....	54
Dedication Page	55
Table of Contents	55
Format for List of Tables.....	58
Format for List of Figures	59
Format for Body of Manuscript	60
Chapter Titles and Headings.....	61
Chapter Titles	61

Headings	61
Additional Formatting Matters.....	63
Epigraphs	63
Listings	64
Block Quotations	64
Tables.....	65
Placement of Tables within Text.....	65
Figures	66
Placement of Figures within Text	66
Additional Materials and Supplemental Files.....	67
Appendices.....	68
Bibliography/References	69
Final Suggestions.....	69
APPENDIX A: DEFINITION OF A THESIS.....	71
APPENDIX B: DEFINITION OF A PROJECT	79
APPENDIX C: SAMPLE PAGES	85
APPENDIX D: STATE OF CALIFORNIA EDUCATION CODE (TITLE V SECTION 40510)	103

CHAPTER ONE

GRADUATE STUDENT POLICIES AND PROGRESS

This manual has been developed in response to graduate student questions and needs. While it is not possible to address all potential situations, we have attempted to answer the most commonly asked questions. The following pages will help guide you from program admission to the final submission of your project, thesis or dissertation.

Categories of Admission

Once you have been accepted to CSUSB, you will receive an acceptance letter from the Office of Graduate Studies which states the level at which you have been admitted and stipulates any specific conditions of the admission. A graduate student's admission status falls into one of the four following categories:

Postbaccalaureate Unclassified

If you wish to enroll in courses at the university with a professional growth objective, but not necessarily with an objective of a graduate degree or a teaching credential, you may be considered for admission with "Unclassified Postbaccalaureate Standing" when you meet standards specified under General Requirements for Admission in the [University Bulletin](#). Your admission to the university with unclassified postbaccalaureate standing does not constitute

admission to credential or graduate degree programs. If you later decide to pursue a graduate degree, you may use no more than 12 units of the credit you earned in unclassified standing to demonstrate fitness to complete the program or count toward meeting the requirement for a graduate degree. Such units will be accepted only upon approval of the department in which you are taking a degree.

Postbaccalaureate Classified (Including Teaching Credentials)

If you have satisfied the general requirements for admission, you may be granted “Classified Postbaccalaureate Standing” for the purpose of enrolling in a particular postbaccalaureate credential or certificate program. You must also satisfy such additional professional, personal, scholastic and other standards as are prescribed for the program, including qualifying examinations.

Postbaccalaureate students interested in working toward a multiple subjects credential, a single subject credential, a services credential or a specialist credential must achieve classified postbaccalaureate standing. Credential candidates should check credential requirements for minimum grade point average with the appropriate credential program found in the education program section of the [University Bulletin](#). You may obtain information concerning admission requirements for the designated subjects credentials from the Credential Assistance for Students in Education Office (CASE) or from the designated subjects coordinator. International students in this status are eligible for an I-20 visa.

Graduate Conditionally Classified

If your objective is a graduate degree and you have satisfied the general requirements for admission, but have deficiencies in prerequisite preparation which can be met by specified additional preparation, including qualifying examinations, you may be admitted to a graduate degree curriculum with “Conditionally Classified Graduate Standing.” You must correct deficiencies in the specified manner in order to continue in the graduate degree program.

International students in this status are eligible for an I-20 visa.

Graduate Classified

Once you have satisfied the general requirements for admission you may be admitted to a graduate degree program as a “Classified Graduate Student”, if you satisfactorily meet the professional, personal, scholastic and other standards for admission to the program, including qualifying examinations, and if you have removed deficiencies in the specified manner while in conditionally classified graduate standing. You must show promise of success and fitness to be admitted to a graduate degree program, and must continue to demonstrate a satisfactory level of scholastic competence and fitness to be eligible to continue in the program. Master’s students must satisfy the Graduate Entrance Writing Requirement to be admitted in classified graduate standing. If you have not met the writing requirement you will be admitted with only conditionally classified graduate standing.

You may find the general prerequisites for admission to conditionally-classified and classified status, as well as for advancement to candidacy listed in the [University Bulletin](#) in the Graduate Programs section. Specific departmental requirements are in each department's program listing. You may advance within the levels (conditional, classified and candidacy) only when the necessary University and departmental requirements have been met. A change in classification from one level to another is initiated by your graduate coordinator; you should keep in touch with your coordinator with respect to this process.

Beginning the Program

Upon entering the program, you should become familiar with University and departmental policies and regulations. Be sure to spend some time with the graduate coordinator as soon as possible and get to know department staff. Above all, you should read the [University Bulletin](#). **While the University faculty and staff are available for information and assistance, it is ultimately the student's responsibility to meet all academic and administrative deadlines and requirements set by the department and the Office of Graduate Studies.**

The Program Plan and Advancement to Candidacy

Before completing 20 quarter units toward the master's degree (36 quarter units for programs over 70 units), you should prepare and file an official

document titled “An Approved Graduate Program Plan” with the department from which you plan to receive the degree. This program lists the specific requirements that you need to complete before the degree can be awarded. It must be approved by your major advisor and the graduate coordinator of your program. The Program Plan is essentially a contract between you and your graduate committee.

Be sure to consult with your graduate coordinator and check the

[University Bulletin](#) to see that:

- You have met all major requirements;
- Your program plan meets the University requirements according to the Graduate Study section of the *University Bulletin*;
- You have or will have met all prerequisites for the courses in your program; and
- Courses will be offered when they are scheduled to be taken.

Once your program plan is accepted and approved, you are officially advanced to degree candidacy. **Master’s students who have not met the Graduate Entrance Writing Requirement cannot be advanced to candidacy.**

The Graduate Thesis/Project/Dissertation Committee

Selecting a graduate thesis/project/dissertation committee is one of the most important decisions you will make in a graduate program. Until you have selected a committee, you should consult the graduate coordinator for

information and advice. The graduate coordinator will assist you in establishing a basic course of study and help you sort out academic specialties among the faculty. The graduate coordinator may also help you select a thesis/project/dissertation committee. The Graduate Council recommends that committees consist of three members, who should be CSUSB faculty. This protects you from having experts unaffiliated with our institution resign from the committee at any time. A fourth non-CSUSB faculty member may complete your committee. Exceptions to this practice must be approved by the committee chair, graduate coordinator and Dean of Graduate Studies. You should select a graduate thesis/project/dissertation committee chair early in the program. The committee chair, with assistance from your thesis/project/dissertation committee, directs your course of study and research and oversees your work. Your committee will assist you in meeting the department content and formatting requirements. **Check with your graduate coordinator to determine the specific qualifications and number of committee members required for your program.**

Adjunct faculty may be appointed to graduate committees when their expertise is valuable to the instruction and evaluation associated with the development and defense of the thesis, project or dissertation. Adjunct committee members will have the terminal degree or a significant scholarship or professional achievement record in an area related to your subject.

Graduate thesis/project/dissertation committee membership is prohibited for people with conflicts of interest (e.g., those who are related to the graduate student by blood, marriage, or living arrangement).

Exceptions to the policy may be requested by the graduate coordinator of a program and approved by the Office of Graduate Studies.

Members of your graduate thesis/project/dissertation committee, particularly the chair, should have a strong background in the appropriate academic area, be able to communicate and work well with other faculty in the department, and have the time to participate on or chair the committee.

If you assemble your committee early in your career, it will provide essential academic and administrative advice that will undoubtedly save time and effort. Establish an open, communicative relationship with all of your committee members from the beginning. Teamwork between you and the committee is essential to the graduate experience.

Comprehensive examinations will be composed and graded by at least two faculty members in the field.

Regulations Governing Graduate Students

The following section lists some of the more important regulations that graduate students need to know to progress smoothly through their degree programs; the [*University Bulletin*](#) should be consulted for additional graduate regulations and policies.

While this handbook and the “Graduate Degrees and Programs” section of the *University Bulletin* contain general information concerning grading, course numbering, adding and dropping courses, and so forth, individual departments may have their own specific policies and rules that apply to graduate degree candidates. It is your responsibility to become familiar with all of these policies, procedures, and regulations.

Catalog Year

Master’s and doctorate degree students are governed by the requirements that are in effect at the time of their admission with at least conditionally classified status. You must complete the department curriculum in effect at the time of your classification or advancement. If you have questions regarding exemptions, contact your graduate coordinator or the Office of Graduate Studies.

Continuous Enrollment

Students admitted to a graduate program must enroll each quarter until the degree is awarded. If you have completed all your course work and are preparing for the comprehensive exams or working on the thesis/project/dissertation, you must enroll in “698 Continuous Enrollment” in order to maintain candidacy. The continuous enrollment requirement applies to master’s and doctorate students only, every quarter except summer. Credential candidates and unclassified students are not required to maintain continuous enrollment and should not complete adjunct enrollment.

IMPORTANT NOTE: Students register ONLY ONE TIME for the thesis/project/dissertation course. If you do not complete the manuscript in the quarter in which you registered for the course, then you will receive a grade of RP (Report in Progress) for the course for that quarter. The “RP” grade remains until the manuscript is completed and approved by your thesis/project/dissertation advisor and the Dean of Graduate Studies. When the manuscript is approved and you have paid your binding fees, your professor will submit a “Change of Grade” form, replacing the “RP” grade with a letter grade.

Once officially accepted and processed, theses, projects and dissertations are made available to the public through the Pfau Library and CSUSB ScholarWorks.

Grade Point Average Requirement

Graduate Students must maintain a minimum 3.0 (B) grade point average (GPA) in all course work taken subsequent to admission to the graduate program with at least conditionally classified status, and in all courses included in the approved program. This includes all courses taken at other accredited institutions as well as those taken at CSUSB. Only courses with grades of “C” or better may be included in the program. Grades of “C-” or less cannot be used. Courses numbered 100-299 (lower division) and in the 800-999 (Extended Learning Non-Academic) series do not count towards a graduate degree. Courses from other colleges graded CR, S or P will not be accepted unless that college accepts them toward their graduate degree.

Failure to maintain a 3.0 GPA will result in academic probation in the program; failure to remove the deficiency within one quarter will result in disqualification from the program and the University. To be readmitted, a student must meet specific criteria. (See the [University Bulletin](#)).

Full-time Status

Full-time graduate students are those who carry at least eight units of 500 or 600-level courses (equivalent to 12 weighted units for financial aid and veteran's benefits). A full-time student should be able to finish a 48 unit program in an academic year (three quarters) and a summer. Most of our students, many of whom are employed full-time, take around three years to finish.

Graduate Courses

The program must include at least 45 quarter units of upper-division and graduate course work (i.e., courses numbered 300-699) taken while in postbaccalaureate standing. At least 70% of this work must be in courses organized primarily for graduate students (courses numbered 500-699.)

The program must include 70% or more quarter units of course work taken in residence on this campus. Work taken in summer session on this campus may be counted as residence credit. Credit by examination and credit for extension work are not considered as residence study.

Undergraduate Courses in a Graduate Program

Title 5 of the Education Code for the State of California permits upper-division courses to count in a graduate program under certain circumstances. If

you want to count such a class in your program, understand that the expectations for your performance in the class will be different from that of undergraduate students in order to justify counting the course towards a master's degree. Your work may be graded using a higher standard than that used for undergraduate students. You may be required to do additional work. You may also be required to enroll in a 2-unit Independent Study course simultaneously, although the 2-unit Independent Study course will not count toward the graduate degree.

Overloads and Maximum Course Load

A graduate student may not register for more than 16 units of work in any quarter without written permission. (During summer quarter, students may not exceed 9 units.) If you wish to exceed this limit, you must fill out an "Overload" card, available from your graduate coordinator. After your graduate coordinator signs the card, return it to the secretary of the college of your major. Unclassified post-baccalaureate students, like undergraduates, may take 19.5 units each quarter.

Leave of Absence

Students who are seeking master's degrees, doctoral degrees and credentials and plan to be absent from the university must file a leave of absence to preserve their current catalog rights (Title 5, Article 5, See. 40401). A leave of absence can be filed for both involuntary and voluntary interruptions. Students can petition for a leave of absence at the Office of Graduate Studies; forms are

available on the [Graduate Studies website](#). The petition must be filed in advance and approved by the Dean of Graduate Studies before the interruption of enrollment. An approved leave of absence allows students to be absent from the university without losing their rights to specific degree requirements under an earlier catalog. Leaves of absence will not be approved for students subject to disqualification or dismissal due to academic deficiencies or disciplinary action. The maximum duration for any leave is two calendar years. Please see the [University Bulletin](#) for more information.

Repeating Courses/Discount of Grade

Once the bachelor's degree has been awarded, students may not raise their undergraduate grade point average by repeating courses taken as an undergraduate.

If you are a graduate student, you may, ONE TIME during your tenure at CSUSB, petition the program to discount a grade for a graduate course by repeating the class and replacing the original grade with the grade from the second attempt. That is, "one course, one time." Your Graduate Committee or Coordinator will make the decision as to whether or not you may repeat the course. The Office of Records, Registration and Evaluations staff will strike through the old grade and use the new one in calculating your GPA. Information on the process can be found on the [Graduate Studies website](#).

Discount of Grade (Unclassified Postbaccalaureates Only)

Unclassified postbaccalaureate students may repeat a course taken as an undergraduate; however, the new grade earned will not replace the original grade recorded in the undergraduate record. Unclassified postbaccalaureate students who take courses which are not part of a graduate degree program and who are not pursuing a degree are subject to the same repeat of courses regulations as undergraduates. That is, you may repeat five different courses, but a single course may be repeated only one time.

Unclassified postbaccalaureate students may petition to repeat one course taken at the graduate level. The last grade earned will apply to your postbaccalaureate GPA. Such a waiver will count under the “one course one time” waiver rule for any subsequent work toward a Master’s degree. In other words, if a course is repeated while you are in unclassified postbaccalaureate status, no further course repetition is permitted.

Extension of Time to Complete an Incomplete Grade

You have one calendar year immediately following the end of the term in which the incomplete grade was assigned to make up the grade. Students with special circumstances may submit a petition to extend this time limit. It will require the signatures of the instructor, the Graduate Coordinator and the Dean of Graduate Studies on a [Waiver of University Regulations Form](#).

Retroactive Withdrawal from a Course

Permission is rarely given to withdraw from a course(s) after the term has ended. Extenuating circumstances must be shown to have prevented withdrawal in a more timely fashion. Reasons, which must be documented, include accident, illness (physical or mental), serious personal or family problems, or military transfer. Employment-related withdrawals are valid only when the waiver is filed during the term in question. Your lack of awareness of withdrawal procedures is not a valid reason. **You must withdraw from all courses taken during the term and may not withdraw from only some courses for any reason.** Your official transcript will indicate “W” for these classes. Graduate students make requests on the [Waiver of University Regulations](#) form, available from the Graduate Studies office and website (gradstudies.csusb.edu). It must be signed by your Graduate Coordinator and the Dean of Graduate Studies.

Seven Year Limit

Title 5 of the Education Code for the State of California requires that you complete all requirements for a master’s degree no later than seven years from the end of the quarter of enrollment in the oldest course on the approved program plan. In certain programs, the term for completion may be less than seven years from the end of the quarter of enrollment in the oldest course. Consult the specific program information for your discipline to determine the time limit applicable to your program.

Under special circumstances, this requirement can be waived by the Dean of Graduate Studies if there are valid academic reasons to do so. A single extension of the program time limit may be granted to a maximum of no more than two additional years from the end of the quarter of enrollment in the oldest course on the approved program. The extension may require taking additional course work and dropping the expired course work from the approved program or validating expired course work (see "[Policies and Procedures](#)"). Approvals for the extension and the duration of the extension are determined by the petitioner's graduate committee, the departmental graduate coordinator, and the Dean of Graduate Studies, in that order.

Validation of Expired Course Work

In conjunction with an approved extension of the time limit for completing a master's degree (seven-year limit), expired courses must be validated by examination. Expired courses are those taken seven years ago or more, or five years or more for those programs under a seven-year time limit. A request for an extension and permission to validate credit must be approved by the graduate committee, the departmental graduate coordinator, and the Dean of Graduate Studies (in the order stated) before your validation.

The graduate coordinator may accept course work that is past the seven year limit by attaching to the waiver application a memo stating that he/she has examined (name of student) and found him or her to be current in the subject

matter of (name of course(s)), followed by the faculty and graduate coordinator's signatures.

A graduate program may require validation by registration or examination. Validation by registration requires you to enroll in an expired course as an auditor and complete all assigned work. The instructor of the course will notify the graduate coordinator of satisfactory completion of the course requirements. Validation by examination requires the successful completion of a written examination or report covering the essential materials of the course. The instructor will file in the Graduate Studies Office the final report or examination together with a written statement that satisfactorily demonstrates current knowledge of course content. The report or examination will be kept on record in the Graduate Studies Office until you receive your degree.

Transfer and Extension Credit

Except for Social Work, no more than thirty percent (30%) of course work may be transferred into a CSUSB graduate program from extension and/or other colleges. If the institution granting the credit to be transferred is regionally accredited and would accept the work for graduate credit toward its degree programs, it may be considered for inclusion in a CSU, San Bernardino master's program. However, transfer or extension credit must be approved by the program graduate coordinator at the time the Program Plan is developed.

Graduate Writing Requirements

The California State University system requires that all students graduating with a master's degree demonstrate competence in writing appropriate to their discipline both when they enter the master's program and when they graduate. When they enter the program, they must complete the Graduate Entrance Writing Requirement. In order to graduate from a master's program, all students must complete a culminating experience or Graduate Program Writing Requirement. Specific information on literacy requirements for individual master's degree programs can be found in the [University Bulletin](#) by department.

The Graduate Entrance Writing Requirement

The Graduate Entrance Writing Requirement is required of every fully classified master's student. It assures that students are able to write clear, readable prose. Current students who have not yet satisfied this requirement may be conditionally classified in most but not all CSUSB graduate programs.

Students may satisfy the entrance writing requirement in one of two ways: (1) passing the CSUSB upper-division writing class (306, formerly 495) with a grade of B or better or (2) passing the WREE (Writing Requirement Exemption Examination).

Waiving the Graduate Entrance Writing Requirement. A waiver may be granted by petition to the Dean of Graduate Studies at his/her discretion if students can provide evidence that they have completed writing projects that

require research-based analytical writing. Such evidence may include published scholarly articles, or a thesis written for a previous master's or doctoral degree. Conditions leading to a waiver include proof of previous equivalent course work (documented with a copy of the course description from the catalog year when you took the upper-division course as well as a copy of your transcript). The catalog description must show clearly that the course is equivalent to CSUSB's 306, particularly in terms of requiring research-based analytical writing. If the catalog description is too general, then you must submit additional documentation, such as the course syllabus or papers from the class with the instructor's comments and grade. Under no circumstances will a lower-division writing class count in the waiver petition. Current (ongoing) course work from your CSUSB master's program will not satisfy this requirement. Students wishing to waive the writing requirement must submit the [Waiver of University Regulations](#) with the required signatures.

Writing Examinations from other Campuses. CSUSB does not accept most writing tests offered within the CSU that satisfy the undergraduate writing requirement. (They were evaluated by the Chairs of English in the CSU, who advised us that they were not comparable. Some are minimal competency exams which almost all students passed.) All campuses accept such tests as satisfying undergraduate requirements, but each campus sets its own standards for graduate study. CSUSB only accepts tests that are close to our own in difficulty and in the percentage of students passing. Acceptable tests are those

from CSU Sacramento, CSU Fresno and San Diego State University. (Currently about 50% of the students who take our test pass it.)

Writing Requirement Exemption Examination (WREE). The WREE assesses your writing ability at the upper-division level, according to the writing proficiencies expected of those successfully completing an Advanced Expository Writing Course (306 class) at the University. THE TEST IS NOT A MINIMUM PROFICIENCY TEST. The WREE requires you to read selected texts and write an essay that will be graded according to the degree to which you demonstrate the following:

- Ability to understand the selections from the text and show that understanding through written summary, analysis and integration of ideas and passages from them into your own essay;
- Ability to develop a single, coherent essay in which you develop and support an idea of some depth (good writers often fail the exam by simply summarizing the two essays rather than developing a unifying idea);
- Ability to use source material properly: to use a consistent and accepted format for citation of sources and to use quotations to support, not to substitute for your own ideas;
- Ability to respond to a specific question in clean prose which does not distract the reader by mechanical or grammatical errors.

Students who are highly capable and experienced writers are encouraged to take the WREE. It is not suitable, however, for most students for whom the 306 instructional program is designed as a general education requirement. Students preparing for the examination should consult the textbooks generally used in 306 classes. The WREE application and booklet is available from the [Testing Office](#) (UH 368).

Graduate Program Writing Requirement

The second graduate writing requirement is the Graduate Program Writing Requirement. An important aspect of graduate education is learning the language of the discipline. The graduate program teaches its students how to write in the discipline, and then assesses this knowledge as part of graduation requirements. Each program sets its own standards, and most of them utilize course work, the comprehensive examination or the thesis/project/dissertation to satisfy the requirement. This information is in the program descriptions in the Graduate Programs section of the [University Bulletin](#).

All students must fulfill the Graduate Program Writing Requirement, also known as the culminating experience. Some programs offer various options: either a thesis, project, or dissertation or a comprehensive exam. Some programs require both an exam and a thesis or project. Consult your graduate coordinator for more information on your specific departmental requirements.

The Final Year

It cannot be stressed too emphatically that it is ultimately your responsibility to be aware of all academic requirements and administrative deadlines as outlined in the [University Bulletin](#). A well-planned course of study and a clear understanding of the requirements and procedures explained in the following sections will help to avoid last quarter problems and graduation delays.

Graduation Check

About eight months prior to graduation, you should file a [Graduation Requirement Check](#) (grad check) with the Office of Records, Registration and Evaluations. While the grad check may be **filed** early to avoid late fees, Advancement to Candidacy is needed before the grad check can be **completed**. This check will review your academic record and verify the courses you have taken in your graduate program. After reviewing your files, the Office of Records, Registration and Evaluations will send you a graduation requirement summary indicating what courses and requirements remain in order to graduate.

Continuous Enrollment

Students completing a thesis, project or dissertation must enroll in thesis/project/dissertation units. Students who have completed all course work and are working on the thesis/project/dissertation must register for the thesis, project or dissertation course required in their major discipline. **Students**

register ONLY ONE TIME for the thesis/project/dissertation course. If you do not complete the manuscript in the quarter in which you first registered for the course, you will receive a grade of RP (Report in progress) for the course for that quarter. The RP grade in the course remains until the manuscript is completed and approved by your thesis/project/dissertation advisor. When the manuscript is approved, your professor will submit a “Change of Grade” form, replacing the RP grade with a letter grade.

Students who have completed all course work as well as the thesis/project/dissertation course in their major discipline must also register every quarter for Continuous Enrollment (698 course) until their degree is granted.

Submission of the Thesis, Project or Dissertation

The deadlines for submitting a thesis, project, or dissertation to the Office of Graduate Studies for format review are established one year in advance. The deadlines are available on the Graduate Studies website, gradstudies.csusb.edu, and in our office.

Final clearance requires that specific university and departmental format criteria be met, and content must be approved by the graduate program. In cases where plagiarism is suspected, IRB approval is in question, or the writing is not graduate level, the Dean of Graduate Studies may also review content and

may require changes or, if necessary, reject the thesis/project/dissertation, depending on the circumstances.

Students must also submit the committee certification form, with all required signatures, and pay the Thesis Archive and Review Fee. Formatting requirements and the submission process are described in detail in chapters three and four of this handbook, and on the [Graduate Studies website](#).

Note: Manuscripts which do not meet University and department requirements by the publication deadline will not be accepted and candidates will be required to resubmit their manuscript in a subsequent quarter and delay their graduation.

The Oral Examination/Defense

Students in a thesis/project/dissertation option may be required to complete an oral defense/examination related to their work. Although the protocol varies between departments, the oral examination committee is usually composed of the members of the graduate thesis/project/dissertation committee and may include the department graduate coordinator and additional faculty who have a research and/or teaching specialization closely related to the student's chosen topic. Some departments use non-University specialists in the content as members when appropriate. Students who are required to defend their thesis/project/dissertation must do so before submitting their manuscript to Graduate Studies for format review.

Scheduling the defense is initiated by the candidate. The committee chair should first be contacted to verify that the thesis/project/dissertation has progressed to the point where it may be defended. With most departments, the entire work should be completed. The candidate and/or chair will determine a time and date for the examination agreeable to all members of the graduate thesis/project/dissertation committee and will announce this date to the department and college at least a week beforehand. Interested faculty and students may attend the oral defense.

Graduation Date

Please plan for one of four graduation dates: June (Spring), September (Summer), December (Fall), March (Winter). All requirements, including course work and completion of the thesis/project/dissertation or comprehensive examination, must be finished by the Friday of finals week for the selected quarter.

Permission to Participate in Graduation Ceremony

Your graduate coordinator will authorize your participation in the graduation ceremony. For many programs that means that you must have completed all requirements for the degree.

Commencement ceremonies are held twice each year, at the end of spring quarter, for students who completed their degrees during that spring or the previous winter, and at the end of the fall quarter for those who completed the degree during the fall or the previous summer.

Outstanding Thesis/Project

At the end of spring quarter the graduate office asks each program to nominate an outstanding thesis/project. The winner receives a cash prize and Outstanding Thesis Award certificate.

Exit Survey

An exit survey is given to each graduating master's student. It includes questions about the quality of advising, the culminating experience in the master's program and various indicators of program quality. Every student's participation in this survey is crucial to improving graduate education at CSUSB.

CHAPTER TWO

UNIVERSITY SERVICES FOR GRADUATE STUDENTS

Academic Support Services

Academic support services for graduate students include the Office of Student Research (OSR), the Graduate Writing Center, the Center for International Studies and Programs (CISP), the Career Center, and the Pfau Library. Most advising is done by the program itself, usually the program coordinator or the student's faculty advisor.

Office of Student Research

[The Office of Student Research \(OSR\)](#) was created in 2011 to provide and promote undergraduate and graduate student research opportunities and resources that support student scholars and faculty mentors. It has quickly grown to include an annual research symposium, a student-run journal, a course redesign program, peer mentoring programs, and a summer research program. For graduate students, the most valuable programs OSR has to offer may be the peer mentoring programs, which offer an opportunity to practice teaching, and the annual symposium, which offers the opportunity to present scholarly research to an audience. OSR also offers assistance with statistics through their peer statistics specialist, and offers funding to support research and creative projects. For more information, please visit the OSR website at osr.csusb.edu.

Graduate Writing Center

The university's Writing Center recently opened a [Graduate Writing Center](#) to meet the demands of graduate level writing. Students can meet with a consultant for assistance with topic development, revisions, grammar, style, and citations. Appointments are made online. Please see the Graduate Writing Center website for more information.

Center for International Studies and Programs

The [Center for International Studies and Programs \(CISP\)](#) assists international students with the transition to CSUSB. The Center assists students with the admission process, registration, VISA regulations, health insurance, housing, and also hosts an orientation program for new students. Mandatory advising insures that all international students reach their academic goals. Peer advisors are available to offer support and guidance to new students adjusting to life in the U.S.

Career Center

The mission of the [Career Center](#) is to support the career readiness of all students and alumni by providing advising, assessment, workshops, career events, employer networking opportunities, internships and job opportunities that result in the establishment or advancement of personalized career goals. Services include assistance in locating jobs and internships, resume writing, mock interviews, and career-related workshops, mixers, and presentations.

Pfau Library

The [Pfau Library](#) offers a number of workshops specifically for graduate students. These include Basic Research, Advanced Research, and the Zotero citation management tool. Workshops are held several times each quarter, usually in the evening to accommodate graduate student schedules. Reference librarians are available for one-on-one assistance with research questions and electronic databases. Appointments may be made with a subject specialist for assistance in a particular discipline. The library houses an extensive collection of books, journals and government documents; print media can also be obtained through interlibrary loan. It also offers a number of online research guides and tutorials.

Financial Support Services

The Office of Graduate Studies and OSR have made a number of university grants, loans and fellowships available to graduate students. Applications are available on the Graduate Studies and OSR websites. Funding opportunities are described below

Research and Travel Funds

The [Student Research and Travel Grant \(SRT\)](#) is a CSUSB program supported by funding from Instructionally Related Programs (IRP) and Associated Students Incorporated (ASI). Funds allow students the opportunity to conduct academic research, attend and present at academic and professional

conferences, and expand their research to include study abroad. Activities that may be covered include research or expenses related to the thesis/project/dissertation, and research related to independent study or other courses.

Please be advised that funds are not guaranteed and all decisions regarding awards are made by a committee. Applications are available in the Office of Graduate Studies or on the Graduate Studies website at <http://gradstudies.csusb.edu>.

Fellowships and Grants

The [Graduate Equity Fellowship](#) assists underrepresented CSUSB students with the completion of a master's degree and encourages them to pursue doctorate and teach at the university level. Groups considered underrepresented include African-American, Chicano/Mexican-American, Other Hispanic, American Indian, Filipino, Pacific Islander, women in math, science or computer science, men in nursing, or students with disabilities. Students are eligible to receive up to \$3000 per year. Applications are filled out through the Financial Aid office and are reviewed by a campus committee consisting of the graduate dean, the graduate assistant dean, and two faculty members.

Students who are accepted into the fellowship program must maintain a 3.0 GPA and complete a portfolio each quarter. Components of the portfolio include selecting a faculty consultant, becoming familiar with Ph.D. granting institutions and application processes, and presenting at the CSUSB Research

Competition. Students are also encouraged to present at the annual Meeting of the Minds Research Symposium produced by OSR; the symposium is a platform for CSUSB students to present their research and creative works to the campus community, and promotes research and creative activities on campus.

The [California Pre-doctoral Program](#) is designed to increase diversity in Ph.D. programs by encouraging and supporting the aspirations of CSU students who have experienced economic and educational disadvantages. The program awards up to \$3,000 to qualified applicants. Students must be upper-division or graduate students enrolled at a CSU pursuing a career in teaching or research at the college level. The program requires that students obtain the commitment of a faculty member to act as mentor during their participation in the program. Students who are chosen for this prestigious award are designated Sally Casanova Scholars as a tribute to Dr. Sally Casanova, for whom the Pre-Doctoral scholarship is named. The program awards funds to approximately 75 CSU students each year. Applications are available on the Graduate Studies website at <http://gradstudies.csusb.edu>.

The [Chancellor's Doctoral Incentive Program \(CDIP\)](#) was developed by the CSU system to support graduate students pursuing a doctorate and increase the pool of individuals qualified to teach in the CSU system. CDIP offers loans of up to \$10,000 per year, with a maximum of \$30,000 per recipient. This program has the added incentive of loan forgiveness: 20% of the loan will be forgiven for each year of full-time postdoctoral teaching employment in the CSU.

Applicants submit CDIP applications to Graduate Studies in February. A campus committee evaluates the applications and makes recommendations for nominations. The campus nominations are then forwarded to the Chancellor's Office. A system-wide committee reviews the nominations from each campus and makes recommendations to the chancellor for final approval.

Campus Research Presentation Opportunities

The [Meeting of the Minds Annual Student Research Symposium](#) gives CSUSB students the opportunity to showcase their academic and creative achievements through oral and poster presentations. Participants with the best presentations receive a monetary award for their work. This full-day event includes key note speakers, performances and poetry readings, and an evening awards ceremony and reception. Developed by the Office of Student Research, participation in the Symposium is open to both undergraduate and graduate students. The symposium is usually held spring quarter; information is available on the OSR website, osr.csusb.edu.

The [CSUSB Student Research Competition](#) is an annual event that gives students the opportunity to gain valuable experience presenting their scholarly work in an academic competition. Students present their undergraduate or graduate research to a panel of judges, who rank each participant. The highest ranking students are selected to represent CSUSB at the state-wide CSU Research Competition. The CSUSB competition is usually held in February each

year; applications are available in January on the Graduate Studies and OSR websites.

CHAPTER THREE

THE THESIS, PROJECT AND DISSERTATION

A master's thesis or project is ordinarily the first serious, scholarly, and formal attempt by graduate students to demonstrate their ability to investigate, develop, and synthesize materials pertaining to a topic in their field of interest. Students writing a dissertation should already have some experience in this area. Your thesis/project/dissertation committee will help you select and develop your topic and direct your research. The complete work provides visible and permanent evidence of your scholarly achievement.

The difference between a thesis and a project is defined in more detail in the appendices, but a thesis usually describes the process and results of using a recognized research methodology to answer a significant question, while the project is typically a creative work or interpretation.

Preliminary Draft

You must submit a preliminary draft of the manuscript to your thesis/project/dissertation committee for their approval before submitting your manuscript to Graduate Studies for format review. The department may require the preliminary draft to be read critically by one or more members of your committee in addition to your committee chair. Those who read the draft manuscript are expected to determine if it meets departmental and university

standards for format, style, accuracy, and clarity of expression, as well as content. Thesis/project/dissertation chairs are not required to make extensive corrections and revisions or to proofread your manuscript. They are expected only to provide general suggestions to students. It is your responsibility to produce a final manuscript that meets all required standards.

Continuous Enrollment

To retain classified standing in a graduate program after all course work is completed, you must maintain continuous enrollment in this university by enrolling in the Continuous Enrollment (698) course until your project, thesis, dissertation or comprehensive examination is completed. This includes the quarter in which you submit your manuscript to Graduate Studies for format review and approval.

Human Subjects and Animals in Research

All research, including thesis/project/dissertation research, involving human or animal subjects must have approval from the appropriate university committees. The use of human subjects in research at CSU, San Bernardino is governed by Executive Memorandum 93-04 and by the policies of the University Institutional Review Board, which follow the Code of Federal Regulations for the protection of human subjects. For approval of research involving human subjects, contact the Institutional Review Board at (909) 537-7588 or visit their website at irb.csusb.edu. In addition, CSUSB promotes the responsible use of

animals for research, teaching, and testing. In accordance with federal laws and guidelines, animal research is reviewed by the Institutional Animal Care and Use Committee (IACUC). For more information on obtaining approval of research using animal subjects, visit the Office of Academic Research website at http://oar.csusb.edu/research_support/iacuc.html or call (909) 537-7588.

Plagiarism and Cheating

Plagiarism and cheating are violations of the Student Discipline Code and may be dealt with by both the instructor and the Judicial Affairs Officer.

Procedures for addressing plagiarism can be found in the University Bulletin under “Academic Regulations”. Plagiarism is defined as “the act of presenting the ideas and writing of another as one’s own” (CSUSB Bulletin of Courses, 2014-2015, <http://bulletin.csusb.edu/academic-regulations/>). Plagiarism includes:

- Failure to give credit for ideas, concepts, statements, phrases, or conclusions derived by another.
- Failure to use quotation marks when quoting from another, whether it be a paragraph, a sentence, or part thereof.
- Submitting a paper purchased from a “research,” “thesis,” or “term paper” service.

- Assembling parts from various works and submitting the synthesis or a single paper as your work (such as cutting and pasting from the internet).
- Claiming credit for artistic work done by someone else.
- Retyping another's paper and submitting it as your own.

Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgments of the original source where material written or compiled by another is used.

Copyright Restrictions

The U.S. copyright law provides federal copyright protection for both published and unpublished works. Therefore, authors who may wish to include quotations, illustrations, charts, graphs, musical arrangements and so forth in their thesis/project/dissertation should make every effort to be sure that reproduction of the copyrighted material does not exceed the doctrine of "fair use," which considers both the purpose and character of the use of copyrighted material. Unpublished works, as well as works published without valid copyright notice, are eligible for protections. Absence of a copyright symbol (©) does not necessarily mean that a work is in the public domain. Tabular arrangements and compilations are specifically covered under copyright law. Permission to reprint

or adapt charts, tables, graphs, tabular arrangements, musical arrangements and so forth must be sought from the copyright holder.

Fair Use

If a work is protected by copyright, permission must be acquired prior to incorporation of that work into a new document. Extracts and quotations may be used to a limited extent for purposes of illustration and criticism. The language of the copyright law is vague as to what constitutes fair use, so when in doubt, seek permission and consult with the chair of your thesis/project/dissertation committee.

Securing Permission

Efforts to obtain permission to use material from other sources should begin well in advance of a final draft. The student is expected to acquire written permission to use the material, and evidence of such permission must be provided with the final copy of the thesis/project/dissertation. A statement of permission must appear in a caption or some other obvious location in the manuscript. The owner of the copyright may request that specific words or phrases be used to indicate that permission was granted.

Requests for permission should be directed to the copyright holder or the copyright permissions editor of the publication. When requesting permission to reproduce copyrighted material, be sure to specify that the request is for a one-time, non-profit, educational use. For further interpretation of the copyright laws

and for assistance in obtaining permission, consult with the chair of your committee.

Purposes of Style and Format

The colleges and departments of the University, in conjunction with the Graduate Council, have established criteria for theses, projects and dissertations. The style and format requirements serve the following purposes:

1. To assist you in organizing and presenting scholarly knowledge in a standard academic format.
2. To provide an opportunity for you to demonstrate writing in the style of your specific discipline.
3. To provide a uniform and thus more easily evaluated form of graduate achievement.
4. To provide permanent evidence of the scholastic achievement of each degree candidate.

All students must follow the thesis/project/dissertation format presented in this guide; additionally, you should refer to your program's approved style manual for guidance and technical requirements for referencing systems, bibliographic styles, tables, figures, and charts. Content is determined by your committee. It is your responsibility to become familiar with the university format and submission requirements and department style guides and to see that all requirements are met satisfactorily. **DO NOT attempt to follow the formatting**

in previously completed theses/projects/dissertations as the guidelines may have changed in the interim.

Submission and Publication

Once the thesis, project or dissertation is complete, you must submit the final copy to the Office of Graduate Studies for review and publication on CSUSB [ScholarWorks](#), the university's electronic repository. The thesis/project/dissertation format reviewer approves only the format. Your graduate committee, graduate coordinator, and graduate dean approve the content. Submissions must meet the deadlines published by the Office of Graduate Studies. No content changes are allowed once the manuscript has been submitted for format review and approval.

Manuscripts are accepted every quarter and follow the process and deadlines described below. [Deadlines](#) are available on the [Graduate Studies](#) website and in the Graduate Studies office.

Manuscript Review Process and Deadlines

- Weeks 1-6 of quarter: Consultations
- Week 7 of quarter: Submission Deadline
- Week 10 of quarter: Publication Deadline

Consultations, Weeks 1-6

You are encouraged to consult with a thesis reviewer early in the quarter to ask any questions you may have about formatting, citations, and the review

process. Reviewers are here to assist you with the process. Meeting with a reviewer before you submit your manuscript saves you time and helps make the process go more smoothly, since formatting errors can be identified and explained more quickly in one-on-one sessions.

Please call Graduate Studies at (909) 537-5058 to schedule an appointment and print out the pages you would like checked for errors. Keep in mind that consultations do not constitute a full review of the manuscript and reviewers may not be able to review all pages or catch all errors. You may make up to two appointments; additional appointments will be scheduled if time permits. Appointments will be limited to 20-minute sessions. **There will be no appointments after the 6th week of the quarter.**

Manuscript Submission, Weeks 1-7

Graduate Studies accepts new manuscripts for review on the first day of the quarter through the submission deadline, which is the last day of the 7th week of the quarter. No new manuscripts may be submitted after the submission deadline, but students who need to make corrections to their previously submitted manuscripts may do so. The manuscript must be complete, and students who are required to defend their thesis, project or dissertation must do so before submitting for format review.

Deadlines are 5:00 pm on the deadline date. We encourage you to submit early; during Spring quarter our office goes through about 300 reviews, so the turn-around time may take up to 10 business days.

Your first submission includes three steps:

1. Pay the \$30 Digital Archive and Review Fee online through MyCoyote or at the Bursar's Office. You will receive two receipts.
2. Turn in your signed [committee certification form](#) at Graduate Studies (CH 123) with one receipt attached.
3. Submit an electronic copy of your manuscript on CSUSB [ScholarWorks](#).

Please note that manuscripts must be submitted as a single file.

Manuscripts will not be reviewed until all three steps are completed. These steps apply to first submissions only.

CSUSB ScholarWorks offers two options for access to your work: open access and restricted access.

- a. Open Access: Your document can be accessed by anyone via the internet.
- b. Restricted Access: Only current CSUSB students, staff and faculty can access your manuscript.

Committee Certification Form. The [committee certification form](#) certifies that your committee has read your manuscript, the content is complete and it is ready to be reviewed for formatting. The form is available online at gradstudies.csusb.edu and in the Graduate Studies office. We require a hard copy of the form, with all original signatures, by the submission deadline. All committee members listed on the committee page of your manuscript must sign

the form; some programs also require additional signatures. Proxy signatures, phone calls, and emails from faculty will not be accepted in place of signatures. There will be no exceptions. **Your manuscript will not be reviewed until we receive the committee certification form at the Graduate Studies office.**

Manuscript Review. Your manuscript will be checked for plagiarism via Turnitin.com and reviewed for formatting by a thesis reviewer. If corrections are required, you will receive an email with a memo attached listing the corrections. Please make the changes and resubmit the corrected manuscript to CSUSB [ScholarWorks](#) as soon as possible. Do not wait until the publication deadline – you should be approved for publication by the deadline, not under review. Manuscripts typically go through two to three reviews before they are accepted for publication.

If there are no corrections, the manuscript will immediately be posted on [the ScholarWorks](#) repository; **therefore, it is important that manuscripts be complete before they are submitted. Once uploaded, they cannot be removed.** If you are required to defend your thesis, please complete your defense and make any required content changes before submitting on ScholarWorks.

Publication, Week 10

The publication deadline is the end of the 10th week of the quarter. All manuscripts must be approved for publication in the electronic depository by the publication deadline. Deadlines are 5:00 pm on the deadline date.

You will be notified by email when your manuscript is published. Please forward the email to your committee chair to notify him/her that you have completed the process.

Students whose manuscripts are not accepted for publication by the deadline, as well as those whose manuscripts are rejected, must postpone their graduation and resubmit the following quarter.

It is important that the thesis/project/dissertation be complete and that every attempt is made to follow the formatting guidelines established in this guide. Manuscripts with half-finished chapters, incomplete or missing sections (such as table of contents, abstract, references, etc.) gross spelling and grammar errors or that show little evidence of following the formatting instructions will be rejected. Documents that are not in compliance with the University's format requirements and departmental style guide will not be accepted. You must then change your graduation date to the following quarter.

All corrections must be made by the final format review deadline.

Students who cannot be cleared for final review will be required to reapply for graduation for a subsequent quarter.

Copies of all theses, projects and dissertations submitted become the property of the University (including films, tapes, slides, CDs, etc.) and the requirements for the degree have not been fulfilled until these have been received and approved by the format reviewer and the Dean of Graduate Studies.

Grading

RP (Report in Progress) should be the grade given when work on the thesis/project/dissertation will take more than one quarter to complete. The “RP” symbol indicates that work in progress has been evaluated as satisfactory to date, but that the assignment of a precise grade must await the completion of the thesis/project/dissertation. Once you have received an “RP” grade, it remains on your record until a change of grade is recorded.

The time limit for completing the thesis/project/dissertation may be up to two years but may not exceed the overall time limit of seven years for completion of all degree requirements. Some programs have shorter completion requirements. Extension of any time period requires prior authorization by the Office of Graduate Studies.

If you have any questions about the thesis/project/dissertation submission and review procedures, please contact the Office of Graduate Studies.

CHAPTER FOUR
ORGANIZATION AND FORMATTING INSTRUCTIONS FOR
THESES, PROJECTS AND DISSERTATIONS

A thesis/project/dissertation basically consists of four major parts: (1) pre-text pages, (2) text, (3) appendices and (4) references/bibliography. (Some theses, projects and dissertations may not require an appendix.) The list below shows the pages in each part; not all are required, but when used the sequence below must always be followed:

1. Pre-text pages
 - Title Page
 - Committee Page
 - Copyright Page (optional)
 - Abstract
 - Acknowledgments (optional)
 - Dedication (optional)
 - Table of Contents
 - List of Tables (if used)
 - List of Figures (if used)
 - List of Illustrations, Symbols, etc. (if used)
2. Body of text (Chapters or Statement of Purpose)
3. Appendices (if used)

4. Documentation (Bibliography or References Cited)
5. Assigned Responsibilities Page (Social Work Program ONLY)

University Format

Nearly all programs will follow the university's format requirements described in this handbook. The only exceptions are Computer Science and Mathematics; these programs provide a template for their students to use. [Computer Science and Mathematics formatting guidelines](#) are available on the Graduate Studies website. Computer Science students who are not using the template must follow the university's format requirements.

Please note that this handbook is formatted to look like a thesis, project, or dissertation. The type style, chapter titles, headings, etc. can be used as an example for formatting your manuscript.

Style Guides

Individual departments may require you to use a particular style guide for some of your formatting. Be sure to check with your department. The style guide determines the format for:

1. The referencing system throughout the manuscript,
2. The list of references at the end of the work,
3. The formatting and labeling of all tables, and
4. The format for the captions for all figures.

All other format requirements which are set forth in this manual take precedence over any departmental style guide, and must be followed by all students regardless of discipline.

General Appearance

Typeface/Font

Theses/projects/dissertations should be typed double-spaced in Arial 12-point type; do not use Arial Narrow, Arial Black, Arial Rounded MT Bold, or any other variations. The same type is used throughout the manuscript – headings, chapter titles, page numbers, table of contents, etc. should be in Arial, 12 point type. The *content of appendices* is not required to adhere to the typeface requirements (maps, handouts, tables in appendix, etc.), but the appendix title pages and page numbers should be in Arial 12 point type.

Line Spacing

All text, including lists, must be double-spaced. Exceptions to this requirement include extended quotations, bibliographies and footnotes, which are formatted according to the style guide required by your program.

Margins

The left, or binding edge, margin should be one and one-half inches (1½"). The right margin should be one inch (1") and the margins at the top and bottom of the page should be one and one fourth inches (1¼"). Pages should be set up to print single-sided, not double-sided. The bottom margin refers to the

distance between the last line of the text and the bottom of the page. The page number will be slightly below the last line of text. These margin regulations apply to every page of the manuscript, including appendices and additional items. You may have slightly larger margins, but you may not have smaller ones. Do not justify the right margins of your text.

All page numbers should be centered three-quarters of an inch (3/4") above the bottom of the page. Page numbers are measured from the bottom of the page to the bottom of the page number. Use a ruler if you are not sure if it is printing in the proper place.

The margins described above are used by most companies that bind theses, projects and dissertations. Although Graduate Studies no longer requires bound copies, some students wish to order bound copies for themselves. For purposes of binding, all material should be set within the margins noted above.

Paragraph Indentation

All paragraphs throughout the entire work are indented 1/2" (5 spaces on some word processing programs) from the left margin.

Pagination

In general, the pages preceding the first chapter of the manuscript should be numbered with a lowercase Roman numeral. Exceptions are the title page, committee page, and copyright page. The title and committee pages are counted, but no number appears on the pages themselves. The copyright an

dedication pages are not counted or numbered. Thus, the first numbered page is the abstract; it should be numbered page iii. Continue numbering consecutively with lowercase roman numerals throughout the pre-text pages. The pre-text pages are presented in the following order:

- Title Page (no page number)
- Committee Page (no page number)
- Copyright Page (no page number)
- Abstract (page iii)
- Acknowledgements (if included, use roman numeral)
- Dedication (if included, no page number or roman numeral)
- Table of Contents (if included, use roman numeral)
- List of Tables (if included, use roman numeral)
- List of Figures (if included, use roman numeral)
- List of Symbols, or other lists (if included, use roman numeral)

The body of the work (chapters or statement of purpose) all appendices, and references should be numbered with Arabic numerals consecutively throughout the manuscript (1, 2, 3, etc.). Therefore, chapter one should begin on page 1. In cases where a manual or handbook is included in the appendix, it must be numbered consecutively with the rest of the thesis/project/dissertation. All page numbers should be centered three-quarters of an inch (3/4") above the bottom of the page. (Use a ruler if you are not sure if it is printing in the proper place).

Formatting Pre-Text Pages

The pre-text pages are those that precede the first chapter. The pre-text pages are listed above. This section will discuss the formatting for these pages. Sample pages are included in Appendix C: When copying the examples, pay close attention to capitalization, line breaks, and spacing. Templates are available on the [Graduate Studies website](#).

Title Page

The title page consists of four evenly spaced components, each of which is separated from the next by a solid, horizontal division line two inches (2") long. To accommodate binding, each component should be centered within the required margins. The title page will be counted but will not be numbered at the bottom of the page nor listed in the table of contents.

Section 1: Title. The title of your thesis/project/dissertation should be typed in all capital letters one and one-quarter inch (1¼") down from the top of the page (at the top margin). Each line of the title is limited to 5" in length. If your title is longer than one line, follow the inverted pyramid format as shown in the example in Appendix C.

Section 2: Identification of the Type of Culminating Experience. Are you writing a thesis, project or dissertation? On the first line of this section, indicate which one you are completing. If you are unsure, contact your committee chair. Follow the exact format in the [sample title page in Appendix C](#).

Section 3: Identification of Your Degree Title. The third component indicates the degree and the discipline for which the thesis/project/dissertation has been prepared. To determine the exact degree title and whether it is designated as a Master of Arts, Master of Science, etc. consult the *University Bulletin*. Do not guess.

You may also identify the option that you are completing. At the end of the last word in your degree title, place a colon (:). On the next line, identify the option as listed in the *University Bulletin*. Follow the exact format shown in the example.

Section 4: Author Name(s) and Graduation Date. The fourth component presents the full name of the author(s) and the quarter and year in which the degree will be granted. Following the model in Appendix C, list your FULL name, including first, middle and last names. Write out your middle name in full – **do not use only your middle initial**. If there are multiple authors, place each author's name on a separate line.

On the line below your name, type the month and year you will graduate. Degrees are granted four times per year: September, December, March, and June. *Remember, the graduation date is not the month that you complete the manuscript.* Follow the exact format as set forth in the example.

Committee Page

The committee page is similar to the title page except that the second half of the page will include the names of your committee members instead of the

degree awarded. The committee page consists of three components and two dividing lines. Like the rest of the manuscript, the top and bottom margins of the committee page are one and one-quarter inch (1 ¼ ") and the left margin is one and one-half inch (1½"). The committee page is counted but is not numbered at the bottom of the page nor listed in the table of contents. Follow the model in Appendix C.

Section 1: Title . The title of your thesis/project/dissertation should be typed in all uppercase letters, beginning 1¼" down from the top of the page.

Make certain that the title on this page is exactly like the title on your Title Page in wording, punctuation and location.

Section 2: Thesis/Project/Dissertation Indication . On the first line of this section, indicate whether you are completing a thesis, project or dissertation.

Section 3: Author Name(s) and Graduation Date . Insert your full name on line 2 of this section. Write your name exactly as it is written on the title page. If there are multiple authors, list each author's full name on a separate line. On the line below your name, insert the month and year you will graduate. **This is not the month that you complete the manuscript.** Degrees are granted only in September, December, March and June.

Section 4: Committee Members . Under the words "Approved by:" list your committee members, beginning with your committee chair. For example: John Smith, Committee Chair, Psychology. On the next double-spaced line below, list your committee member (Jane Doe, Committee Member). You do not need to

repeat the department name, unless your committee members are from different departments. Include all committee members – there are usually three. Some programs require that you include the department chair; others prefer a different designation, such as First Reader, Second Reader, instead of Committee Chair, Committee Member. For example, the School of Social Work uses the terms Faculty Supervisor and Research Coordinator. **Check with your program for the correct wording.** Examples are also available on the Graduate Studies website. The list of committee members should be centered on the page. See the example in Appendix C.

Copyright Page

The copyright page is not counted or numbered, and is not listed in the table of contents. The top margin for this page is four inches (4”), and the copyright notice is centered between the left and right margins. Use one of the following formats: “© 2014 Maria McLeod Mason” or “Copyright 2014 Maria McLeod Mason”. Use your full name, as it appears on the title page in your manuscript. See the template on the [Graduate Studies website](#).

For published works, the law provides that a copyright notice in a specified form “shall be placed on all publicly distributed copies from which the work can be visually perceived.” Use of the copyright notice is the responsibility of the copyright owner and does not require advance permission from the Copyright Office. For further information about copyright registration, notice, or special questions relating to copyright problems, visit www.copyright.gov

Abstract

The thesis/project/dissertation MUST be accompanied by an abstract. The format for the abstract should follow the specifications prescribed in this graduate guide. The abstract page should have only one heading: ABSTRACT. Type the word "ABSTRACT" in all capital letters, 1¼" down from the top of the page, centered within the required margins.

The abstract should contain all the essential information about the thesis/project/dissertation and provide the reader with an overview of the study. It should be written in complete sentences and include statements of the research problems, procedure, design or methods, results or major findings, and conclusions. The abstract should include accomplishments, the most pertinent facts and implications of the study, and a brief explanation of the work. The abstract should be concise and clearly written and generally should not exceed 250 words (approximately 1½ pages in length). Mathematical formulae, diagrams, footnotes, illustrative materials, quotations, citations and references should not be used in the abstract. The abstract page is listed in the table of contents.

Acknowledgments Page

Here you may recognize specific contributions by other persons or institutions, especially if financial support was received. It is also customary to recognize the assistance of the graduate committee and/or graduate coordinator. The acknowledgment page has only one heading, the word

“ACKNOWLEDGMENTS” typed in all capital letters. If you include an acknowledgments page, then it must be assigned a lowercase roman numeral which appears at the bottom of the page. The Acknowledgments Page is also listed in the table of contents.

Dedication Page

Dedications are optional and are usually brief and need not include the word “dedicated.” The word “To” is sufficient, as in “To Gerald.”

The dedication page is not listed in the table of contents. No number appears on its page, and the page is not counted in the pagination of the pre-text pages. The dedication page must adhere to all margin, font and spacing requirements.

Table of Contents

The heading “TABLE OF CONTENTS” should appear in all capital letters 1¼” down from the top of the page. The table of contents has four major sections: pre-text pages, body of text (chapters or statement of purpose), appendices, and bibliography/references. See the example in Appendix C. All page numbers in the table of contents should be right justified at the right margin. The leader dots (series of dots and spaces) leading from the headings to the page numbers should either extend all the way to the page numbers or line up vertically before them. There should be at least three dots between the last word in the title and the page number. Chapter titles and headings should not be in bold type. Do not use the ampersand (&); spell out the word "and".

Pre-text Pages in Table of Contents. The only pre-text pages listed in the table of contents are the “ABSTRACT” page, “ACKNOWLEDGEMENTS” page, and the “LISTS” pages, (e.g. LIST OF TABLES, LIST OF FIGURES, etc.) in all capital letters. These entries should be flush with the left margin; double spacing between each entry.

Chapters and Headings in Table of Contents. List all chapters and first level (centered) headings in your manuscript. On the left margin, type the word “CHAPTER ONE” in all capital letters followed by a colon (:) and the title of the chapter; the chapter titles should also be in all capital letters. If the chapter title is too long to fit on one line, single space the carry-over line and line it up directly beneath the first letter in the first line of the title. Number each chapter consecutively, spelling out the number (e.g. “CHAPTER ONE,” “CHAPTER TWO,” “CHAPTER THREE,” etc.).

After you list the chapter, list the major headings (e.g. first level centered headings). First-level headings should be indented ½ inch from the left margin. Double-space between each new heading you list. Headings should not be in all capital letters; instead, only capitalize the first letter of each major word. If a heading is too long to fit on one line, single space the carry-over line. **Only centered headings are required to be listed.**

Follow the same guidelines for listing the second and third level headings, but indent each an additional half-inch from the left margin to indicate their level

in the text. Therefore, second level headings would be indented one (1) inch, and third-level headings would be indented one and a half (1.5) inches.

Be consistent in listing headings. For example, if you list one second-level heading you must list all second-level headings. It is not acceptable to pick and choose the headings you will list in the Table of Contents. It is either all or none of a level.

Your table of contents should include all the chapter divisions and first-level (centered) headings of your text, but you do not have to list additional levels of subheadings unless you choose to do so. If you do, all similar subheadings should be indented an equal amount, i.e. chapter headings are at the left margin, subheadings are indented one-half inch ($\frac{1}{2}$ "). Further divisions within the subheadings should be indented an additional half inch from the left margin.

Make sure that the headings and chapter titles listed in your table of contents are worded exactly the same way in the body of the text. All titles and headings in the table of contents must be exactly like those in the text in wording, spelling and capitalization.

Appendices in Table of Contents. In the table of contents, appendices are listed BEFORE the references (or bibliography). Each appendix should be titled "APPENDIX" in capital letters. If you have more than one appendix, each must be assigned a capital letter (e.g. "APPENDIX A", "APPENDIX B", "APPENDIX C", etc.). If the appendix includes a title, include the title in the table of contents as well, in all capital letters (e.g. "APPENDIX A: MAPS"). Remember,

all titles of appendices in the table of contents must be exactly like those in the text in wording, spelling and capitalization and must be listed in the order in which they appear in the text.

Bibliography/References in Table of Contents . The last entry of the Table of Contents is the heading “BIBLIOGRAPHY, or “REFERENCES,” or “REFERENCES CITED,” typed in all capital letters.

Format for List of Tables

The List of Tables follows the Table of Contents on a new page and is numbered with a lowercase Roman numeral. A List of Tables is only used when tables appear in the main body of the text. Tables located in the appendices are not included in the List of Tables.

The title, “LIST OF TABLES,” falls 1¼” down from the top of the page and the page is formatted as shown in the example in Appendix C. Table titles should begin with the word “Table” and are numbered sequentially in the order in which they appear in the text. A period usually separates the table number and table title. Single-space titles too long for one line and line up the first word in the second line with the first word in the title. Double space between titles. Narrative which follows a table title should not be included with the title.

Be sure the list of tables contains titles and page numbers identical to those used in the text. All page numbers in the List of Tables should be right justified at the right margin. The titles or captions and page numbers should be

separated with a series of periods and spaces (dot-leaders) that must either extend all the way to the page numbers or line up vertically before them. At least three dots should be left between the end of the last word in the title or caption and the page number. See the example in Appendix C.

Format for List of Figures

The List of Figures follows the List of Tables and uses the same format. A List of Figures is only included when figures appear in the main body of the text. If figures are listed as appendices, do not create a list of figures. The title, "LIST OF FIGURES" falls 1¼" down from the top of the page and the page is formatted like the List of Tables. Figure titles should begin with the word "Figure" and the figure number. A period usually separates the figure number and title. The List of Figures should be double-spaced, as is the rest of your manuscript. Single-space titles too long for one line and line up the first word in the second line with the first word in the title. At least three dots should be left between the end of the last word in the title or caption and the page number.

Make sure that the List of Figures contains exactly the same title used in the body of the manuscript. All page numbers in the List of Figures should be right justified at the right margin. The titles and page numbers should be separated with a series of periods and spaces (dot-leaders). Dot leaders must either extend all the way to the page numbers or line up vertically before them.

Format for Body of Manuscript

The body of the text explains, illustrates, argues for, and in some cases proves by organizing in a coherent manner the evidence gathered from various sources. The manuscript will usually be divided into several chapters, some or all of which may be prescribed by the department. The text should be clear, accurate, and written in an academic, scholarly style. The presentation of the manuscript is as important as the research; take time to edit and proofread the final copy of the work carefully.

When typing the body of the text, there are two important requirements:

1. There should always be at least two lines of a paragraph on any given page. This is of concern when the paragraph begins at the bottom or ends at the top of a page.
2. Do not divide the last word on a page.

As mentioned, manuscripts should be typed double-spaced in Arial 12-point type. The same type is used throughout the manuscript – headings, chapter titles, page numbers, table of contents, etc. should be in Arial, 12 point type. Paragraphs should be indented $\frac{1}{2}$ inch, or five spaces. The margins throughout the manuscript should be as follows: left margin, one and one-half inches ($1\frac{1}{2}$ "); right margin, one inch (1"); top and bottom margins, one and one fourth inches ($1\frac{1}{4}$ "). Pages should be set up to print single-sided, not double-sided.

Chapter Titles and Headings

Chapter titles and headings should follow the format described in this handbook. Headings are not required, but when they are used, all headings of equal importance should be formatted the same way and follow a consistent order from chapter to chapter. First level headings should always come first.

Chapter Titles

Begin each chapter on a new page. Place the word “CHAPTER” and the number at the top of the page and the chapter title one double-spaced line below this. The number of the chapter is always spelled out (e.g. ONE, TWO, THREE, etc.), and chapter titles and numbers are always in all capital letters. These should both be centered over the body of the text. If the title exceeds the 5” limit, double-space and center all additional lines in the inverted pyramid style. Place two double spaces between the chapter title and the text or centered heading, if one is being used. (See the chapter titles in this handbook as an example.) Chapter titles should not be in bold type.

Headings

Headings vary according to the number of levels required to present the material most effectively. The three most commonly used levels of headings are the centered heading (first level), the flush-left heading or free-standing side-head (second level), and the paragraph heading or paragraph side-head (third level). These are demonstrated in the examples below. In some works, the number of levels of headings required may vary from chapter to chapter, but

each chapter must begin with the first level heading. Except for the paragraph heading (third level), headings are set on a separate line from the text, the differentiation between the levels being indicated by placement and punctuation. Headings should not be in bold type.

NOTE: Abbreviations and acronyms should not be used in any headings or titles, unless they are part of the standard nomenclature in the field.

Centered Heading (First Level)

As seen here, the first heading (the most general one) is centered within the margins, not underlined, and only the first letter of each major word is capitalized. Place an extra double-spaced line before centered headings that do not begin at the top of the page. Text should follow on the next one double spaced line below the heading. The length of a title on any given line should not exceed 5"; if the title is lengthy, divide the title into two or more lines and type the lines single spaced in the inverted pyramid style (see below).

Example of a Long Centered Heading with Additional Lines Single Spaced Below

When any heading falls near the bottom of the page, it should be followed by at least two lines. If there is not room, move the heading to the next page.

Flush-left Heading (Second Level)

The second-level heading shown above, (called a flush-left heading or a free-standing side-head), is set flush with the left margin, underlined, and only

the first letter of each major word is capitalized. There is only one double space before and after all flush-left headings, even those that immediately follow a centered heading. If the title exceeds the 5" limit, all carry-over lines should be single-spaced.

Paragraph Heading (Third Level). The third level heading is called a paragraph heading or a paragraph side-head. This heading is indented the same as the first line of a paragraph ($\frac{1}{2}$ "), is underlined, and ends with a period. The first letter of each major word in the heading is capitalized.

Additional Levels of Headings. For all subsequent levels of headings you may refer to the style guide in your field, or you may format additional levels the same as the paragraph heading with an additional $\frac{1}{2}$ " indentation for each additional level.

Additional Formatting Matters

Epigraphs

When used as the heads of chapters, epigraphs are blocked on the right half or two-thirds of the page, and they are not enclosed in the quotation marks. The author of the quotation and title of the work are given below the epigraph, flush right. A full citation should be included in the list of references or works cited.

Listings

All listings, numbered or otherwise presented, are indented ½” from the left-hand margin for the first lines of text.

- Any carry-over lines should line up with the first word in the first line of text in the listing.
- Listings may be preceded by numbers, dashes, bullets, or other embellishments.
 - Second-level listings (i.e. listings within listings) are indented 1” from the left-hand margin for the first line with all carryover lines lining up with the first word in the first line of text in the second-level listing.

Block Quotations

When formatting long quotations, follow the style guide for your program. If you are using APA format, block quotations that are 40 words or more should be indented ½” from the left margin. If using MLA format, direct quotations which are four or more lines in length are presented as block quotations and indented 1” from the left margin. Block quotations are usually double spaced; check with the style guide for your field. If the quoted material begins mid-sentence, a series of three ellipsis points, each separated by one blank space should precede the material (for example “. . . that the entire system is growing”). Do not use quotation marks around block quotations as the process of blocking indicates

that the material is a direct quotation. Unlike in-text quotations, for block quotations, all reference citation material falls outside of the closing punctuation.

Tables

Numerical results of research are frequently presented in tabular form. Some programs require students to follow the programs' style manual for creating tables.

Placement of Tables within Text

You may place your tables in an appendix or in the text. All tables should include a table number and title, placed directly above the table. Tables placed within the text should be numbered consecutively. All tables are numbered in Arabic numerals, and all references should be by this number [e.g., (see Table 5)]. Each table should be placed as close to the first reference to it as possible. However, the table should not be placed in the middle of a sentence, breaking up the text. Leave two double-spaces (four blank lines) above and below each table to set it off from the rest of the text.

If the table is placed on the page following the original reference, it is placed at the top of the page either by itself or, if space remains, with text filling in the balance of the page.

The title for each table appears at the top and all source material and /or notes are placed on the bottom. If there is not enough room for both the table and the reference material on the same page, continue the text and insert the

table and any corresponding reference material together on the next page. If necessary, the font used in tables may be reduced to 10 point. Eight to ten blank lines should be left between two consecutive tables whenever they appear on the same page without intervening text.

NOTE: If the material has been reproduced with permission or adapted from another source, a full reference citation, exactly as appears in the list of references at the end of the work, must follow.

Figures

All figures, illustrations, photographs, maps, diagrams, and similar presentations must be professional quality. Graphs and diagrams may be created through computer graphics programs.

NOTE: If the material has been reproduced with permission or adapted from another source, a full reference citation (not an abbreviated reference), identical to the one in the list of references at the end of the work, must fall below the figure caption.

Placement of Figures within Text

You may choose to place your figures in an appendix or in the body of your text. Check your program's style manual for the format of figure titles. If your program does not require a specific style for figure titles, make sure to format them consistently throughout your manuscript. Figures are usually labeled at the bottom and the caption should not exceed the width of the figure. All figures are

numbered in Arabic numerals, and all references should be by this number [e.g., (see Figure 5)]. Figures, illustrations, graphs and the like that are placed within the text must be inserted as close to the first reference as possible and numbered in Arabic numbers in the sequence in which they appear in the text. However, do not insert a figure so that it breaks up the text in the middle of a sentence.

Place two double spaces above and below figures, graphs, and so forth, when inserting this material in the text. Eight to ten blank lines should be left between two consecutive figures whenever they appear on the same page without intervening text. Large figures may be placed on a separate page. If figures are to be placed horizontally (called “landscape” in most software programs) the page number must appear at the bottom of the page, centered, and measuring $\frac{3}{4}$ from the bottom of the page to the bottom of the page number.

Additional Materials and Supplemental Files

All materials, such as maps, illustrations, figures, etc. must fit within the margins. Items which cannot be reduced can be included in ScholarWorks as supplemental files. Videos, websites, Powerpoint presentations, or other materials may also be submitted as supplemental files. **These materials must be included with the initial submission, and the Office of Graduate Studies should be notified.**

Appendices

An appendix contains material too detailed for inclusion in the body of the work. When diverse materials are included, create an appendix for each group of data (questionnaires, correspondence, figures, etc.). Appendices will vary in format, and a certain degree of freedom is allowable. Spacing (single or double) is determined by the content; the appendices must observe the margin requirements, but NOT the font, type size, or other requirements. This is where pictures, tables or other items can be placed; however, large items must be reduced to fit within the required margins. The decision to include the information is determined by readability and overall importance and relevance to the work.

Each appendix should be assigned a consecutive uppercase letter and title, (APPENDIX A: TABLES, APPENDIX B: FIGURES, APPENDIX C: SURVEYS, etc.) and listed as such in the table of contents. The appendix itself is preceded by a half-title page bearing its label and title in Arial 12 point type, in all capital letters. This label is placed 4" (about 8 double spaces) from the top of the page, with the title on the next double spaced line, and centered between the margins. Appendix titles that exceed the five inch limit should be broken into the appropriate number of lines, double-spaced and formatted in the inverted pyramid style.

Appendices are paginated consecutively following the rest of the thesis/project/dissertation. All page numbers are placed $\frac{3}{4}$ " from the bottom of the page in Arial, 12 point type.

Bibliography/References

The format for citing sources in a thesis/project/dissertation will be determined by the appropriate departmental style guide. In addition, the title of the reference section (for example, “REFERENCES,” “BIBLIOGRAPHY” OR “REFERENCES CITED”) is determined by the departmental style guide and should be typed in all capital letters and centered 1¼” down from the top of the page. The same title appears in the table of contents. Double space between the title and the first entry in the list of references. References should be listed alphabetically, unless the style guide uses a different system. Anyone wishing to follow a manual other than that approved by the department must provide the format reviewer with a written memo, signed by the committee chair approving the change.

Final Suggestions

The key to success in any graduate program is organization. Taking note of the deadlines and managing one’s time within these confines results in a positive graduate experience. While some problems may not be of one’s own making, they are often due to poor planning. The messages from previous students, faculty advisors, and the Office of Graduate Studies remain the same year after year:

- Plan ahead. Keep a list of all deadlines in a convenient place and review them regularly. Remember, some of the steps required to meet a

deadline take time. Committee members and graduate coordinators have other commitments and will not always be available when needed.

Reviewing a manuscript may take two or more weeks.

- Keep informed. Ask questions of your graduate thesis/project/dissertation committee members, the graduate coordinator, and the Office of Graduate Studies. Read this graduate guide and the *University Bulletin* regularly to review deadlines and requirements.
- Remain in control. Remember, this is your graduate work; you are involved in an advanced level of study in which initiative and originality is expected. Discuss concerns with your committee members and with their input, resolve problems.

APPENDIX A
DEFINITION OF A THESIS

DEFINITION OF A THESIS

Introduction

The State of California Education Code (Title V, Section 40510, p. 473) 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.

While the Code delineates the technical differences between a thesis and a project, at times there is a fine line between the two. A thesis is distinguished by certain elements such as an introduction to the study, a review of the literature, a methodology section, results, summary, and recommendations for further research, while a project may not have these components. There is also a difference between the elements found in a quantitative thesis versus those found in a non-quantitative (qualitative) thesis, thus some sections of this description may not apply, and the format should only be used as a guide and not an unyielding outline.

In general, the introduction should contain one or more hypotheses which establish the purpose(s) of the study and upon which theoretical and organizational plans for the study are based. The literature review should provide empirical evidence supporting the study and put the study in context with other research in the field. The methodology section explicitly describes how the research was conducted, including any statistical treatment. The results section reports and discusses the findings of the study and recommends areas for future research. The summary section is self-explanatory. A specific format may be found in the style manual appropriate to the academic area in which the thesis is written. Appendices, which include data, maps, and other material too detailed or bulky for inclusion in the body of the text, may be appended at the end.

It should be noted here that a distinction is made between a quantitative thesis, which usually involves the collection and statistical analyses of numerical data, and a non-quantitative thesis which does not. Thus, there are some portions of the thesis outline below which may not apply to all theses. The following explanation is offered as a guide.

Thesis Content

The framework of the thesis is built around the sections noted below. Your committee chair will assist you with organizing your thesis and may add or omit sections, if appropriate. The following is offered as a common outline and to elucidate what is to be included in the various sections.

Introduction to the Study

It is the primary function of the Introduction to introduce and give an overview of the study. The following components should be included in the Introduction:

Background. The beginning of the chapter should serve as a carefully organized lead-in to the problem under investigation. This section should include an overview of the historical evolution, the current status, the projected future dimensions of the problem, or all three.

Statement of the Problem. Present the focal point(s) of the research. Introduce the “what” of the present investigation (i.e., clearly state what the study will examine or investigate). State the specific major question(s) and/or hypothesis(es) to be studied or tested. Make a precise statement of all minor questions to be explored.

Purpose of the Study. Justify the study. Why is the present investigation significant? Explain how it supports other studies, differs from previous studies, extends present knowledge and/or examines new issues.

Theoretical Bases and Organization. How does the research correspond with other studies? What are the underlying theoretical bases upon which the study is constructed? One or more hypotheses should create the solid foundation upon which the conceptual framework is built.

Limitations of the Study. Discuss both content and methodological limitations of the investigation. How will the research work within or around these confines?

Definition of Terms. Define any special terms used in the study and establish abbreviations that will be used throughout the text.

Review of the Literature

There are several ways in which this chapter may be structured: chronologically, categorically, or through related theoretical viewpoints. Emphasis should be placed on the reasons underlying the particular areas, topics, and periods selected for review. The chapter should:

1. Provide evidence supporting the historical, theoretical, and research background for the study.
2. Define how the investigation differs from other studies in the field.
3. Show how the study relates to other research studies in similar areas.

Theoretical foundations, expert opinion, and actual research findings should be included. Primary sources should be used whenever possible.

Methodology

This chapter describes the research design or approach in depth. This should be a detailed and clearly written description which permits a precise replication of the study. Several parts of this chapter apply mainly to a quantitative thesis, but may be appropriate to a non-quantitative thesis as well.

Design of the Investigation. Explain how the study is designed to investigate each question or hypothesis. If appropriate, identify all variables and how they are manipulated.

Population and/or Sample. Describe the principal characteristics of the population selected. If a random sample is used, describe the general population from which the sample was selected and the sampling procedure used.

Treatment. Describe the exact sequence followed to collect and tabulate the data. Describe the instrument(s) used to collect the data and establish the validity of the instrument(s) via studies by other researchers.

Data Analysis Procedures. Describe and explain data analysis procedures and/or statistical treatments used. Include descriptions of tests, formulae, computer programs, and procedures.

Results and Discussion

This section reports on and discusses the findings of the study.

Presentation of the Findings. The results of the investigation are presented in narrative form and may be supplemented with graphics. Whenever appropriate, use tables and figures to present the data.

Discussion of the Findings. The discussion of the results should be well argued in relation to each question or hypothesis. Inferences, projections, and probable explanations of the results may also be included. Discuss the implications of patterns and trends and include any secondary findings.

Summary, Conclusions, and Recommendations

This concluding section should summarize the entire research effort. A sufficiently comprehensive overview should enable the intended audience to understand the entire study. At this point it is appropriate to reacquaint the reader with the conceptual framework, the design of the investigation, the methodology, and the results of the study. This section should include the significance of the study and its conclusions, the limitations and weaknesses of the study, implications for future research, and recommendations.

Appendices

Material too detailed for inclusion in the body of the text, or material which cannot be effectively presented due to its length or size may be included in the appendices. Tables and graphs which have been introduced in the main body of the thesis are required to be included in the text immediately following the first reference. They should not be placed in the appendices. Appendices might include such things as questionnaires, raw data, maps, photos, artwork, letters of permission to reproduce material, and personal correspondence.

Each appendix should be assigned a consecutive uppercase letter, and be titled APPENDIX A, APPENDIX B, APPENDIX C, etc., and include each appendix title as listed in the table of contents. The appendices must observe the margin requirements, but NOT the font, print, etc. This is where pictures, tables or items that are larger than the margins can be used and reduced to fit within the required margins.

References/Bibliography

Cite references according to the department style guide, and be sure to include every source cited in the study, including material which has been adapted for use in tables and figures.

APPENDIX B
DEFINITION OF A PROJECT

DEFINITION OF A PROJECT

Introduction

In many departments, graduate students have the option of producing a project instead of the traditional research thesis. A project is defined by the State of California Education Code 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 a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation. (Title 5, Section 40510, p. 473)

Whereas a thesis is an empirical scholarly research study, a project is distinctly more creative in nature. Often, projects will be based on a compilation of comparative analysis of the works done by other researchers. Although such material provides the study with substance, culminating projects must evidence originality, critical thinking, and reflect the scholarly or artistic capability of the candidate. While requirements for various creative projects will vary, there will be certain elements common to each project.

Types of Projects

The type of project is limited only by the creativity, capability, and budget of the graduate student. The graduate thesis/project committee will be most concerned with the manner in which the material is researched, organized, developed, and presented. The content is more flexible for a project than for a thesis. Often, as in cases where the project is a manual or handbook, the project itself is placed in the appendix, while sections in the main body of the text are tailored to introduce, justify, and validate the study or creative effort.

Organization of the Project

Because of the uniqueness of projects, the introductory sections in the main body will vary in number. The following presents some of these sections and their respective elements commonly found in master's projects. This outline is only a recommendation and should be adapted as necessary. As a general rule, however, projects will contain at least some descriptive sections selected from the following.

Introduction to the Project

The primary function of this initial section is to provide a comprehensive overview of the project.

Purpose of the Project. A statement of the purpose of the project explains why the project was attempted. Include personal interest as well as other identified needs which the project will help satisfy. Why is the project significant?

Scope (Description) of the Project. Define what the project is in terms of content and format. Include specific information regarding the subject matter, the intended audience, how the project is to be used, and the results or effects expected.

Significance of the Project. Explain the significance of the project in the field of study. What new dimensions or concepts have been presented? Emphasize the importance of the project in its use of techniques and specify the intended effects. If the project is designed to be informational, persuasive, or instructional, specify the effects in terms of behavioral objectives.

Limitations of the Project. If applicable, present and discuss the content limitations with regard to resources, time, and so forth.

Definition of Terms. Define any special terms and establish standard abbreviations which will be used throughout the text.

Review of Related Literature

This section constitutes the major research effort of the project. It provides the source material for the content and puts the present project in context of existing information in the field. Review and cite related studies and discuss their strengths and weaknesses pertaining to the purpose of the project. Discuss the theories or techniques examined and their respective implications for the present study. Summarize the review with a synthesis of the literature identifying the various approaches and themes. This section ultimately justifies the need for the project.

Methodology

This chapter describes in depth how every aspect of the project was conducted, compiled, or created. It should be significantly detailed and should describe the format and technique used in presenting the material. Techniques, questionnaires, interviews, study sites, and material used to accomplish the study should be described here.

Results

There may or may not be a results section, depending on the type of project. If there are findings to report, they should be synthesized for inclusion in this section. Material too detailed to be included in the body of the text should be presented in the appendices.

Summary, Conclusions, and Recommendations

Summary. Present an overview of the previous sections and how the final project addresses issues which have been raised. Reacquaint the reader with the conceptual framework and the design of the study. Basically, this section summarizes the entire project effort.

Conclusions. Conclusions presented should validate both the need for the study and explain how the present study responded to that need.

Appendices

As a general rule, the project itself is placed in Appendix A. This will allow more freedom in the format of the work. In addition, material too detailed for inclusion in the body of the text may be placed in the appendices.

References/Bibliography

Cite references according to the department style guide, and be sure to include every source cited in the study, including material which has been adapted for use in tables and figures.

APPENDIX C
SAMPLE PAGES

SAMPLE TITLE PAGE: TITLE WILL APPEAR HERE

SECOND LINE IS DOUBLE SPACED

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Psychology:
Industrial/Organizational

by
Sally Anne Harris
June 2007

SAMPLE COMMITTEE PAGE FOR MOST PROGRAMS:

SECOND LINE (IF NEEDED) GOES HERE

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

by
Sally Ann Harris

June 2007

Approved by:

John Smith, Committee Chair, Psychology

Jane Doe, Committee Member

Robert Wilson, Committee Member

SAMPLE COMMITTEE PAGE FOR SOCIAL WORK

SECOND LINE (IF NEEDED) GOES HERE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
<Insert Full Name Here>
<Insert Graduation Date>

Approved by:

John Smith, Faculty Supervisor, Social Work

John Smith, Title, Big County Agency

John Smith, M.S.W. Research Coordinator

SAMPLE COMMITTEE PAGE FOR MAT PROGRAM

A (Thesis/Project)
Presented to the
Faculty of
California State University,
San Bernardino

by
Insert Full Name Here
Insert Graduation Date

Approved by:

John Smith, Committee Chair, Mathematics

Mary Jones, Committee Member

Alice Williams, Committee Member

Jane Doe, Chair, Department of Mathematics

Robert Black, Graduate Coordinator, MAT Program

SAMPLE COMMITTEE PAGE FOR INTERDISCIPLINARY STUDIES

SECOND LINE (IF NEEDED) GOES HERE

A <Thesis/Project>
Presented to the
Faculty of
California State University,
San Bernardino

by
<Insert Full Name Here>
<Insert Graduation Date>

Approved by:

John Smith, Committee Chair, Psychology

Jane Doe, Committee Member, English

Mark Williams, Committee Member, Theatre Arts

SAMPLE COMMITTEE PAGE FOR EDUCATION PROGRAMS

A <Thesis/Project>
Presented to the
Faculty of
California State University,
San Bernardino

by
<Insert Full Name Here>
<Insert Graduation Date>

Approved by:

Jane Doe, First Reader
John Smith, Second Reader

PLEASE PLACE THE TITLE OF YOUR DISSERTATION HERE

INVERTED PYRAMID IF LONGER THAN 5"

A Dissertation
Presented to the
Faculty of
California State University,
San Bernardino

by
Emma Jean Smith
December 2010

Approved by:

John Smith, Committee Chair, Education

John Smith, Committee Member

John Smith, Committee Member

Sample Table of Contents

The sample table of contents provided on the next page is meant to assist you in formatting your own table of contents. It is not designed to dictate the content of your chapter titles and headings; their content is determined by the subject matter of your thesis/project/dissertation. You may choose to create your table of contents automatically using the automated table of contents feature in Microsoft Word. If so, please keep in mind that you are still required to follow the University's formatting guidelines in this handbook. Please see the detailed formatting directions on page 55 for more information on formatting the table of contents.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
CHAPTER ONE: CAPITALIZE EACH LETTER IN THE TITLE OF THE CHAPTER	
If the First Centered Heading is on the First Page of the Chapter, Do Not List the Page Number for the Chapter	1
Statement of the Problem	6
Purpose of the Study.....	15
Definitions	20
Limitations of the Study	23
CHAPTER TWO: LITERATURE REVIEW	35
Introduction	37
Titles That are Longer Than One Line Should Be Single-spaced	48
Hypothesis	56
CHAPTER THREE: IF THE CHAPTER TITLE IS LONGER THAN ONE LINE, DIVIDE IT AND SINGLE SPACE THE CARRY-OVER LINE DIRECTLY BELOW FIRST LINE OF THE TITLE	70
Introduction	79
Instrumentation	98
Date Preparation	110

CHAPTER FOUR: FINDINGS AND RESULTS	
Introduction	142
Presentation of the Findings	163
Hypothesis	168
Additional Analysis of Hypothesis	172
Comments on Mean Scores of Additional Attributes	186
Summary of Conclusions	193
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	
Introduction	205
Research Questions and Hypothesis	211
Conclusions Relevant to Research Questions and Hypothesis	214
Limitations of Study Design and Procedures	226
Future Research and Recommendations	229
APPENDIX A: IF THE APPENDIX TITLE IS LONGER THAN ONE LINE, DIVIDE IT AND SINGLE SPACE THE CARRY-OVER LINE DIRECTLY BELOW THE TITLE	234
APPENDIX B: INFORMED CONSENT FORM	238
APPENDIX C: SURVEY	240
REFERENCES	244

Sample Lists of Tables and Figures

Like the sample table of contents on the previous pages, the sample list of tables and list of figures are provided as a visual aid to assist you with formatting. If you use “styles” to create your table and figure titles, you can create your lists automatically in Microsoft Word. However, please keep in mind that you are still required to follow the University’s formatting guidelines in this handbook. Please see the detailed formatting directions on pages 58 and 59 for more information on formatting the list of tables and list of figures.

LIST OF TABLES

Table 1. The Title of the Table	6
Table 2. The Title of the Table	9
Table 3. Table Titles Longer than One Line Should be Single-spaced	11
Table 4. In Table Titles Longer than One Line, the First Word in the Second Line Should Line Up with the First Word in the Title	20
Table 5. If Tables are in an Appendix, Do Not Include Them in the List of Tables	38

LIST OF FIGURES

Figure 1. The Title of the Figure	6
Figure 2. The Title of the Figure	9
Figure 3. Figure Titles Longer than One Line Should be Single-spaced	11
Figure 4. In Figure Titles Longer than One Line, the First Word in the Second Line Should Line Up with the First Word in the Title	20
Figure 5. If Figures are in an Appendix, Do Not Include Them in the List of Figures	38

Sample Text and Appendix Title Page

The following pages give an visual example of what the text, headings and appendix title page should look like in your thesis, project or dissertation.

The type is Arial, 12 point, double-spaced throughout. Please see pages 60, 61 and 68 for detailed information on how to format your manuscript.

CHAPTER ONE

CHAPTER TITLE GOES HERE

Centered Heading (First-Level)

This heading is centered, not underlined, and only the first letter of each major word is capitalized. Place two double spaces above all centered headings and one double space between the heading and the text. If the title exceeds the 5" limit, divide it into the appropriate number of lines and type the line, single spaced in the inverted pyramid style.

Flush-left Heading (Second-Level)

Double space before and after all flush-left headings (free-standing side-heads). If the title exceeds the 5" limit, divide the title into the appropriate number of lines. All carry-over lines are single spaced. Capitalize the first letter of each major word in the title. Double space under the title, indent the paragraph ½", and begin the text.

Paragraph Heading. (Third-Level) This heading is placed at the beginning of a new paragraph. The first letter of each major word in the heading is capitalized. The heading is underlined and followed by a period with new text beginning on the same line immediately after the heading.

Additional Levels of Headings. For all subsequent levels of headings, you may refer to the style guide in your field. Or you may

format additional levels the same as the paragraph heading with an additional ½” indentation for each additional level.

APPENDIX A
INSERT APPENDIX TITLE HERE

APPENDIX D
STATE OF CALIFORNIA EDUCATION CODE
(TITLE V, SECTION 40510)

**State of California Education Code
(Title V, Section 40510)**

5 CA ADC § 40510

§ 40510. The Master's Degree.

5 CCR § 40510

Barclays Official California Code of Regulations

Title 5. Education

Division 5. Board of Trustees of the California State Universities

Chapter 1. California State University

Subchapter 2. Educational Program

Graduate Degrees

§ 40510. The Master's Degree.

To be eligible for the Master's degree, the candidate shall have completed the following minimum requirements:

- (a) Advancement to Candidacy. For advancement to candidacy for the Master's degree, the applicant shall meet the requirements of Section 41011, and such particular requirements as the Chancellor and the campus may prescribe.
- (b) Requirements for the Degree.
 - (1) The completion of a specified pattern of study approved by the appropriate campus authority.
 - (2) A minimum of thirty semester units of approved graduate work completed within a maximum time to be established by each campus. Such maximum time shall be no more than seven years nor less than five years for each particular program. An extension of time beyond the limit may be granted by appropriate campus authority if warranted by individual circumstances and if the outdated work is validated by examination, in the relevant additional course or subject field of work or such other demonstration of competence as may be prescribed. In the degree program:

(A) Not less than 21 semester units (32 quarter units) shall be completed in residence. The appropriate campus authority may authorize the substitution of credit earned by alternate means for a part of this residence requirement.

(B) Not less than one-half of the units required for the degree shall be in courses organized primarily for graduate students.

(C) Not more than six semester units shall be allowed for a thesis or project.

(3) Satisfactory completion of a thesis, project, or comprehensive examination, defined as follows:

(A) A thesis is 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 product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.

(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. An oral defense of the project may be required.

(C) A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of The California State University.

(4) A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

Note: Authority cited: Sections 66600, 89030 and 89035, Education Code.
Reference: Section 89030, Education Code.

HISTORY

1. New Article 7 (Section 40510) filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18).
2. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).
3. Amendment filed 1-12-83; effective thirtieth day thereafter (Register 83, No. 3)

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