

## **Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30<sup>th</sup> 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh ([douglasf@csufresno.edu](mailto:douglasf@csufresno.edu)).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department's choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Department of Counselor Education and Rehabilitation

Degree: M.S. in Counseling (option in School Counseling and option in Student Affairs and College Counseling)

Assessment Coordinator: Dr. Soua Xiong

1. Please list the learning outcomes you assessed this year.

SLO: Recognize the need for and become directly involved with research in the field of counseling and student services that is consistent in style and format consistent with the current American Psychological Association (APA) Publication Manual.

SLO: Use writing skills to communicate in a style and format consistent with the current American Psychological Association (APA) Publication Manual.

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.

Master's projects completed by students in the School Counseling (SC) and Student Affairs and College Counseling (SACC) program options were used to assess the outcomes. While master's theses are also used to assess these outcomes, there were no students from the SC or SACC program options that completed a thesis during the 2020-2021 academic year. As such, only master's projects were examined for this annual assessment report. The criteria and grading policy for the master's project are contained within the syllabus and writing guide for the course and both are included at the end of this report.

3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage

instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

During the 2020-2021 academic year, a total of 15 students (4 SC and 11 SACC) were enrolled in our 3-unit COUN 298 project class. Projects from these 15 students were assessed. All students are expected to submit projects that fully addresses all required components of the project as outlined in the COUN 298 Writing Guide. To receive a letter grade, the project must also be complete, error-free, and meet APA standards appropriate for publication in the scholarly journals of the field.

Twelve students completed projects that met all the criteria to receive a grade for the course (80.0%). Among students who completed a project, all 12 students received a letter grade of an A (100%). Three students who enrolled in COUN 298 during Spring 2021 made significant progress on their project but did not complete their project (20%). As such, these students are currently enrolled in our 0-unit COUN 298C project continuation class this Fall 2021 semester to complete the remaining sections of the project.

4. What changes, if any, do you recommend based on the assessment data?

The M.S. in Counseling programs will continue to provide student opportunities to complete a master's project. Such an opportunity will allow students to engage in research in the field of counseling and student services that is consistent and meets the standards of the current APA publication manual under the supervision of a counseling faculty member. All master's projects submitted fully addressed all required components of the project as outlined in the COUN 298 Writing Guide. In addition, all master's projects submitted were complete, error-free, and met APA standards appropriate for publication in the scholarly journals of the field. Based on this assessment data, any students enrolled in COUN 298C will continue to work closely under the supervision of their project advisor to ensure the completion of their master's project that meet the criteria and grading policy for the project.

5. If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year's report please write N/A as your answer to this question.

The M.S. in Counseling programs re-examined the minimum number of sessions to be observed and provided feedback for in subsequent program meetings. It was agreed that the Counseling Practicum Coordinator will work directly with the practicum instructors to take into consideration the number of clients each practicum student has and the expected number of sessions for observation and feedback are feasible. This is to ensure that practicum experiences for our counseling students still meets accreditation standards.

6. What assessment activities will you be conducting during AY 2021-22?

SLO: Identify the needs of people in a changing society related to human development over the lifespan.

SLO: Integrate components of best practices in counseling and student services into practice.

7. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

One of the major issues identified during our last Program Review was the lack of full-time faculty members in our M.S. in Counseling programs. As such, the University Graduate Committee required that at least two full-time tenure-track faculty members should be in place for each program option by August 2022. The SC program has hired a tenure-track faculty member that started this Fall 2021 semester and is currently conducting a faculty search for another tenure-track faculty member to start Fall 2022. The SACC program currently has faculty searches for two tenure-track faculty members to start Fall 2022. The faculty searches are progressing well and each program should have two new full-time tenure-track faculty members by August 2022.

**FALL 2020**

**COUN 298 RESEARCH PROJECT  
SYLLABUS**

**Intellectual Property provision**

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

**Contact information for Chairperson**

The chair of the Department of Counselor Education and Rehabilitation is Dr. Jenelle Pitt, her email is: [jepitt@mail.fresnostate.edu](mailto:jepitt@mail.fresnostate.edu), and, phone: 559-278-0340

**Course Information:** This course will include class discussions, hands-on editing, reviews of written drafts, review of the literature, methodology, presentation of results, and, a series of weekly writing tasks designed to complete the student's culminating experience for the Masters of Science degree in Counseling and Rehabilitation

**Outside of Class Time Required:** An estimated 8-12 hours per week are needed to complete and have your research project bound in a timely manner.

**Units:** 3 units - supervised  
**Day/Time:** Thursdays, 5pm - 8pm  
**Location:** Join ZOOM meetings by Invitation

**Instructor:** Dr. Albert Valencia  
Professor, Department of Counselor Education and Rehabilitation

**Email:** [albertv@csufresno.edu](mailto:albertv@csufresno.edu)  
Emails will be sent to your Fresno State email account.

**Office Hours: By appointment via ZOOM****Office:** ED 355**Required Textbooks and Materials**

1. From the Kennel Bookstore or **free** from Dr. Albert Valencia:
  - a. *El Si - Writing Guide for the COUN 298 Research Project – Part 1 & Part 2* (no charge)  
Written by Dr. Albert Valencia.
  - b. *Supplement - Writing Guide for the COUN 298 Research Project* (no charge)  
Written by Dr. Albert Valencia.
2. American Psychological Association (2020). *Publication Manual of the American Psychological Association (APA)*. Seventh (**7<sup>th</sup>**) Edition.
3. Laptop computer with “Word” or equivalent, and, internet capability. Use this to access search engines, write, and, revise narratives in class. Bring your laptop to class.
4. After completing and having your Project approved by your instructor, you will pay for the binding of your Project at the Kennel Bookstore. To earn a letter grade, one bound copy of your Project is required to be delivered to the instructor on or before December 8, 2020. At the Kennel Bookstore copying the 298 Project costs about \$70 per copy.

**Catalog Description**

COUN 298 Research Project – Prerequisites: advancement to candidacy for the master’s degree; a minimum of a B average on 24 units of master’s program, including ERE 220. See [Criteria for Thesis and Project](#). A project consists of a significant undertaking appropriate to counseling such as quantitative and qualitative research designs; the development of a program for counseling service delivery; development of audio-visual materials; or, computer software for counselor education or service delivery. Projects will be guided by a research question(s). An approved and signed proposal is required to receive a permission number to be able to enroll in this course. This course is approved for RP grading.

This is a hands-on **writing** course. Access to the internet and to a computer is required to conduct research and to generate and print the title pages, five chapters, references, and, appendices for your 298 Research Project. Your projects format and style is in the format and style of *Publication Manual of the American Psychological Association (APA)*, 7th Ed.

**Culminating Experience**

A culminating experience is required for each graduate degree. Acceptable culminating experiences include the project (298), or, comprehensive examination. Individual departments permit one or more culminating experiences as described in this section. Students who have enrolled in project units will not be permitted to change to another culminating experience after the initial semester of such enrollment. Students must be advanced to candidacy before enrolling in project units, or, before taking the comprehensive exam.

### **Criteria for Project**

No academic or scholarly distinction is made between a 298 project and a 299 thesis. Both are equally acceptable as a means of fulfilling the requirements for the culminating experience for the MS graduate degree. Specific departmental instructions or requirements will apply to the COUN 298 candidate before enrollment. Upon successful completion of the requirements for the Project, as outlined in the syllabus, the instructor of record issues a letter grade on the Graduate Degree Clearance form through the Division of Graduate Studies.

When a student is preparing a project, it should be noted that the quality of work accomplished is a major consideration in judging acceptability. The finished project must evidence originality, organization, clarity of purpose, critical analysis, accuracy, and, completeness of documentation as prescribed in the syllabus and as fully detailed in the 298 Writing Guide.

Furthermore, to qualify for a letter grade, the 298 Project will be finished and will be error-free. That is, the title page, approval page, copyright page, authorization for reproduction page, dedication page, acknowledgements page, abstract, table of contents, five chapters, references, and, appendices will be error-free as reviewed by the instructor.

Critical and independent thinking should characterize every Project. Mere description, cataloging, compilation, and, other superficial procedures are not adequate. The quality of writing, the format and style, and, documentation must meet APA standards appropriate for publication in the scholarly journals of the field, or, to be consistent with the dictates of the authorized APA Publication Manual (7<sup>th</sup> Edition).

1. To be eligible to enroll for the Project, students must have (a) been advanced to candidacy for the graduate degree; (b) maintained a B (3.0) program grade point average; (c) completed at least 9 units of their approved program on the Fresno campus; (d) completed any course in research techniques required by their major department; (e) for the thesis, secured a committee (a chair and at least two other members); for the project, met individual departmental requirements.
2. Students who plan to extend their project work over more than the semester in which they first enroll must continue to register for 298 zero units each subsequent semester until the awarding of the degree. (See [Continuous Enrollment](#).)
3. If work in 298 is not completed at the end of the term of registration, but is progressing satisfactorily, an RP (Report in Progress) grade is recorded.
4. The project adviser has set a series of deadlines for the completion of each draft for each chapter as well as a deadline for completion of the final submission – see Schedule for deadline dates. The deadline for the completion of the final and polished drafts for all title pages, five chapters, references, and appendices, is Dec 10, 2020.

### **Project or Thesis Research Involving Human Subjects and Animal Subjects.**

Students conducting research involving human subjects will not begin use of human subjects until written approval has been received from the Departmental Human Subjects Committee, and, where review demands, the University Committee on Protection of Human Subjects (CPHS).

Guidelines and forms for protocols can be obtained from the Departmental office or the Office of the Vice President for Administration. During the academic year students should allow at least two weeks for a required CPHS review.

Students planning to conduct research involving live animals housed on campus must receive approval of the research from the Animal Care and Use Committee. Forms may be obtained from the office of the dean, College of Science and Mathematics. All researchers using human subjects must complete this training:

[http://www.csufresno.edu/humansubjects/resources/training\\_modules.shtml](http://www.csufresno.edu/humansubjects/resources/training_modules.shtml)

### **Continuous Enrollment**

University policy requires graduate students to be continuously enrolled at the university every fall and spring semester until the awarding of the degree. If students have applied for graduation during the summer, they must maintain continuous enrollment in that term as well. This policy does not apply to students who have been granted an official leave of absence. (See [Planned Educational Leave of Absence](#) for more detailed information.) To maintain the required enrollment, students must enroll in a course through regular university enrollment every semester until completion.

Project (298) students who have enrolled in all courses toward the degree, including 298 units, but have not completed their culminating experiences must maintain continuous enrollment by re-enrolling in zero units in the project or thesis units each semester until the awarding of the degree.

Students who fail to maintain continuous enrollment must reapply to the university and to their intended graduate program, and, pay the application fee by the admission deadline. Readmission is left to the discretion of the program.

### **Time Limitations and Validation: Graduate Degree**

Exclusive of prerequisite coursework, a period of five years is allowed for the completion of all requirements for the graduate degree. This time limit is indicated for each student on the approved Petition of Advancement to Candidacy. A student whose program has been interrupted by military service should consult the dean of the Division of Graduate Studies about provisions for military extensions. Outdated coursework will not be approved for inclusion on the Petition of Advancement to Candidacy at the time formal approval of the petition is granted.

### **Course Organization**

This course is led by the schedule and the writing assignments found in the 298 Writing Guide. All 298 students in this section will purchase or be given a hard copy of the 298 Writing Guide, , an electronic copy of the 298 Writing Guide, and, upon request, the 298 Supplement. Drafts of your writing are due each week; drafts are written and rewritten until they are free of APA errors of style and/or format. All sources in your writing will be correctly cited. The use of “I”, “we”, “us”, “them”, and, “they”, and all other indeterminate pronouns are not acceptable.

### **Examination and Major Assignments**

Using the class schedule, a new, revised chapter draft of your project is due each week at the beginning of class. Your instructor, and, if time permits, your peers, will review your draft and

provide you with feedback and suggestions for change. The class is designed as a cooperative learning environment where encouragement and support are the principle activities.

### **Study Expectations**

In order to complete the title pages, five chapters, comprehensive references, and, appendices without errors, as required for the 298 Project, students are expected to spend at least 2-3 hours every night researching, and, writing/revising their Project. The Learning Center is available for tutoring. They are located in the Collection Level (basement) of the Madden Library. You can contact them at 278-3052. You may also contact the writing center at 278-0334.

### **Participation Standards**

Students are expected to attend each week, and, have their new, revised drafts ready for review.

### **Grading**

To receive a grade for the COUN 298 Research Project, students will complete, without errors, 8-10 title pages, five fully executed chapters, a complete set of references, and, appendices. All documents will be the format and style of the American Psychological Association. The student will bind the project at the Kennel Book Store and deliver one hardbound copy to the instructor.

## **University Policies**

### **COVID-19 RELATED PROVISIONS**

#### **Health Screening:**

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

**Safety Measures:** Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one. Please see university website for the most updated information: [www.fresnostate.edu/coronavirus](http://www.fresnostate.edu/coronavirus)

For information on the University's policy, refer to the Schedule of Courses or the University Catalog (Policies and Regulations) or visit



[http://www.csufresno.edu/academics/policies\\_forms/instruction/RequiredSyllabusPolicyStatements.htm](http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm)

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (559-278-2811).

**Honor Code:** "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism, and/or inappropriate collaboration)
- b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this

learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf>

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**PROJECT COMPLETION SCHEDULE:  
16 Class Meetings and Due Dates**

|                  | <b>Title Pages<br/>Chapter One<br/>References</b>                                 | <b>Chapter Two<br/>+<br/>References</b>   | <b>Chapter 3<br/>+<br/>References</b>   | <b>Chapter Four<br/>+<br/>References</b>  | <b>Chapter Five<br/>References<br/>Appendices</b>                                 |
|------------------|---|---|---|---|---|
| <b>Aug</b><br>20 | Orientation<br>Syllabus<br>Textbook<br>Research Ques                              |   |   |   |   |
| 27               | Research Ques<br>Review Chap 1  |   |   |   |   |
| <b>Sep</b>       |   |   |   |   |   |
| 3                | <b>Draft 1 IRB</b>  |   |   |   |   |
| 10               | <b>Draft 2 IRB</b>  |   |   |   |   |
| 17               | <b>Draft 3 IRB</b>  | Review Chap 2   |   |   |   |
| 24               | <b>Draft 4 IRB</b>  |   |   |   |   |
| <b>Oct</b>       |   |   |   |   |   |
| 1                |   | <b>Draft 1</b>  |   |   |   |
| 8                |   | <b>Draft 2</b>  |   |   |   |
| 15               |   | <b>Draft 3</b>  | Review Chap 3   |   |   |
| 22               |   | <b>Draft 4</b>  | <b>Draft 1</b>  | Review Chap 4   |   |
| 29               |   |   | <b>Draft 2</b>  |   |   |
| <b>Nov</b>       |   |   |   |   |   |
| 5                |   |   |   | <b>Draft 1</b>  |   |
| 12               |   |   |   | <b>Draft 2</b>  | Review Chap 5   |
| 19               |   |   |   | <b>Draft 3</b>  |   |
| 26               | <b>Holiday</b>  | <b>Holiday</b>  | <b>Holiday</b>  | <b>Draft 4</b>  | <b>Draft 1</b>  |
| <b>Dec</b>       |   |   |   |   |   |
| 3                | <b>Review</b>   | <b>Review</b>   | <b>Review</b>   | <b>Review</b>   | <b>Draft 2</b>  |
| 10               | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30<br/>days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30<br/>days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days</b> |

**NOTE:**

1. APA Publication Manual (7<sup>th</sup> Edition) is required.
2. The textbook, *Writing Guide for 298 Writing Guide* (Valencia, 2020-2021) is required.
3. Beginning September 3, 2020, bring prior edited drafts to every class meeting.
4. Attend every meeting; do your homework. Stay strong. Stay focused.
5. Your laptop is essential; you will use it.

CSUF 298 Project  
Spring 2021 Valencia

## PROJECT COMPLETION SCHEDULE: 16 Class Meetings and Due Dates

|                  | <b>Title Pages<br/>Chapter One<br/>References</b>                                 | <b>Chapter Two<br/>+<br/>References</b>   | <b>Chapter 3<br/>+<br/>References</b>   | <b>Chapter Four<br/>+<br/>References</b>  | <b>Chapter Five<br/>References<br/>Appendices</b>                                 |
|------------------|---|---|---|---|---|
| <b>Jan</b><br>21 | Orientation<br>Syllabus<br>Textbook<br>Research Ques                              |   |   |   |   |
| 28               | Research Ques<br>Review Chap 1  |   |   |   |   |
| <b>Feb</b>       |   |   |   |   |   |
| 4                | <b>Draft 1</b>  |   |   |   |   |
| 11               | <b>Draft 2</b>  |   |   |   |   |
| 18               | <b>Draft 3</b>  | Review Chap 2   |   |   |   |
| 25               | <b>Draft 4</b>  |   |   |   |   |
| <b>Mar</b>       |   |   |   |   |   |
| 4                |   | <b>Draft 1</b>  |   |   |   |
| 11               |   | <b>Draft 2</b>  |   |   |   |
| 18               |   | <b>Draft 3</b>  | Review Chap 3   |   |   |
| 25               |   | <b>Draft 4</b>  | <b>Draft 1</b>  | Review Chap 4   |   |
| <b>Apr</b>       |   |   |   |   |   |
| 1                | <b>Holiday</b>  | <b>Holiday</b>  | <b>Draft 2</b>  | <b>Draft 1</b>  |   |
| 8                |   |   |   | <b>Draft 2</b>  |   |
| 15               |   |   |   | <b>Draft 3</b>  |   |
| 22               |   |   |   | <b>Draft 4</b>  | Review Chap 5   |
| 29               |   |   |   |   | <b>Draft 1</b>  |
| <b>May</b>       |   |   |   |   |   |
| 6                |   |   |   |   | <b>Draft 2</b>  |
| 13               | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30<br/>days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30<br/>days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days</b> |

**NOTE:**

1. APA Publication Manual (7<sup>th</sup> Edition) is required.
2. The textbook, *Writing Guide for 298 Writing Guide* (Valencia, 2020-2021) is required.
3. Beginning February 4, 2021, bring prior edited drafts to every class meeting.
4. Attend every meeting; do your homework. Stay strong. Stay focused.
5. Your laptop is essential; you will use it.

WRITING GUIDE:  
COUN 298 & REHAB 298  
PROJECT

"El Si"

**PART ONE:**  
*Schedule, Title Pages,*  
*Abstract,*  
*Table of Contents*

Albert Valencia, Ed.D.

Professor

Department of Counselor Education and Rehabilitation

Kremen School of Education and Human Development

California State University, Fresno

Academic Year 2021-2022

### **College Lessons: Insight, Understanding, and Transformation**

Norma was the first in her family to attend college. Her first language was Spanish, her traditions were Mexican, and her religious experience was Catholic. Norma's parents were born in Mexico and immigrated to the USA to find work and a better life. The work that they found was picking crops in the San Joaquin Valley and the money that they earned was scrupulously saved to enable the family to have a better life.

Norma had a successful high school career. However, against the wishes of her father and in opposition to unstated family beliefs that her place was at home, Norma enrolled at Fresno State as a first generation college student. In her 1<sup>st</sup> college year Norma lived at home in Madera, commuting daily to classes and hurrying home to help cook, clean, and care for her younger siblings. Her parents, aunts, and uncles were farm laborers who left home early in the morning and returned hours later tired and covered with dust and dirt. As the eldest, Norma was up early and went to bed after all of the chores were finished.

Beginning her 2<sup>nd</sup> year in college, over the wishes of her parents, Norma moved to Fresno to live with a cousin to carry on with her studies and focus on her major course work. Norma graduated in 4 years with outstanding recommendations from her major professors.

Norma understood that her undergraduate BA degree was important but not sufficient for her career goals. However, the problem was trying to explain to her parents the significance of a master's degree and the added years of graduate school. Norma's parents continued to not approve of their daughter living away from home; away from the protection of the family, and away from responsibilities that were central to the care of her siblings. Nevertheless, Norma applied to graduate school, was accepted, and started her program in Counseling at Fresno State. Throughout her 60 unit graduate program her grades were excellent. At this juncture, Norma had one more course to complete to earn her master's degree and this course met once per week.

In this weekly research class Norma shared her frustration in explaining to her parents what her research was about. Particularly she felt exasperated by her father who still questioned why she was working towards a master's degree in counseling and how this last writing assignment could be so time consuming that it caused her to miss events of the family.

When Norma explained her research to her family and friends the responses varied. High school friends who married young and had children could not relate to her. Her younger cousins thought it was vaguely weird and almost cool. The aunts and uncles whispered among themselves and were not sure what to think of their unmarried niece whose dreams included both family and a professional career. And when Norma tried to use

“...se siente bien suave ver la semilla crecer...”

metaphors in Spanish to explain the academic writing style her parents became increasingly apprehensive fearing that Norma would somehow change and become like the impersonal writing of her research and abandon the treasured family values and beliefs.

Yet, as her final semester in graduate school was ending and with the research project nearly complete Norma had to decide what to include in her “dedication” page; the only page in the entire research project that did not have to conform to the guidelines set forth by the American Psychological Association. Norma felt conflicted so she dropped in to visit her advisor during office hours. Norma was distraught. She sat quietly and then she began to fidget. Her eyes moved rapidly and as she started to speak her words caught as they formed on her lips; after three attempts to speak she just stopped. She sighed deeply and in her quiet manner, Norma put her head down and cried.

Tearfully, Norma said, “I finally figured out how my dad was able to take all of us kids every December to Disneyland and then to Mexico to visit our grandparents. He and mom worked in the fields and somehow managed to save enough money every month for us to go. They went without shiny cars and new clothes, putting the money away as an investment for us kids to have fun. No matter how the year had gone, no matter how difficult the situations, they endured each and every hardship and never complained. They stuck with the plan and got us to Disneyland and Mexico every year. And, now I feel so bad for resenting my father all of these years”.

The final days of the semester passed and on graduation night Norma walked across the stage resplendent in her academic robe and newly conferred hood. Congratulated by the faculty she stood for a moment in front of her advisor and said, “I read my dedication to my parents and my father cried. He told me that he loved me and he held me for a long, long time. Thank you.”

After the ceremony, I could see Norma walking with her family. Smiles were everywhere and it served to remind me of the transformational power of love.

Valencia, A. (August, 2005). "College Lessons: Insight, Transformation, and Love", article, *Fresno Bee*, Op-Ed Local Section, August 6, 2005.

(Note: The author was the advisor noted in the essay.  
The student completed her research project in 1997.)

“...se siente bien suave ver la semilla crecer...”

## CONTENTS

| <b><u>Part One</u></b>   | <b><u>Page</u></b> |
|--|--------------------|
| 298 Research Project Schedules – Fall 2021 and Spring 2022 . . . . .       | 5-6                |
| Introducing the “El Si” . . . . .  | 7-8                |
| 298 Pledge and Project Contents . . . . .                                  |                    |
| Blank Page . . . . .   | 9                  |
| Title Page - Description . . . . .   | 10-12              |
| Example #1 of Title Page . . . . .   |                    |
| Example #2 of Title Page . . . . .   |                    |
| Approval Page - Description . . . . .                                      | 13-15              |
| Example #1 of Approval Page. . . . .                                       |                    |
| Example #2 of Approval Page. . . . .                                       |                    |
| Copyright Page - Description . . . . .                                     | 16-18              |
| Example #1 of Copyright Page . . . . .                                     |                    |
| Example #2 of Copyright Page . . . . .                                     |                    |
| Authorization For Reproduction of Master’s Project - Description . . . . . | 19-20              |
| Example of Authorization For Reproduction of Master’s Project . . . . .    |                    |
| Dedication - Description . . . . .   | 21-22              |
| Example of Dedication . . . . .  |                    |
| Acknowledgements - Description . . . . .                                   | 23-24              |
| Example of Acknowledgements . . . . .                                      |                    |
| Abstract – Description . . . . .   | 25-29              |
| Example #1 of Abstract. . . . .  |                    |
| Example #2 of Abstract. . . . .  |                    |
| Example #3 of Abstract. . . . .  |                    |
| Table of Contents – Description and Example . . . . .                      | 30-32              |



## PROJECT COMPLETION SCHEDULE 16 Class Meetings and Due Dates

|                  | <b>Title Pages<br/>Chapter One<br/>References</b>                                 | <b>Chapter Two<br/>+<br/>References</b>   | <b>Chapter 3<br/>+<br/>References</b>   | <b>Chapter Four<br/>+<br/>References</b>  | <b>Chapter Five<br/>References<br/>Appendices</b>                                 |
|------------------|---|---|---|---|---|
| <b>Aug</b><br>26 | Orientation<br>Syllabus<br>Textbook<br>Research Ques                              |   |   |   |   |
| <b>Sept</b><br>2 | Research Ques<br>Review Chap 1<br>IRB   |   |   |   |   |
| 9                | Draft 1 + IRB   |   |   |   |   |
| 16               | Draft 2 + IRB   |   |   |   |   |
| 23               | Draft 3 + IRB   | Review Chap 2   |   |   |   |
| 30               | Draft 4 + IRB   |   |   |   |   |
|                  |   |   |   |   |   |
| <b>Oct</b><br>7  |   | Draft 1   |   |   |   |
| 14               |   | Draft 2   | Review Chap 3   |   |   |
| 21               |   | Draft 3   |   |   |   |
| 28               |   | Draft 4   | Draft 1   | Review Chap 4   |   |
| <b>Nov</b><br>4  |   |   | Draft 2   | Draft 1   | Review Chap 5   |
| 11               |   |   |   | Draft 2   |   |
| 18               |   |   |   | Draft 3   |   |
| 25               | <b>Holiday</b>  | <b>Holiday</b>  | <b>Holiday</b>  | Draft 4   | Draft 1   |
| <b>Dec</b><br>2  | Review  | Review  | Review  | Review  | Draft 2   |
| 9                | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance –<br/>Requires 30 days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance –<br/>Requires 30 days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance –<br/>Requires 30 days</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days</b> |

**NOTE:**

1. **APA Publication Manual (7<sup>th</sup> Edition) is required.**
2. **The textbook, “El Si” Writing Guide (Valencia, 2021-2022) is required.**
3. **Beginning September 9, 2021, bring your edited drafts to every class meeting.**
4. **Attend every meeting; do your homework. Stay strong. Stay focused.**
5. **Bring your laptop to class; you will use it.**

## PROJECT COMPLETION SCHEDULE 17 Class Meetings and Due Dates

|                 | Chapter 1<br>and<br>References   | Chapter 2<br>and<br>References   | Chapter 3<br>and<br>References   | Chapter 4<br>and<br>References   | Chapter 5<br>and<br>References   |
|-----------------|--|--|--|--|--|
| <b>January</b>  |  |  |  |  |  |
| 20              | Orientation<br>Syllabus<br>Textbook<br>Research Ques   |  |  |  |  |
| 27              | Research Ques<br>Review Ch 1   |  |  |  |  |
| <b>February</b> |  |  |  |  |  |
| 3               | <b>Draft 1</b> IRB   |  |  |  |  |
| 10              | <b>Draft 2</b> IRB   |  |  |  |  |
| 17              | <b>Draft 3</b> IRB   |  |  |  |  |
| 24              | <b>Draft 4</b> IRB   | Review Chap 2  |  |  |  |
| <b>March</b>    |  |  |  |  |  |
| 3               |  | <b>Draft 1</b>   |  |  |  |
| 10              |  | <b>Draft 2</b>   |  |  |  |
| 17              |  | <b>Draft 3</b>   | Review Ch 3  |  |  |
| 24              |  | <b>Draft 4</b>   |  |  |  |
| 31              |  |  | <b>Draft 1</b>   | Review Ch 4  |  |
| <b>April</b>    |  |  |  |  |  |
| 7               |  |  | <b>Draft 2</b>   | <b>Draft 1</b>   |  |
| 14              | <b>Holiday</b>   | <b>Holiday</b>   | <b>Holiday</b>   | <b>Draft 2</b>   |  |
| 21              |  |  |  | <b>Draft 3</b>   | Review Ch 5  |
| 28              |  |  |  | <b>Draft 4</b>   | <b>Draft 1</b>   |
| <b>May</b>      |  |  |  |  |  |
| 5               | Review   | Review   | Review   | Review   | <b>Draft 2</b>   |
| 12              | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days<br/>to process</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days<br/>to process</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days<br/>to process</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days<br/>to process</b> | <b>Binding,<br/>Signature,<br/>MS Degree<br/>Clearance -<br/>Requires 30 days<br/>to process</b> |

**NOTE:**

1. APA Publication Manual (7<sup>th</sup> Edition) is **required**.
2. The textbook “*El Si*” Writing Guide (Valencia, 2021-2022) is **required**.
3. Beginning February 10, 2021, bring prior weeks edited draft(s) to every class meeting.
4. Attend every meeting; do your homework. Stay strong. Stay focused.
5. Bring your laptop to class; you will use it.

## Introducing the APA Writing Guide:

The Writing Guide is presented for the benefit of students who are facing the task of completing a COUN 298 Research Project written according to the standards set forth in the **American Psychological Association (APA) Publications Manual (7th Edition)**. The Writing Guide is not a substitute for the APA Publications Manual, whatsoever. The Guide is meant to function as a window through which you can view your writing task, and, to organize it accordingly. It is the student's sole responsibility to study, understand, and, implement the editing style as offered in the APA Publications Manual (7th edition).

298 Pledge, Project Contents, and, the error free “OK”:

The project is a tough task, it is not easy, and yet, 575 previous counseling and rehabilitation students have successfully completed it. Please remember our 298 pledge: **“If you attend every class and meet your homework deadlines, you will complete the 298 Project”**. The homework is a weekly series of specific deadlines for drafts of the title pages, five chapters, references, and, appendices. To finish the project in a timely

manner, you must focus, work hard, and, be disciplined in turning in your weekly drafts. On a weekly basis, all drafts will be reviewed, and, rated by your 298 instructor. Only errorless drafts can earn the “**OK**”. A chapter is not complete until it earns the “**OK**” from your 298 instructor. Earning the “**OK**” will take several drafts. Earning the “**OK**” is what you are looking for.

The 298 Writing Guide is written as a template. As the author, I give my permission, to you, a student enrolled in COUN 298 or REHAB 298, to copy and use my template examples within your narrative. The following pages of the 298 Writing Guide represent the contents of the Research Project.

The following template begins with a blank page.

Get ready...Inhale..... Exhale.... and... Go.

**EXAMPLE:** This is the first page of your Project.

The page is **blank** and acts as a buffer between the inside surface of the hard cover, and, the title page.

## Title Page

After a blank page, the title page is the first printed page of your project. The contents of this page are centered. The title page contains seven (7) elements. The heading, your project title, appears in the center of the page, 1-and-one-half inches from the top of the page. Please keep in mind that the heading "Title Page" will **not** appear on this page.

**1. The Project title is capitalized and single-spaced.**

\* Keep title short, brief, and to the point

\* For example:

AN EXPLORATORY STUDY: A COMPARISON OF  
MEXICAN-AMERICAN SECONDARY SCHOOL DROPOUTS AND  
CAMBODIAN-AMERICAN SECONDARY SCHOOL DROPOUTS (1980-  
1990)

2. Name of author.

3. "A Project Submitted to the Faculty of the Graduate Program in..."

\* Double-space

\* See example on next page

4. Department: Counselor Education and Rehabilitation

5. Major: (insert your major)

6. California State University, Fresno

7. Semester and Year of completion.

See examples of the Title Page on the following pages.

**Copy the format and use it.**

## **EXAMPLE #1: Title Page**

SI SE PUEDE: A HIGH SCHOOL TRANSITION GUIDE TO COLLEGE

By  
Veronica B. Martinez

A Project Submitted to  
Dr. Albert Valencia

In Partial Fulfillment for the  
Degree of  
Master of Science in Counseling  
With an Option in Counseling and Student Services

California State University, Fresno

Fall 2007

## **EXAMPLE #2: Title Page**

FIRST GENERATION UNIVERSITY STUDENTS: ACADEMIC  
SUCCESS AND UNIVERISTY EXPERIENCE AND CHALLENGES

By  
Noel R. Quintero

A Project Submitted to  
Dr. Albert Valencia

In Partial Fulfillment for the  
Degree of  
Master of Science in Counseling  
With an Option in Counseling and Student Services

California State University, Fresno

Fall 2012



## APPROVAL PAGE

The heading, APPROVAL PAGE, appears in the center of the page, 1-and-one-half inches from the top of the page. This is the page that your 298 Project instructor/supervisor signs after the final “polished” project draft is approved. The approval page contains the following four items:

1. Title (capitalized, single-spaced)
2. Author
3. APPROVED BY:
4. Project Advisor

Two examples of the APPROVAL PAGE are on the following pages.

**Copy the format and use it.**

## **EXAMPLE #1: APPROVAL PAGE**

APPROVAL PAGE

SI SE PUEDE: A HIGH SCHOOL TRANSITION GUIDE TO COLLEGE

Veronica B. Martinez

APPROVED BY:

---

Dr. Albert Valencia  
Project Advisor

## **EXAMPLE #2: APPROVAL PAGE**

APPROVAL PAGE

FIRST GENERATION UNIVERSITY STUDENTS: ACADEMIC SUCCESS  
AND UNIVERISTY EXPERIENCE AND CHALLENGES

Noel R. Quintero

APPROVED BY:

---

Dr. Albert Valencia  
Project Advisor

## COPYRIGHT PAGE

The heading, COPYRIGHT PAGE, appears in the center of the page, 1-and-one-half inches from the top of the page. This page will alert readers to copyright protection. An unpublished work is copyrighted from the moment it is fixed in discernible form. Copyright protection is “an incident of the process of authorship” (personal communication, David Migaki, 1989, faculty member, San Jose State University). This page contains the following two items:

1. Copyright Year
2. Author

Two examples of the COPYRIGHT PAGE are on the following pages.

**Copy the format and use it.**

## **EXAMPLE #1: COPYRIGHT PAGE**

COPYRIGHT 2007

Veronica B. Martinez

## **EXAMPLE #2: COPYRIGHT PAGE**

COPYRIGHT 2012

Noel R. Quintero

AUTHORIZATION FOR REPRODUCTION  
OF THE MASTER'S DEGREE 298 RESEARCH PROJECT

The heading, AUTHORIZATION FOR REPRODUCTION OF MASTER'S PROJECT, appears in the center of the page, 1-and-one-half inches from the top of the page. This is the page that you, the author, will sign after the final project draft is approved and signed by your 298 instructor. This page contains the following three items:

1. Granting permission for the reproduction of this project or thesis in part or in its entirety without further authorization from me, on the condition that the person or agency requesting reproduction absorbs the cost and provides proper acknowledgment of authorship.
  
2. Permission to reproduce this project or thesis in part or in its entirety must be obtained from me.
  
3. Signature of the Project Author for either the first or second statement.

**See example on the following page.  
Copy the format and use it.**

**EXAMPLE: AUTHORIZATION FOR REPRODUCTION OF THE  
298 MASTER DEGREE RESEARCH PROJECT**

AUTHORIZATION FOR REPRODUCTION  
OF THE 298 MASTER'S DEGREE RESEARCH PROJECT

I grant permission for the reproduction of this project or thesis in part or in its entirety without further authorization from me, on the condition that the person or agency requesting reproduction absorbs the cost and provides proper acknowledgment of authorship.

---

Permission to reproduce this project or thesis in part or in its entirety must be obtained from me.

---



## DEDICATION

The heading, DEDICATION, appears in the center of the page, 1-and-one-half inches from the top of the page. This page gives you an opportunity to offer a personal tribute to a person or persons, living or deceased, who inspired, motivated, or otherwise energized your effort. Feel free to use words, art, and photographs. This is the only page in the 298 Research Project that is not required to conform to APA format and style.

**See example on the following page.  
Copy the format and use it.**

## **EXAMPLE: DEDICATION**

### DEDICATION

I would like to dedicate this project to several people. First, to my second grade teacher Mrs. Lazar who....

## ACKNOWLEDGMENTS

The heading, ACKNOWLEDGMENTS, appears in the center of the page, 1-and-one-half inches from the top of the page. On this page, formal acknowledgment is given to those who guided, supported, and otherwise assisted in your project effort. The writing is in paragraph form.

The numbering of the 298 project manuscript pages begins on this page. Counting each page, starting from the TITLE PAGE, insert the appropriate lower-case Roman numeral at the bottom of this page. The Roman numerals will appear at the center of the page, one inch from the bottom of the page. Roman numerals will be used up to, but not including, the first page of Chapter One.

**See example on the following page.  
Copy the format and use it.**

## **EXAMPLE: ACKNOWLEDGEMENTS**

### ACKNOWLEDGMENTS

I would like to acknowledge Dr. \_\_\_\_\_, for the patience he has shown me in helping me to accomplish this project, which I thought I could never do. Thank you to \_\_\_\_\_, for assisting me in.... I would also like to thank. \_\_\_\_\_ and \_\_\_\_\_ for being great mentors.

## ABSTRACT

The heading, ABSTRACT, appears in the center of the page, 1-and-one-half inches from the top of the page. The ABSTRACT is a 150-300 word summary (1-2 pages) of the project. The ABSTRACT addresses the introduction, background, statement of the problem, statement of the purpose, research questions, findings, and, recommendations. The ABSTRACT is accurate, self-contained, concise, specific, non-evaluative, coherent, and, readable. Generally, the abstract does not contain references.

The ABSTRACT will mirror the ABSTRACT guide offered by the Division of Graduate Studies. This guide is found in the package containing the 298 Proposal Sheet. An example is offered on the following page.

Suggestion: Write the ABSTRACT **after** you are 100% completed with the Research Project.

**See examples on the following pages.**

**Copy the format and use it.**



**EXAMPLE #1: ABSTRACT**

California State University, Fresno  
 Kremen School of Education and Human Development  
 298/Project

TOPIC AREA (select appropriate degree)

|                   |                                |         |   |
|-------------------|--------------------------------|---------|---|
| Counseling        | MS <u>      x      </u>        | Option: | Counseling and<br>Student Services        |
|                   | MS <u>                    </u> | Option: | Marriage and<br>Family Counseling         |
|                   | MS <u>                    </u> | Option  | Student Affairs and<br>College Counseling |
| Education         | MA <u>                    </u> |         |   |
| Special Education | MA <u>                    </u> |         |   |

Name: Veronica B. Martinez Semester Completed: Fall 2007  
 Instructor: Dr. Albert Valencia Date Completed: Fall 2007

Title: SI SE PUEDE: A HIGH SCHOOL TRANSITION GUIDE TO COLLEGE  
 ABSTRACT

The transition from high school to college can be difficult. Minorities, especially the Latino population, have one of the highest high school drop out rates in the United States. In a recent study, the authors found that only 20.8% of Latinos were prepared to be admitted to a University of California school and/or California State University. If the problem continues with Latinos not continuing with their education, society will see more undereducated Latinos who are not prepared to gainfully participate in our economy.

The purpose of the project is to create a handbook for high school Latino students. The project proposed to assist Latino students to become aware of programs that will help them to graduate and to also learn about requirements to enter a university. The research questions that served to guide this project are:

1. Why are Latino high school students not attending college?
2. What outreach services do universities provide for Latinos?

This project will be conducted in Fresno County, a populated Latino urban area in central California. and, will focus on students from the Fresno Unified School District.

Research suggests that the typical Latino student is unaware of financial aid, retention programs, and scholarships that are available to assist them to attend college. With the proposed handbook, students have a better opportunity to understand university requirements and services available designed to enhance their college success. From the research findings, the following recommendations are offered to future researchers: design workshops for students and their parents to educate them on the types of services that are available; and, design models that encourage high school counselors to assist in the dissemination of the information.

## EXAMPLE #2: ABSTRACT

California State University, Fresno  
Kremen School of Education and Human Development  
298/Project

TOPIC AREA (select appropriate degree)

|                   |                 |         |                                 |
|-------------------|-----------------|---------|---------------------------------|
| Counseling        | MS <u>  X  </u> | Option: | Counseling and Student Services |
|                   | MS _____        | Option: |                                 |
| Education         | MA _____        |         |                                 |
| Special Education | MA _____        |         |                                 |

|                                 |                     |           |
|---------------------------------|---------------------|-----------|
| Name: Mainou Her                | Semester Completed: | Fall 2011 |
| Instructor: Dr. Albert Valencia | Date Completed:     | Fall 2011 |

Title: PURSUIT OF HIGHER EDUCATION: ACCULTURATION LEVELS AND SELF-PERCEPTIONS OF CHALLENGES AND ACHIEVEMENTS OF HMONG WOMEN

### ABSTRACT

This study focused on acculturation levels that may be associated with Hmong women’s success in matriculating and graduating from college and the self-perceptions of challenges and achievements that helped Hmong women through their educational endeavor. By examining the different aspects and experiences that may influence the success of Hmong women’s matriculation and graduation in higher education; this study provided further clarity to the understanding and appreciation of Hmong women’s experiences in college. The goal of this study was to provide recommendations to motivate, empower, and encourage Hmong women in their pursuit of a higher education degree.

This study was guided by the following two research questions:

1. To what degree do levels of acculturation have an effect on Hmong women’s obtainment of a higher education degree?
2. What are the perceived factors of educational challenges and achievements during Hmong women’s pursuit in higher education?

The data for this study was collected from a community college and California State University (CSU) in the California Central Valley. The participants in this study consisted of 22 Hmong women who were matriculated in college or graduated from college. This project consisted of a quantitative study. Specifically, the study examined if acculturation has an effect on Hmong women’s obtainment of a higher education degree. The acculturation levels presented were measured with the East Asian Acculturation Measure (EAAM) instrument. Moreover, the self-perceptions of challenges and achievements based on the Hmong women’s experiences were examined. Survey questions were developed based on the information from the Literature Review in Chapter Two and the researcher’s experiences.



### EXAMPLE #3: ABSTRACT

California State University, Fresno  
Kremen School of Education and Human Development  
298/Project

TOPIC AREA (select appropriate degree)

Counseling MS   X  

MS \_\_\_\_\_

Education MA \_\_\_\_\_

Special Education MA \_\_\_\_\_

Option: Counseling and  
Student Services

Option: Marriage and  
Family Counseling

Name: Fida Taha

Semester Completed: Fall 2009

Instructor: Dr. Albert Valencia

Date Completed: Fall 2009

Title: BRIDGING THE GAP BETWEEN ARAB MUSLIM AMERICANS  
AND MAINSTREAM AMERICANS

#### ABSTRACT

America had been perceived for many generations as the land of opportunities; however, the experience faced by every minority group that sets a foot in the United States is often bittersweet. Although Arab Muslim Americans have a long history in the United States, they currently are one of the most misrepresented and misunderstood groups. Due to the misconceptions and lack of understanding between Arab Muslim Americans and mainstream Americans, discrimination occurs which leads to discomfort and suspicion in both groups. Therefore, addressing this dilemma and trying to resolve it is essential.

The purpose of this project is to provide a dialogue between Arab Muslim Americans with mainstream Americans to understand the misperceptions about each other as well as to be exposed to possible venues to resolve some of the misunderstandings. The research questions that served to guide this project are:

1. What are some perceived stereotypes held by mainstream Americans about Arab Muslims?
2. To what degree do Arab Muslims avoid sending their children to American public schools and for what reasons?
3. How could the educational system play a role in bridging the gap between Arab Muslim Americans and mainstream Americans?

This project will be conducted in Tulare and Fresno Counties, surveying mainstream American graduate students and interviewing Arab Muslim American parents. A presentation to the first group mentioned earlier and a workshop to the second group will be developed.

**EXAMPLE #3: ABSTRACT (cont.)**

Research suggests that the mainstream American is exposed to many stereotypical images of Arab Muslims and lacks the knowledge about this population. However, the curiosity and will to learn about Arab Muslims is present. Research also found that Arab Muslims in the Tulare and Fresno Counties have experienced little to no discrimination. However, parents are facing challenges and having fears raising their children in America; yet, their involvement to increase awareness in their communities and children's school is very minimal if at all. With the proposed presentation to educators and school personnel about Arab Muslims and the workshop for Arab Muslim Americans, the misunderstanding and lack of communication between the two groups would improve.

From the research findings, the following recommendations are offered to future researchers: develop a quantitative survey for mainstream Americans to collect more precise data about their knowledge of the Arab Muslims, include Arab Muslim students in the study to have a better and more accurate understanding of their experiences, and develop a workshop for this population to enhance their ability to balance between the Arab Muslim and American cultures successfully.

XX  
TABLE OF CONTENTS

The heading, TABLE OF CONTENTS, appears in the center of the page, 1-and-one-half inches from the top of the page. The Table of Contents lists every chapter, every center heading, and, every side heading that appears in the narrative. Also, the TABLE OF CONTENTS will list all tables, charts, and, figures that appear in the Project manuscript. Refer to your APA Publications Manual (7<sup>th</sup> ed.) and/or to examples offered by your 298 instructor for exact ordering of the contents. This listing of the contents in the TABLE OF CONTENTS must mirror **exactly** where they are found in the manuscript.

1. The page numbering will change every time you modify the contents.
2. Suggestion: work on the page numbers at the very end of your writing. Not before.

**See example on the following two pages.  
Copy the format and use it.**

## EXAMPLE: GENERIC TABLE OF CONTENTS:

| TABLE OF CONTENTS                                |  | Page |
|--|--|------|
| LIST OF TABLES . . . . .                         |  | #    |
| LIST OF FIGURES. . . . .                         |  | #    |
| CHAPTER ONE - INTRODUCTION . . . . .             |  | #    |
| Introduction . . . . .                           |  | #    |
| Background . . . . .                             |  | #    |
| Statement of the Problem. . . . .                |  | #    |
| Statement of the Purpose . . . . .               |  | #    |
| Research Question . . . . .                      |  | #    |
| Definition of Terms . . . . .                    |  | #    |
| Assumptions . . . . .                            |  | #    |
| Limitations . . . . .                            |  | #    |
| Delimitations . . . . .                          |  | #    |
| Significance of Study. . . . .                   |  | #    |
| Chapter Summary. . . . .                         |  | #    |
| CHAPTER TWO - REVIEW OF THE LITERATURE . . . . . |  | #    |
| Introduction . . . . .                           |  | #    |
| Center or Side Heading . . . . .                 |  | #    |
| Center or Side Heading . . . . .                 |  | #    |
| Center or Side Heading . . . . .                 |  | #    |
| Chapter Summary. . . . .                         |  | #    |

**EXAMPLE: (CONT: OF GENERIC TABLE OF CONTENTS)**

|   |   |
|---|---|
| CHAPTER THREE - METHODOLOGY . . . . .                     | # |
| Introduction . . . . .                                    | # |
| Side Heading . . . . .                                    | # |
| Side Heading . . . . .                                    | # |
| Side Heading . . . . .                                    | # |
| Side Heading . . . . .                                    | # |
| Chapter Summary. . . . .                                  | # |
| CHAPTER FOUR - PRESENTATION OF THE PROJECT .. . . .       | # |
| Introduction . . . . .                                    | # |
| Center or Side Heading . . . . .                          | # |
| Center or Side Heading . . . . .                          | # |
| Center or Side Heading . . . . .                          | # |
| Center or Side Heading . . . . .                          | # |
| Center or Side Heading . . . . .                          | # |
| Chapter Summary . . . . .                                 | # |
| CHAPTER FIVE - SUMMARY, CONCLUSIONS, AND, RECOMMENDATIONS | # |
| Introduction . . . . .                                    | # |
| Summary . . . . .   | # |
| Conclusions . . . . .                                     | # |
| Recommendations. . . . .                                  | # |
| Chapter Summary. . . . .                                  | # |
| REFERENCES . . . . .                                      | # |
| APPENDICES . . . . .                                      | # |



WRITING GUIDE:  
COUN 298 & REHAB 298  
PROJECT

“El Si”

**PART TWO:**  
*Chapters 1-2-3-4-5,*  
*References, Appendices*

Albert Valencia, Ed.D.

Professor

Department of Counselor Education and Rehabilitation

Kremen School of Education and Human Development

California State University, Fresno

**Academic Year 2021-2022**

## CHAPTER ONE

### INTRODUCTION

#### Introduction

The heading, CHAPTER ONE, appears on the first line 1-and-one-half inches from the top of the page, and, the term INTRODUCTION appears on the second line. Both headings appear in the center of the page and both are in uppercase. Begin your page numbering for the five chapters, references, and, appendices, here. Page numbers are listed at the upper right hand corner, one-inch down from the top, and, one-inch from the right edge. In most cases, your computer automatically does a fine job of adding the page numbers in the appropriate spot.

In CHAPTER ONE, there are 11 side headings. The word, Introduction, is your first side heading and it appears on the left hand margin. Only the "I" in Introduction is uppercase. This chapter provides the rationale for your study and shows that the study is related to your learning in the Kremen School of Education and Human Development. The chapter begins with an overview of the subject area and ideally funnels paragraph-by-paragraph into a final sentence that is a general description of the area to be researched. Leave the details describing your research "setting" for the next section.

Include one or a combination of the following four basic reasons to explain to the reader why you are conducting this research project:

1. Using our university databases, there is little to no research existing on this topic.
2. There is limited research, however, it is too narrow to be generalized.
3. There is a good deal of research, however, the results are contradictory.
4. At least, two theories explain the same phenomenon, however, the theories recommend or predict different outcomes.



Consider using the following writing and organizing tips:

1. Start your Introduction with the big picture (i.e., Education in America), and, narrow it down.
2. Use care to not be too technical or esoteric.
3. Understand your topic; use everyday words.
4. Abbreviations can be used in each chapter only after they have been spelled out.
5. Wording that is ambiguous or uses run-on sentences is hard, and, boring, to follow.
6. Do not include your personal views, opinions, adjectives, or, unqualified statements.
7. As you begin chapter one, include evidence from your literature review in each sentence.
8. Tell the reader what they are going to read.
9. Use transition sentences to link your paragraphs.
10. See "WordSmithing" in the appendices for specific editing guidelines.

See the Introduction examples offered in class.

## Background

The word Background is your second side heading. If you will be collecting empirical data, this section gives the reader a glimpse of the research setting and the population that will generate the research sample. **Or**, if you are writing a handbook, curriculum, a collection of “best practices”, if you are planning a workshop/in-service training, or, preparing a power point presentation this section will describe the intended audience.

This section addresses the research setting, or, the intended audience in relationship to various factors that generate from your research question. Sometimes, depending on the circumstances, the factors may even include aspects of history, geography, economics, social, as well as, political realities. You will tell the reader “why” this project is important to the intended audience.

To begin, imagine that someone who is interested in your topic, and, knows very little about it, will read your project. Begin with the following ideas:

1. If you will be collecting empirical data, connect the setting to your population, and, identify the general and the specific population(s) to be investigated.

**Or**

2. If you will be writing a handbook, curriculum, a collection of “best practices”, or, planning a workshop/in-service training, or, a power point presentation describe and identify the general and specific audiences to be addressed. Tell the reader how the identified audience might benefit from reading your manuscript.
3. If you will be utilizing a mixed methodology, that is, if you will be using both empirical, and, best practices as determined from your review of the literature, generally describe to the reader what you intend to accomplish.
4. Do not include too much detail in this description; reserve the detail for chapter three.
5. Although chapters stand alone, paragraphs do not. Always use transition sentences to connect ideas and paragraphs.

See the Background examples in class.

### Statement of the Problem

The term, Statement of the Problem, is your third side heading. In this section you will utilize your review of the literature to offer to the reader evidence for the validity of your research study. You will cite many problems. However, your aim is to pin down your research to one problem that is specific and judged to be "do-able". The Statement of the Problem is supported with empirical evidence that emerges from your review of the literature. If you are not able to

support a sentence with a reference citation, do not use the sentence. The problem statement seeks to be clear, and, specific in identifying the focus of the project and is richly supported by literature references. Ideally, the statement of the problem appears as a concluding sentence at the end of one of your opening paragraphs.

Supported by references, the statement of the problem will explain the different aspects of the "problem". The relevant variables are included, and, you will give the reader a sense about the "big picture". The goal is to leave the reader clear as to why you are conducting the research, and, as a concluding sentence, and, as an attention grabber, cite the consequence if no one, ever, addresses this problem.

Writing and organizing tips:

1. Support your "statement of the problem" with evidence from the literature. Personal impressions, your feelings, or, personal views, no matter what your experiences include, are not acceptable. In your first three drafts, use one reference per sentence. If you do not have a reference, do not use the sentence.
2. Be clear and specific (no meta-mush). Delete your personal views, opinions, or, judgments.
3. Be concise in your writing, select words carefully, and, above all, be specific.
4. At the end of your opening paragraphs, in one sentence, present the problem that you are focusing on. Use everyday language so that your audience can understand you.
5. Your challenge is to learn to use transition sentences to bridge paragraphs.
6. Cite every sentence.

See the Statement of the Problem examples in class.

## Statement of the Purpose

The term, Statement of the Purpose, is your fourth side heading. In this section tell the reader how you are going to address a very specific part of the large set of problems that you previously identified. The Statement of the Purpose specifies the project's goals and objectives. Literally, copy and begin this section with the following: "The purpose of this project is to....".

The first sentence in your statement of the purpose is the proverbial "answer" to one aspect of your "statement of the problem", and, is followed by one or more explanatory paragraphs offering evidence from the literature to support the project. If you find an abundance of articles to support the project, your major task will be to isolate a selected few articles to present. If, on the other hand, your literature search reveals that there is a scarcity of literature in your subject area, your major task will be to find relevant articles and/or to interview, and, reference recognized "experts" in the field.

### Writing and organizing tips:

1. Do not combine the Statement of the Problem with the Statement of the Purpose (they are very different).
2. The Statement of the Problem tells the reader why the research is important, and, the Statement of the Purpose describes exactly what it is that you are proposing to do.
3. Strive to be specific and clear.
4. Show that your project is feasible ("do-able").
5. Focus on the use of transition sentences.

See the Statement of the Purpose examples in class.

## Research Question

The term, Research Question, will be your fifth side heading. "Research questions are used when insufficient empirical data is available for the generation of a testable hypothesis" (Migaki, 1989, p. 3). In much of the research in Counselor Education, especially research linked to the Central Valley where many individuals in the population are new arrivals to the US, these populations are also "new" to the literary archives, and, do not enjoy a wealth of relevant, "previous" archival data. Therefore, research questions are utilized to assist in the gathering of data so that one day in the future, there will exist sufficient empirical data to generate testable hypotheses.

Research questions are written in clear, unmistakable language. They directly link the Statement of the Problem to the Statement of the Purpose. When taken all together, according to Migaki (1989, p. 3), research questions "circumscribe the research purpose". The research questions are open-ended. That is, they cannot be answered solely by "yes" or "no".

Research questions are few in number, however, they are powerful in their ability to quickly become unmanageable. Each research question is capable of generating a mountain of data that must remain "manageable". Therefore, choose your research questions wisely.

Poorly written research questions may not guide you to the data that you want. Too many research questions could give you more data than you can handle. Think of research questions as specifically guiding your library investigation. Remember, as stated by a university statistic professor during a lecture, "a good question is half of the answer" (Dr. Bobby Hopkins, University of the Pacific, Stockton, CA). Lastly, there are two types of research questions, data-driven and literature driven.

If your project focuses on collecting and analyzing data, your research question(s)

(i.e., **data-driven**), will be derived from previously published data, and, will propose specific ways to collect and analyze research data, and, to contrast and compare the data to information previously reported in the literature. For **data-driven** research projects, like the examples shown below, more than one research question is common. Each of the research questions were taken from the Abstracts of completed COUN 298 Research Projects that were supervised by Dr. Albert Valencia, Professor and former Chair of the Department of Counselor Education and Rehabilitation in the Kremen School of Education and Human Development, at California State University, Fresno. Permission to use the materials was granted from each of the Project authors.

The following four **data-driven** research questions are taken from Francisco Herrera who completed his research project in 1991. The questions were constructed to be measurable, and, his questions are presented below in italics:

*“This study was guided by the following research questions:*

- 1. To what degree do Mexican and Mexican-American students who participate in after school sports improve their educational achievement (i.e., grade point average)?*
- 2. What is the impact of after school sports on the student's reported study time?*
- 3. To what degree do after school sports assist Mexican and Mexican-American students to concentrate better on school subjects?*
- 4. What are some perceived psychological benefits from sport participation as reported by the participant athletes?”*

In another project, the following two **data-driven** research questions are taken from Mainou Her who completed her research project in fall 2011. The questions were structured to be measurable, and, are presented below in italics:

*“This study was guided by the following two research questions:*

1. *To what degree do levels of acculturation have an effect on Hmong women's obtainment of a higher education degree?*
2. *What are the perceived factors of educational challenges and achievements during Hmong women's pursuit in higher education?"*

**Or**, on the other hand, if the purpose of your project is to create a handbook or a curriculum, to present "best practices", or, to prepare a training workshop or power point presentation, your research question is derived from the previously published literature (i.e., **literature-driven**), and, describes what your project is proposing to accomplish. In this case, one carefully crafted **literature-driven** research question is often enough to generate all of the details and information that you will need to conduct your study. The following are **three** examples of research questions for **literature-driven** projects. Each of the research questions were taken from the Abstracts of completed COUN 298 Research Projects that were supervised by Dr. Albert Valencia, Professor and former Chair of the Department of Counselor Education and Rehabilitation in the Kremen School of Education and Human Development, at California State University, Fresno. Permission to use the materials was granted from each of the Project authors.

The first example from a **literature-driven** project was taken from Lauren Perkins Childs who completed her Project in fall 2009, and the question is presented below in italics:

*"The proposed study was guided by the following question:*

1. *What are the components of a seminar curriculum that will teach life skills, as well as academic intervention and success tools in order to equip former foster youth to be successful as they transition into institutions of higher education?"*

The second example from a literature-driven project was taken from the completed Project of Adrienne Hegr in spring 2011, and, the questions are presented below in italics:

*“The project was guided by the following research questions:*

- 1. What are factors that contribute to resilience?*
- 2. How can resilience be enhanced in at-risk populations to prevent the development of pathology?”*

The third example of a literature-driven project was taken from the completed Project of Pedro Herrera in fall 2010, and, the questions are presented below in italics:

*“This study will be guided by the following three questions:*

- 1. What are the sources of academic stress among undergraduate students?*
- 2. What impact does academic stress have on undergraduate student’s psychological and physical well-being?*
- 3. What are the coping strategies or management programs (“Best Practices) to help undergraduate students with academic stress?”*

**Or**, in the world of academic writing, a **mixed methodology**, where you would have a data-driven, and, a literature-driven set of research questions, will take longer to get the facts, and to do the writing, but it will be worth the time and energy. One example of a mixed methodology, was taken from the Project of Fida Taha in fall 2009, and, the Research Questions are presented below in italics:

*“To guide this study to provide a more comprehensive understanding of the misconceptions between Arab Muslim Americans and mainstream Americans, the researcher will present two research questions that are data driven. Furthermore, to fulfill the purpose of this project, the author will prepare informational presentations and workshops to both groups. Hence, the author presents a third research question derived from both the literature review and the preliminary findings of the data.*



1. *What are some perceived stereotypes held by mainstream Americans about Arab Muslims?*
2. *To what degree do Arab Muslims avoid sending their children to American public schools and for what reasons?*
3. *How could the educational system play a role in bridging the cultural gap between Arab Muslim Americans and mainstream Americans.”*

See the Research Question examples in class.

### Definition of Terms

The term, Definitions of Terms, will be your sixth side heading. This section defines terms that are found in the project narrative that may not be in common, every day, familiar usage. These terms may include esoteric terms (i.e., known only to a few), abbreviations, culturally specific words, or, other words that appear in your writing which may need to be explained. Be careful to explain your items so that the reader is clear as to what you mean. The definitions that you use may be from an outside source or they may be from your own personal or professional experience.

The following example presented below is taken from the completed 298 Project of Shimeka Conway in fall 2010, and, is set in italics:

*“For the purpose of this project, the following terms are defined:*

1. *African American or Black: is used to identify an individual who is a descendent of the continent that is referred to as Africa.*
2. *Administrators: School principle, school counselors, and learning directors.*
3. *Teachers: a person who provides schooling for others.*
4. *School Districts: In the United States, public schools are either school districts, which are*

*independent special-purpose government, or dependent school systems, which are under the control of state or local government.*

5. *K-12: The expression is a shortening of Kindergarten (4-6-year-old) through 12<sup>th</sup> grade.*
6. *HBCU: Historically Black Colleges and Universities (HBCU) Institutions of higher education in the United States that were established before 1964 with the intention of serving the black community.*
7. *Mentoring: A means of providing help, guidance, and support to other people.*
8. *Role Model: person who serves as an example, whose behavior is emulated by others.”*

See the Definition of Terms examples. Copy the format and use it.

### Assumptions

The word, Assumptions, is your seventh side heading. This section dwells on the obvious.

This is an actual example set in italics; copy and use the following form and structure:

*“For the purposes of conducting this project, the researcher assumes the following:*

1. *Counselors will be willing to cooperate with the researcher in completing this survey during the months of March and April, 2008.*
2. *Counselors will answer the survey questions to the best of their ability.”*

See the Assumptions examples in class. Copy the format and use it.”

### Limitations

The term, Limitations, will be your eighth side heading. This section highlights aspects of your study that are beyond your control. This is an actual example set in italics; copy and use the following form and structure:

*“For the purposes of conducting this research, the researcher accepts the following restrictions:*

- 1. Some teachers who feel less than positive in their cross-cultural interactions with students may have negative feelings about this survey and may subsequently decide not to participate.*
- 2. The research will be limited to those counselors who have the time, energy, and desire to respond to this survey.”*

See the Limitations examples in class. Copy the format and use it.

#### Delimitations

The term, Delimitations, will be your ninth side heading. This section shows how you, as a researcher, will limit the study. The following is an example and is set in italics; copy and use the following form and structure:

*“For the purposes of conducting this study, the researcher encumbers the project with the following restrictions:*

- 1. This study will be limited to Eddie Carajo High School in the Sal Si Puedes Unified School District, in Fresno County, thus making the results not necessarily generalizable to other schools in California, or, in the United States.*
- 2. The survey will be administered only to full-time left-handed curly-haired counselors working in grades 9-12 who rode alongside General Pancho Villa.”*

See the Delimitations examples in class. Copy the format and use it.

## Significance of the Study

The term, Significance of the Study, will be your tenth side heading. This section tells how the study can be beneficial to the audience that you identified in your Background section.

The following is an example, and, is set in italics; copy and use the form and structure:

*“This study will be an aid to counselors, students, administrators, and, researchers.*

*With proper implementation, and, support the study can be utilized in the following manner:*

1. *Counselors: Give counselors added information to increase their effectiveness and efficacy with students.*
2. *Students: Assist students to increase their academic and career potential.*
3. *Administrators: Provide school site and school district administrators with timely, relevant information to integrate into the districts long-range strategic planning document.*
4. *Researchers: Encourage further research in the area of bilingual counseling particularly at the secondary level.”*

See the Significance of the Study examples in class. Copy the format and use it.

## Chapter Summary

The term, Chapter Summary, is your eleventh, and, final side heading for chapter one. This final section is a review of what the reader just read. This review can generally be accomplished in two to three paragraphs by rephrasing the introduction, background, the problem statement, the purpose statement, and, the research question(s). The last part of this section is a sentence that serves to transition the reader to Chapter Two. Hence, this section tells the reader what they just read, and, what they are going to be reading next. This chapter summary section is included at the end of all five chapters. Two examples of a Chapter Summary begin in the

next paragraph.

The following is the first example of a Chapter Summary taken from Selene de Haro who completed her Project in fall 2011. The example is set in italics and presented below:

*“The author intends to find the best interventions that can be implemented to help improve English Language acquisition for ELL students. The project is aimed to empower teachers, parents, and, administrators to use and implement the best interventions that may serve to improve English language acquisition. Today the majority of English Learners receive instruction from teachers who have little to no training in working with culturally and diverse students. Research recommends that English Learning students be supported in their first language and given four to seven years to become academically proficient. However, ELL’s are expected to become sufficiently fluent to take standardized and state mandated test in a few ears. English Learners are held to the same standards as their native speaking peers. The purpose of this study will be to examine strategies that have assisted English Language learners increase their language skills. This study will investigate various methods that have had the best results in assisting and effectively increasing language skills in English Language learners. The research questions that will be utilized to guide the study will be:*

- 1. What are the challenges faced by English Learners in the K-12 education system.*
- 2. What are some of the best interventions that can help students with the identified challenges?*

*The findings from this study will be available to counselors, English learning students, future English Learners, parents of English Language Learning students, Teachers and administrators in order to increase English Language skills and to decrease the challenges that the students face when learning English as a second language. The chapter that follows offers a review of pertaining literature as it relates to challenges and of English Language Learners.”*

The following is the second example of a Chapter Summary taken from Tiffinny Benjamin in spring 2009. The example is presented below and is verbatim and set in italics for emphasis:

*“Research indicates that although a military conflict ends, the war often comes home with the warrior. Current studies show that veterans from the current conflicts in Iraq and Afghanistan are returning with higher percentages of PTSD and TBI than veterans from any other conflict in American history. The same medical advances that make these conditions more detectable and treatable are also keeping veterans alive under conditions that would previously have been hopeless. While there are fewer soldiers lost on the battlefield, higher numbers are coping with significant disabilities, are lost to suicide, or fall victim to a nation that does not understand them, and an administration that cannot provide the appropriate mental health services to support them. Student veterans return to college campuses and begin to move on with their lives, only to find that their war experiences haunt and follow them. Prior war conflicts should serve as ample notice that a prepared college is one that addresses the needs of their students before the needs become a hindrance. Additionally, by providing sufficient training for new counselors in the wounds of war, counseling programs can provide the resources student veterans need while utilizing student interns who are eager to assist and committed to providing state-of-the-art counseling services. Current research as well as historical research and data provided in the following chapter will outline the importance of preparing services to address the needs of veterans and student veterans before the swell of returning troops.”*

See the Chapter Summary examples provided in class. Copy the format and use it.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### *"Before You Begin": An Overview*

*This chapter reveals the pertinent information that is related to your research project. Your research question(s) is/are the foundation for this chapter. You will include the major findings that emerge from your literature search and relate how they are relevant and/or applicable to your research question(s). By the time the reader reads this section, he or she should have a clear picture as to "what is happening" in the literature, and, how the literature supports and/or is related to your research question(s). From reading this chapter, the reader will know who conducted the pertinent research, when it was conducted, (maybe even how or why it was conducted), and, the bearing of the findings on your research project. This chapter is, **by far, the most time consuming.** Eat your Wheaties, tighten your shoelaces, and, inform those who love you that for the next three months you will be superbly preoccupied.*

#### Introduction

The heading, CHAPTER TWO, appears on the first line 1-and-one-half inches from the top of the page, and, REVIEW OF THE LITERATURE appears on the second line. Both headings appear in the center of the page. The word, Introduction, is your first side heading of this chapter, and, only the "I" is uppercase. Begin the Introduction by including a brief description (use one sentence for each) of the: introduction, background, statement of the problem, statement of the purpose, then, copy and paste your research question(s) as they appear in chapter one.

Then, in a separate paragraph, for the benefit of future researchers, include the methodology by which you conducted the literature review. In sharing the methodology that you used to locate the literature include the following: (write your narrative without the numbers)

1. Search engines - Cite each specific search engine that you used, and, tell the reader your location when you used it (i.e., at the library, on-line).

2. Scope of literature - Specify if you targeted all of the literature, or, selected parts?
3. Sources - Report if you utilized journals, books, periodicals, interviews, and/or other non-print media.
4. Descriptors,  
Keywords, and  
Subject Headings - List your search descriptors, keywords, and, subject headings.
5. Time Frame - List the time frame(s) used (i.e., 2000-2020, or, 1947-1959).
6. Utility of Search - How many sources did you find? Save the number.  
How many did you save and read? Save the number.  
How many of these sources did you actually use? Save the number.

Specifically, tell the reader how many literature review categories you will present, and, in what order the categories will be presented. The following are a few writing hints:

1. Keep a hard copy of all your bibliographic materials. It is not uncommon to see adults cry and sing the blues when they lose all, or, parts of their literature review.
2. Organize your notes, bibliographic materials, and, references. Do it **now**; do not wait.
3. When using articles/books, always keep track of page numbers (especially with quotations).
4. "Save" and "backup" all of your computer work, every time (!). Protect your work against accidents. Accidents happen. Cars are stolen or broken into, homes and rooms burn down, backpacks are lost, flash drives can become infected with viruses and remain "locked", computers freeze into a series of non-responsive blue screens, and, laptops are dropped into the ocean. Use flash drives to copy your work; store your work in the "cloud"; email your work to your email account; and/or, print a hard copy. Better safe than sorry; be safe and back up your work.
5. Consult with reference librarians at Madden library, and, your COUN 298 instructor. On-going consulting about search engines, descriptors, key words, subject headings, and, research questions with a student colleague who knows **less** than you do, is a recipe for disappointment.
6. Keep a hard copy of each reference used. If you cite a reference, you must make a copy. If you cannot find the original reference, you cannot use the material. Period.
7. Provide a complete "traceable" citation for each, and, every reference.



8. Always refer, and, always defer to the APA Publication Manual (7th Ed.). Always.
9. Do not use “as cited in”. Get the original source and cite it.
10. Use transition sentences. Think of transition sentences as bridges from one idea to another, and, from one paragraph to the next.
11. This chapter, the Review of Literature, is by far, is the **most** time consuming, and, the **most** crazy-making. The best way to dive into the literature is with a carefully crafted research question. On the other hand, poorly written research questions will test the patience and love of Mother Teresa, and, will exhaust the endurance of an Olympic caliber marathon runner. Poorly written research questions are the bane of research endeavors, and, with patience and diligence, can be avoided. Write your research question(s) on an index card and always carry it with you. It will be your life for a few months.

The first example of the Introduction to the Review of the Literature presented below is taken from a Project written in fall 2011 by Chong Lee:

*“Introduction*

*Education in America can have several benefits for an individual and their family (Crissey, 2009). Socioeconomic success is one of the potential benefits of achieving higher education in the United States (US). Data shows that on average, higher educational attainment is associated with higher earnings, and Asian Americans in general achieve the highest educational attainment and earn the highest (Crissey, 2009; Reeves & Bennett, 2004). However, data on Asian Americans’ educational and socioeconomic attainment are often aggregated, masking the vast difference in achievement and attainment across Asian ethnic groups (Crissey, 2009; Ngo & Lee, 2007; Reeves & Bennett, 2004). Many researchers have started to examine these numbers closely and have found unsettling differences between Asian American ethnic groups (Lee, 2001; Lor, 2008; Ngo & Lee, 2007; Reeves & Bennett, 2004).*

*Asian Americans who have been in the US for multiple generations, such as Japanese Americans and Chinese Americans sustained the highest achievements in academic and socioeconomic success, while those who are recent immigrants arrivals, such as the Hmong, are at the bottom (Lor, 2008; Ngo & Lee, 2007; Reeves & Bennett, 2004). The educational attainment of Hmong Americans is far behind that of other Asian American ethnic groups,*

as well as the general US population (Lee & Madyun, 2008). The purpose of this research project is to review relevant literature pertaining to Hmong students' educational experiences and to present key factors and strategies that assist Hmong students in attaining higher education. The findings from this project are intended to provide educators, counselors, school administrators, and the Hmong community a detailed list of strategies and factors that promote higher educational attainment among Hmong American students. This project is guided by the following research question:

1. What factors and strategies are conducive in promoting and improving Hmong students' matriculation into college?

This review of the literature was conducted by utilizing various search engines from California State University, Fresno Henry Madden Library. The primary method used to search for research articles was by selecting the multi-search option with Henry Madden Library's online article databases system. This allowed the author to search multiple search engines at one time pertaining to one area of interest. The search engines that provided the most useful research articles for this study were Education Research Complete (EBSCO), Educational Research Information Center (ERIC), Psych Info, and, Wiley Online Library. The author search for research articles under the subject areas of education, sociology, and, psychology. The review of the literature took place from the months of September, 2011 through December 2011. The majority of the research articles used were published from 2001, with the exception of one article being published in 1997. Search descriptors used were Hmong, Hmong students, Hmong high school students, Hmong college students, Hmong student academic achievement, Hmong academic achievement, challenges facing Hmong students, and, Hmong student matriculation. After compiling and reviewing the articles, they were sorted and saved in one of three folders: 1) about academic performances, or, 2) about Hmong students in general, or, 3) no good.

The second writer to offer the Introduction to the Review of the Literature is an example from a Project written by Ross Andrew Whitton in fall 2013 and is presented below:

*“Introduction*

*Steel and Thurmond (2009) found the main goal when implementing an online advising tool is that the author when using the tool can still challenge and clarify concerns of the student.*

*The study will show what students find to be the best practices when meeting and advisors and advisors can use this information to serve their students more efficiently. Barbuto, Fritz, Schinstock, and, Story (2011) state that the advisor-advisee relationship must be reviewed, then advisors will have more insight on how to create a positive relationship with students. The idea is not to get rid of the face-to-face interaction, Coleman (2006) suggests that online advising tools and the face-to-face sessions be combined.*

### *Research Questions*

*For this project the following research questions will serve to guide the study:*

- 1. What are the ideal characteristics of an academic counselor?*
- 2. To what degree can these ideal characteristics be used with an advising technology tool?*

### *Methodology*

*The following six points will focus on the methodology:*

- 1. Search engines: The search engine used was the online Psych-Info article database through the Henry Madden Library. Also, many online journals, such as the Journal of College Student Development Journal and the Research in Higher Education Journal found through the Henry Madden Library was also used.*
- 2. Scope of the Literature: With most of the literature that was found selected parts were used. The main focus when looking through the literature was to find the information that help to answer either research question.*
- 3. Sources: The sources used for the project were journal articles and books.*
- 4. Descriptors/Keywords/Subject Headings: Keywords used to search for the literature was Higher Education, Educational Technology, and, Academic Advising.*
- 5. Time Frame: The time frame of the literature used is 1989-2011.*
- 6. Utility of Search: The number of sources found was 36 journals and 20 books. The number of sources that were read and saved was 45 sources. The number of sources used was 29.”*

Each of the two Introductions to Chapter Two are different. They both show an adherence to the format and style recommended by the American Psychological Association without losing the fine elaborations. See more Introduction examples in class.

## Review of the Literature

The review of the literature is your opportunity to educate the reader. Tell the reader what they will find. Briefly introduce the categories of your literature review. Tell the reader the order in which the categories will be presented. Then, use side-headings for each of the literature categories that you are presenting. Each side heading will appear in the Table of Contents.

For references used in reviews of the literature, depending on your research question, we may need to provide answers to some or all of the following questions:

- |                                      |   |
|--------------------------------------|---|
| 1. Who conducted the research?       | - who was the author(s)?                              |
| 2. When was the research conducted?  | - what year was the research published?               |
| 3. Who were the subjects?            | - are the subjects related to your research question? |
| 4. Why was the research conducted?   | - does the study relate to your research question?    |
| 5. How was the research conducted?   | - what was the methodology?                           |
| 6. What were the research findings?  | - what did the article/book report?                   |
| 7. Where was the research conducted? | - is the location related to your research question?  |

If the information in any category is lengthy, consider having mercy on the reader and include a summary at the close of that category. An alphabetical list of all references is required for the research project, so keep updating your list of references as you write. Literally, stop writing, scroll to the end of your paper, and, add the reference citation with page numbers. In the end, if you cannot cite an original source, you cannot use the information. That is, if you do not have it, you cannot use it. Remember to use transition sentences, and, please consider the following writing and organizing hints:

1. Keep careful track of your notes. Leave notes for yourself on your notes.
2. Save and "backup" your manuscript, often.
3. Never "trash" anything... keep everything until you are 100% completed and the research project is bound.
4. Avoid "cognitive leaps"; stay with the facts.

See the Review of the Literature examples in class.

The following is an example of the Introduction to the Review of the Literature taken from the completed project by Tiffinny Benjamin in spring 2009. The example is verbatim, set in italics and presented below:

*“Introduction*

*“‘Those who do not learn from history are doomed to repeat it’’. George Santayana (1863-1952). Although this quote has been restated through the years by many, the truth rings paramount that it is necessary to learn from history or face the reality that our era will relive and repeat mistakes. As stated in the prior chapter, the military promises members of the Armed Services assistance with the payment of tuition costs via the GI Bill as a benefit of their service to their country (Veterans Administration, 2009).*

*As Tom Brokaw (2004) notes in his book The Greatest Generation, “a grateful nation made it possible for more of them to attend college than any society had ever educated, anywhere” (inside cover). Many veterans return to civilian life, poised to take advantage of this offer, however, their experiences while serving have often left them too sick or injured to utilize those benefits fully (Pickren, 2006; Rand, 2008). With the expected return of veterans and the corresponding surge in college enrollments (Bound & Turner, 2002), it stands to reason that student veterans may return to college campuses haunted by their experiences and attempting to cope with their visible and invisible demons such as PTSD and TBI. Proactive colleges and Universities who are sensitive to their students, and who have witnessed similar phenomena after prior military conflicts can prepare to meet the emerging needs of this special student population now to ensure academic success.*

*In an effort to prevent our current generation from repeating the mistakes made during the Vietnam era, this research project will provide a template for establishing an on-campus*

*program linking returning veteran students with services provided by counseling interns with specialized training. This research project was guided by the following research question:*

- 1. What are the elements required to designed, enhance and integrate current resources on the campus of California State University, Fresno to assist returning veterans in order to increase their retention, persistence, and academic success?*

*This chapter will provide a detailed explanation and correlation of the problems prior returning veterans have faced, particularly Vietnam Veterans, and how those problems mirror the challenges faced by returning veterans of the current conflicts in Iraq and Afghanistan. This chapter will also explain in detail how the new veteran is different, and what types of programs could be employed and linked to provide the best resources and support. Additionally, although career and rehabilitation counseling will be included in the larger scope of the proposed suggestions made, neither avenue will be explored in greater depth. The purpose of this research project is to provide broad and flexible suggestions that can be utilized in any number of combinations, however, the primary focus is to train counselors appropriately and to link them on-campus with returning veterans.*

*In anticipation of this project, research was conducted using the search engines of the Henry Madden Library on the campus of California State University Fresno as well as many books obtained through the same library and also the Fresno County Free Library. The research consisted of approximately 84 journal articles from 1945 to 2009, which were retrieved via the internet. Also included in the bulk of the research were the following: 8 books, numerous informational packets, and materials generously provided by the Veterans Administration and the Fresno Veterans Center. This research was also aided by the invaluable personal communications of professors, counselors and military leaders in the fields of research and*

*counseling. The scope of the literature and resources were kept broad purposely in order to provide historical references over many military conflicts.*

*In order to guide this study and the proposed project, the following categories will be reviewed:*

- (1) history of resources offered to returning veterans; (2) development and implementation of counseling (3) services for prior veterans; (4) enrollment statistics and surges of veterans on college campuses; (5) war-related injuries and mental health challenges in veterans from Iraq and Afghanistan; (6) stigma pertaining to mental health services; (7) outline of the types of services required to aid returning student veterans; and, (8) availability of on-campus resources that can be linked to provide necessary services.”*

## Chapter Summary

The term Chapter Summary is the final side heading of chapter two. Tell the reader what they just read; summarize the major findings of the literature review. Tell the reader what is coming in chapter three. And, as we heard in the movie ROCKY..."don't get mental". Stay with the facts. Do not include any personal observations, comments, or, remarks whatsoever.

The following is an example of the Chapter Summary from chapter two from Oscar Fonseca taken from the final draft of his research project completed in fall 2007. The example is set in italics for emphasis and presented below:

*“In this chapter the researcher explained the methodology used in conducting the literature review. The chapter included the importance of A-G requirements and how Latino parents and their children are not being informed of the proper courses that students need to take to be eligible for college. SAT and ACT examination were also explained, and, more importantly, research based information of how these assessments are not necessarily applicable to this population. Grade Point Average (GPA) was another component in discussion, and, how GPA’s are important for*

*acceptance to a four-year institution. Scholarships and Financial Aid is one of the major factors why Latino parents do not encourage their children to attend college, because of the perception that the family cannot afford it. While the final component of information is student programs, in this section the author presented existing programs that would be beneficial to this population. In Chapter Three, the researcher will explain the methodology of the project, describe the population, and, explain the connections of materials and conditions for inclusion.”*

See the Chapter Summary examples in class.



## CHAPTER THREE METHODOLOGY

### *"Before You Begin": An Overview*

*This chapter gives the reader the pertinent information related to the design of your study. If you are writing an **empirical data-driven** study, chapter three describes the population that will be sampled, the instruments selected for data gathering, the procedures proposed for gathering the data (with timelines), and, the procedures proposed for the collection, analysis, and/or review of the gathered data. One step at a time, you are telling the reader exactly how to do your project.*

***Or**, if you are proposing to write a **literature-driven** handbook, curriculum, a training workshop, a collection of “best practices”, or a power point presentation, this section will tell the reader about your intended audience, how you collected your materials, the conditions for inclusion of materials, and, how you plan to present the information. Upon reading this chapter the reader should be able to go out and replicate your project. If you are doing **an empirical data-driven mixed with a literature-driven study (mixed methods)** it will take longer but in the end you will know a full cross section of what is happening in the area that you studied. One step at a time, you are telling the reader exactly how to do your project.*

### Introduction

The heading, CHAPTER THREE, appears on the first line 1-and-one-half inches from the top of the page, and METHODOLOGY appears on the second line. Both heading lines appear in the center of the page. The word, Introduction, is your first side heading in this chapter, and, only the letter “I” is uppercase. In this Introduction, review your previous chapters as if the reader came directly to this section of your project without reading the first two chapters. This introduction of chapter three will include a summary (one sentence for each) of the introduction, background, statement of the problem, and, the statement of the purpose. Follow that by sharing your research question(s) **exactly** the way that it/they first appeared in chapter one. Next, tell the reader what they will be reading in this chapter. Name the upcoming sections in the order

that they will appear in this chapter. Depending on your method, there is usually between 4 and 7 sections in the chapter.

If you are writing an **empirical data-driven** study, please consider using the following four writing and organizing hints: (See Appendice D for more information.)

1. Think of this section as a step-by-step “cook book”.
2. If you intend to use an instrument such as a survey or questionnaire, and/or, if you intend to use an interview protocol, consider a “pilot” study to “test” the adequacy and relevance of the items in the survey or questionnaire instrument, and/or, to test the adequacy and relevance of the items in the interview protocol. Doing a “pilot” study is a good thing.

A “pilot” study implies that you will read your questions to 1-3 people who best represent your target population, and, listening carefully, note what they hear that you are asking. If your 1-3 respondents give you information that you were hoping for, responses that are aligned with your research question, that is good outcome. However, if your 1-3 respondents give you information that you were not looking for, information that is not aligned with your research question, consider revising the content and/or the trajectory of your questions.

3. If your study requires surveys, questionnaires, interviews, the use of scales and/or inventories, or, any other type of interaction with a person, you will **need** prior review and permission by the human subject review committee to continue (**IRB**). The written permission to continue with your study will be included in your appendices. If any of the contents of your interview protocol, survey, or, questionnaire are in prior published work, you will gain written permission from the author and/or publisher to use the material in your project. The written permission will be included in your appendices. If you cannot get the permission, you cannot use the information.
4. If your study requires access to copyrighted data, or, access to data that is the property of others, you must have written permission from the listed persons or business entities to continue the study. The permission to use copyrighted data or data that is the property of others will be included in your appendices.

## Population and Sample

The term Population and Sample, is your second side heading. If your study is **empirical data-driven**, the following paragraph relates to your work. **Or**, if your project is **literature-driven**, skip the following paragraph.

For empirical data-driven studies, describe the general population and the specific sample that you will be working with to derive and/or generate your data. Be specific. Tell how you will select the targeted sample. If you are using a control group...tell how this group will be selected and how it is that they are a “matched” group. If need be, you can get “regional” population information from your local chamber of commerce, your county office of education, or, from a countywide United Way agency.

**Or**, on the other hand, if you are proposing to write a literature-driven handbook, curriculum, a training workshop, a collection of “best practices”, or, content for a power point presentation, this section will tell the reader about your intended audience (i.e., who do you want to read this, and, “why” do you want them to read it?).

For those few brave souls who wish to use a combination of **empirical data-driven and literature-driven** aspects, no problem. However, be advised that you will need to begin early, stay up late, and, crunch the data on a daily basis. See examples from authors Taha (2010) and Her (2011). Whether you plan to use one method (data-driven, or, literature-driven), or a combination of methods, see the examples provided in class, consult with your 298 instructor, trust the process, and, plan to work hard.

## Instrumentation

If you are planning to derive and/or generate empirical data, describe the instruments that you will be using. Explain where the instrument was published, describe issues of copyright, and, of successfully securing permission and/or authorization to use all, or, parts, of each instrument. Instruments can include (and not necessarily limited to) personality inventories, self-esteem scales, grades, attendance figures, referral rates, questionnaires, and, surveys. In your appendices, include letters of authorization and/or permission that grant you the right to use the intended copyrighted instruments, and/or, copyrighted data. If you cannot secure written permission and/or authorization to use the copyrighted instruments or data, you cannot use the instrument or the data.

**Or**, on the other hand, if you will be gathering “materials” (i.e., handbook, curriculum, training workshop, a collection of “best practices”, rather than generating “data” content for a power point presentation), skip this section and scroll to the section marked Collection of the Materials and Conditions for Inclusion.

See the instrumentation examples in class.

### Data Collection

If you will be collecting data, two things need to happen. First, label this section, Data Collection. Second, describe exactly how you will collect your data. No razzle dazzle, just the facts. One step at a time, like a cookbook, describe how you will collect your data. Be specific so that someone else reading this section could successfully replicate your method for data collection. At the end of this section your Aunt Irene or your Grandpa Eustace should be able to proudly explain (to your family and friends) how you are collecting your data. See Data Collection examples in class. **Or**, on the other hand, if you are proposing a literature-driven handbook, curriculum, training workshop, a collection of “best practices”, or content for a power point presentation, skip down to the section marked Collection of the Materials and Conditions for Inclusion.

### Data Analysis

If you are analyzing data, two things need to happen. First, label this section, Data Analysis. Second, tell the reader what will you be doing with the data, describing how you intend to analyze and/or review the collected data. For instance, if you will be contrasting and/or comparing different clusters of data, say so. If you will be utilizing tables, graphs, or charts, please say so. Moreover, if you will be looking at between-group and/or within-group comparisons, say so. If you will be using SPSS, say so. Remember, this is a “living document”. Things can, and, usually do, change. Hope for stability, and, yet, be prepared for unexpected changes generated by random chance. **Or**, on the other hand, if you are proposing to write a literature-driven handbook, curriculum, a training workshop, a collection of “best practices”, or, content for a power point presentation skip down to the next section marked Collection of the Materials and Conditions for Inclusion. See Data Analysis examples in class.

## Collection of the Materials and Conditions for Inclusion

If you are proposing to write a **literature-driven** handbook, curriculum, a training workshop, a collection of “best practices”, or, to prepare content for a power point presentation, you have come to the right place. Tell the reader exactly how you **collected** the information/materials. Be clear and concise. Above all, provide trace-able information so that the reader would be able to find similar materials.

Tell the reader what specific **conditions** were needed in order to allow you to include the information/materials in your handbook, curriculum, training workshop, a collection of “best practices”, or, power point presentation. Be specific with your words. Ask yourself, “What did the materials need to contain in order for it to appear in my handbook/curriculum/training workshop/best practices, or, a power point presentation?”

Include letters of authorization and/or permission that grant you the right to access and present any copyrighted materials in the appendix. If the information says that you need to get authorization and/or permission, then you have to show it in your project. One more thing, think of this section as a step-by-step “cook book”. Explain it, small step by small step, so that other researchers can follow it. See the Collection of the Materials and Conditions for Inclusion examples provided in class.

An example of a **literature-driven** Introduction, Population and Sample, and, Collection of the Materials and Conditions for Inclusion is taken from a Project completed in fall 2010 by Hilda Benavides. The example is verbatim and is presented below:

### *“Introduction*

*Research has focused on parent-child separation, yet there has been minimal literature on the effects of parent-child separations due to parent deportation (Orozco & Thakore-Dunlap, 2010). Orozco and Thakore-Dunlap (2010) encourage counselors to become aware of how to provide counseling to Latino children who have experienced a parent’s deportation, and to understand the dynamics of both short and long term effects of a parent-child separation. With immigration laws such the Illegal Immigration Reform and Immigration Responsibility Act (IIAIRA) in 1996 and the increase of raids enforced by the U.S. Immigration and Customs Enforcement (ICE) beginning in 2003, has led to an increase of undocumented immigrants who are being deported from the United States (U.S.)(U.S. Immigration and Customs Enforcement, 2008). In 2008, ICE saw a 23.5 percent increase of deportations from the previous year (U.S.*

*Immigration and Customs Enforcement, 2008). The increase of raids and detention of undocumented immigrant have caused disruption and emotional distress in families, particularly children who are faced with unexpected parent-child separations (Chaudry, Capps, Pedroza, Castaneda, Santos, & Scott, 2010). Recent research (Derluyn, Mels, & Broekaert, 2009; Christiansen, 2010; Adam & Chase-Lansdale, 2002) have demonstrated that children and adolescents who have experienced parental separations have higher rates of depression, anxiety, and posttraumatic stress disorder, financial struggles, poor academic achievement and receive less emotional support.*

*This project is intended to explore the challenges Latino children and adolescents experience as a result of a parent's deportation. Secondly, this project will outline a list of counseling "best practices" to facilitate the treatment of Latino children and adolescents. The information is further intended to educate Latino children, adolescents and families regarding the challenge Latino children and adolescents experience as a result of a parental deportation. The present research was guided by the following research questions:*

- 1. What are the challenges Latino children and adolescents experience as a result of a parent's deportation?*
- 2. What counseling "best practices" can facilitate positive treatment inclusion of Latino children and adolescents?*

*Chapter three will include the following headings: population and sample, secondly, the Collections of the materials and conditions for inclusion, and, lastly, a chapter summary,*

### *Population and Sample*

*The handbook is intended to serve as a guide for mental health professionals and school counselors who are currently working with Latino children and adolescents who have experienced a parent separation due to deportation. The handbook is a guide that may assist mental health professionals or school counselors in becoming informed of the challenges experienced by this population. Research by Hoefler, Rytina, and Baker (2010) reports there are approximately 10.8 million undocumented immigrants currently residing in the U.S. Furthermore, it is estimated that eighty-six percent of the children residing in the U.S. who have immigrants parents, live in a mixed-status family (Fortuny, Capps, Simms, & Chaudry, 2009). This handbook is furthermore intended to provide mental health professionals and school*

*counselors with a list of counseling “best practices” that will facilitate the positive treatment inclusion of Latino children and adolescents.*

*Although this handbook has been developed for mental health professionals and school counselors, it can also be used as an educational tool for Latino children, adolescents and families. When the handbook is applied with adequate support, Latino children, adolescents and families will become educated regarding symptoms, challenges, and stressors that have affected them, and their family as a result of a parent’s deportation. Lastly, the purpose of this handbook is further intended to promote and encourage future research in the area of parent-child separations as a result of a parent’s deportation.*

#### *Collection of the Materials and Conditions for Inclusion*

*The research for this project was gathered using the computer search engines at the Henry Madden Library at California State University, Fresno (CSUF). The search engines used included PsychInfo, Criminal Abstracts, ILLUMINA, databases and the library book catalog. Information that was not gathered through the Henry Madden Library at CSUF was collected from the two following government websites, Office of Immigration Statistics and the U.S. Immigration and Customs Enforcement, which publishes articles on statistical information and explained recent immigration laws established in the U.S. in recent years. There was also one unpublished article that was collected from the first author. One book was collected from the Fresno County Library.*

*The search for this project was limited to information on school age children and Adolescents. The subject headings used for the search included the following: immigration, adolescents, separation from parents, mental health problems, trauma, deportation and parental separation. The research was conducted between the months of August through October 2010, and, a total of sixty-six articles, thirteen books, two Power Point presentations, and two online websites were gathered for the research. The following materials were reviewed: forty articles, two Power Points, thirteen books, and two web-sites. However, for the purposes of this handbook, seventeen articles, four books and two web-sites were used to complete the project.*

*The conditions of inclusion for the research to be included in the handbook were limited to the following topics: parent-child separations, separations due to immigration in families, and, an increase of mental health and behavioral problems in children or adolescents. Furthermore,*

*information pertaining to immigration history was gathered in an effort to set a frame work for mental health professionals and school counselors to understand the U.S. history and how current laws related to the dynamics of parent-child separations, and its effects on Latino children and adolescents. Finally, statistical information pertaining to the number of undocumented immigrants residing in the U.S. as well as information regarding the children who currently reside in mixed-status households was included to further allow the reader to understand the number of Latino children and adolescents nationwide who are at risk of being separated from a parent.”*

The following is an example taken from the fall 2009 Project by Fida Kamal Taha. This Project was a combination **literature-driven** and **data-driven** and it features an Introduction, Population and Sample, Instrumentation, Data Collection, Data Analysis, and, a Collection of the Materials and Conditions for Inclusion. The example is as follows below in italics:

*“Introduction*

*The Bill of Rights of the American constitution speaks of freedom and equality; yet, many members of the Arab Muslim community as well as other minorities find it hard to practice such idealist principles (Wingfield, 2006). Due to incorrect perceptions and beliefs about Arab Muslims, prejudice and biases occur often (Al-Hazza & Lucking, 2005). Nevertheless, there is always room for change. This change requires openness, communication and understanding (Wingfield, 2006; Sue & Sue, 2008). Therefore, this project’s objective is to bridge the gap between the Arab Muslim community and the mainstream American community, particularly in the educational system decrease the isolation and correct some of the wrong images both groups may hold. The author states three questions to guide this study:*

- 1. What are some perceived stereotypes held by mainstream Americans about Arab Muslims?*
- 2. To what degree do Arab Muslims avoid sending their children to American public schools and for what reason?*
- 3. How could the educational system play a role in bridging the cultural gap between Arab Muslim Americans and mainstream Americans?*

*In this section, the author will present the process of conducting the project. The*



*methods will include developing and conducting surveys, interviews, and presentations. Because the project includes both data collection and presentation for two separate groups, the first side heading will be population and sample, which will consist of mainstream American data collection, Arab Muslim American data collection, mainstream American audience, Arab Muslim American audience. The second side heading will be instrumentation, which will include: Mainstream American Surveys and Arab Muslim American interviews. The third side heading will be data collection: Mainstream American Data, and Arab Muslim American data. The final side heading will be a chapter summary.*

### *Population and Sample*

*This project deals with two distinct populations; therefore, the data will be collected from each of them separately. The first sample population will be mainstream American graduate students, and the second sample population will be Arab Muslim American parents. Furthermore, the researcher will be developing a presentation and a workshop, so the audience for the presentation will be describes, followed by the description of the audience for the workshop.*

#### *Mainstream Americans Data*

*The Mainstream Americans' data will be collected from post-baccalaureate students enrolled in the Kremen School of Education and Human Development, California State University, Fresno. According to the university's institutional research, assessment and planning, data, student demographics, "Majors by College and Department Fall 2005 to Fall 2009," the majors in Kremen School include: Counseling and Special Education, Curriculum and Integration, Education Research and Admin, Educational Interdepartmental, Literacy and Early Education, and Teacher Education. According to the "Headcount By College, Department, & Ethnicity, Fall 2008," out of 1350 post baccalaureate students, 55 (4.1%) African Americans, 23 (1.7%) American Indians, 104 (7.7%) Asians, 466 (35.5%) Hispanics, 579 (42.9%) White, 119 (1.8%) Unknown, and 4 (.3%) international students enrolled in Kremen School. As for gender, the Kremen School has a total of 2681 undergraduate and graduate students, of which 2225 (83%) are females, and 456 (17%) are males. The "Post-baccalaureate Student Enrollment by Age" for the fall 2008, out of 3,368 total students, 320 (26.8%) are 24*

years old and younger, 1094 (32.5%) are 25-29, 462 (13.7%) are 30-34 years of age, and 911 (27.0%) are 35 years or older.

*The sample for this project's survey will be conducted in various classrooms in the Kremen School which includes a diverse population. The participants will be of different ages, ethnicities, as well as enrolled in different programs of study.*

#### *Arab Muslim Americans Data*

*The author will collect information from Arab Muslim Americans parents or potential parents residing in the Tulare and Fresno Counties. Due to the lack of statistical information about this population at the national level as well as the local level, the author is unable to provide the regional population information about this group.*

*Nevertheless, the sample the researcher intends to collect data from will endeavor to best represent the multiplicity of the Arab Muslim American population. The author intends to gather information from individuals with differing country of origin, age, educational levels, family size, length of residency in the United States, and preference of school for their children.*

*Based on the literature review and the collection of data from both populations, a presentation will be produced for mainstream Americans, and a workshop with power point presentation will be developed for Arab Muslim Americans.*

#### *Mainstream American Audience*

*One presentation will be targeting the Mainstream American current and future educators, counselors, and administrators. These individuals will be working in school settings and/or interacting with students of different backgrounds, including Arab Muslim Americans. Mainstream Americans of this audience will be those who hold or will hold positions that will directly or indirectly impact students and the curriculum students are taught.*

#### *Arab Muslim America Audience*

*The proposed workshop will be for the Arab Muslim American parents and adults who are familiar with the American Educational system and may have concerns sending*

*their children to public schools. This audience may include parents who have negative or positive experiences with public schools. The workshop will be welcoming to any and all members of the Arab Muslim American population who are interested in gaining knowledge about the academic experience in American, the issues and challenges that are related to it, and possible strategies to resolve some of their concerns. The workshop will address useful strategies for these adults to take active and responsible roles in their communities, schools, and in the lives of their children.”*

The next ten pages describe the Instrumentation for the study. The section begins with description of the process and is followed by the Mainstream American Survey and Arab Muslim American Interviews. The study is bilingual, Arabic and English, and every item has a reason to be there. If you would like to read the Instrumentation, let your instructor know.

The Collection of the Materials and Conditions for Inclusion will be, again, from Fida Kamal Taha from her fall 2009 Project. The section is presented below in italics:

*“Collection of the Materials and Conditions for Inclusion*

*To fulfill the purpose of this project, there will be a need to initiate the communication and learning process for both groups: mainstream Americans and Arab Muslim Americans. Therefore, the researcher will develop a power point presentation for mainstream American educators and a workshop for Arab Muslim American parents.*

*Power Point Presentation to Mainstream Americans*

*This proposed presentation has a longer history than the project itself. The author was invited to present about Islam two years prior to the work on the project. That presentation was delivered to an audience of high school students. After a short student evaluation, the author revised the presentation. Shortly after, another presentation to another group of high school students was given, and a few more revisions were made. More recently, the author was invited to present to a group of students at CSUF who were in majors related to teaching, counseling, and school administration. To accommodate the changes from the audience, the author included sections in the presentation pertaining*

*to their current and prospective positions and duties.*

*To enhance the original presentation, the author developed the short survey for graduate students in the Kremen School of Education and Human Development. From the participants' responses to question #2 of the survey the author will examine the most repeated items and ensure that they will be incorporated, presented and explained to the audience.*

#### *Workshop for Arab Muslims American Parents*

*Based on the literature review as well as the interviews with the Arab Muslim American parents, an educational and empowering workshop will be developed for this population. From the literature review the lack of parents' involvement in their children's schooling was highlighted (Rurney & Kao, 2009; Ferrara, 2009). This finding was further supported by the Arab Muslim American parents' responses to the interview question #13. The necessity for and benefits of parental involvement in the education of their children was indicated by the literature review (McGill, 2008; Baum & Swick, 2008; Wong & Hughes, 2006; Ferrara, 2009; Turney & Kao, 2009) as well as the parents' responses to the interview questions #8, 12, 13 and 14. Therefore, this stipulation and its benefits will be conveyed to the parents in the workshop.*

*Furthermore, ways to gather information about the school system and its services and ways for parents to be involved in the education of their children will be addressed in the workshop. The importance of this inclusion is emphasized in both the literature review (Ferrara, 2009; Baum & Swick, 2008; Obiakor, 1999; Johnson, 2009; Murray, Wass, & Murray, 2008; Kohli, 2008), and responses to questions #11, 12, 13 of the interview questions."*

#### Chapter Summary

The term Chapter Summary is your last side heading for this chapter. As before, tell the reader what they just read. Then, using a transition sentence, tell the reader what they will be reading in the Chapter Four. As you have probably noticed, each chapter summary is very similar in design. See the Chapter Summary examples.

## CHAPTER FOUR

### PRESENTATION OF THE PROJECT

#### Introduction

The heading, CHAPTER FOUR, appears on the first line 1-and-one-half inches from the top of the page, and, PRESENTATION OF THE PROJECT appears on the second line. Both heading lines appear in the center of the page. The word, Introduction, is your first side heading, and, only the letter “I” is uppercase. As before, offer a review of your previous chapters as if the reader came directly to the fourth chapter of your project without reading the first three. This review traditionally includes a summary (i.e., one sentence for each) for the introduction, background, statement of the problem, statement of the purpose, and, the research question(s) as they were presented in chapter one. Then, tell the reader what they will encounter in this chapter. See Introduction examples in class.

Next, using the center heading, Presentation of the Project, begin the presentation of your work by telling the reader the categories that you are using, and, the sequence in which they will appear. Design the project so the audience that you described in the Background can receive it without bias. Be creative, and, most importantly, be accurate. When the reader turns this page, the presentation of the project will begin. With literature driven project, all information presented, is taken from chapter two. Hard to believe; but, it is true. Cite all sources used in the presentation and include, at the end of the presentation, a list of each of the references, cited in the presentation, in alphabetical order. For empirical data driven projects, your data from your sample and how it relates to other data will be what you present.

For your review, in the text supplement, there are 15 complete examples of chapter four texts. Four examples are (empirical) data-driven, ten are literature-driven, and, one is a combination of data-driven and literature-driven.

#### Chapter Summary

On a separate sheet of paper, after the final page of your presentation of the project, the term Chapter Summary will be your last side heading for this chapter. Tell the reader what they just read, and, using a transition sentence, tell the reader what they will be reading in the Chapter Five. See Chapter Summary examples in class.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND, RECOMMENDATIONS

#### Introduction

The heading, CHAPTER FIVE, appears on the first line 1-and-one-half inches from the top of the page, and, the heading SUMMARY, CONCLUSIONS, AND, RECOMMENDATIONS appears on the second line. Both headings appear in the center of the page. After the chapter title, there are five side-headings in this chapter. The word, Introduction, is your first side heading for this chapter, and, only the letter “I” is in uppercase.

As in the preceding four chapters, include a summary of the introduction, statement of the problem, statement of the purpose statement, and, provide the research question(s) as they appeared in chapter one. Briefly review your previous chapters as if the reader came directly to this fifth chapter of your project without reading the first four. Tell the reader what they will be encountering in this chapter (i.e., summary, conclusions, recommendations, and, chapter summary). See Introduction examples provided in class.

#### Summary

The term Summary will be your second side heading for this chapter. In this section summarize about each of the five (5) chapters. Think of this section as a collection of your chapter summaries, or, a review of the side headings from each of the five chapters. This section is straightforward and to-the-point. See Summary examples in class.

#### Conclusions

The term Conclusions will be your third side heading for this chapter. This section will tell the reader what you **learned** while conducting the project. Tell the reader what you found interesting, encouraging, alarming, or, surprising. Sometimes, include what we learn is about ourselves and about others. It is okay to share your journey and how it may have changed your perspective(s). See Conclusions examples in class.

## Recommendations

The term Recommendations will be your fourth side heading for this chapter. This section is (finally!) your opportunity to write without having to qualify your comments. This is your chance to recommend a better methodology, “short cuts”, a better way to begin a review of the literature, or, a more efficient methodology for future researchers. The recommendations can be written in 1st person singular or continued in a 3rd person format. The recommendations can offer information on how to avoid pitfalls and/or how to assure a greater level of project success. See Recommendations examples in class.

## Chapter Summary

The term Chapter Summary will be your fifth and final side heading. For the final time, tell the reader what they just read. See Chapter Summary examples provided in class. When everything is done and the project is bound, be sure to tape a cd copy, or, DVD copy of your project on the inside back cover of your bound research project. Include a recent photo of yourself. Have a good life.

## REFERENCES

The heading, REFERENCES, is centered and appears on the first line 1-and-one-half inches from the top of the page. References cited in chapters one, two, three, four, and, five must appear in the reference list. Each item in the reference list must be cited in the text. Each reference entry follows the APA hanging indent style and offers the author, year of publication, title, and, publishing data. All citations need to be traceable so that readers can locate each source that you list. Refer to the APA Publication Manual (7<sup>th</sup> edition) for specific instructions. Please remember that personal communications do not appear in the REFERENCES. See examples for REFERENCES in class and on the following pages.

The following is taken from the *APA The Easy Way: Updated for the 7<sup>th</sup> Edition* (Houghton & Houghton, 2020, p. 17-42).

### **In General:**

1. The page heading should be centered, bolded, and called *References*.
2. Double spacing should be used; and, double space between entries.
3. The *Reference* heading is only placed on the first page of the reference section.
4. Underlining should not be used on the reference page – except URL's (Uniform Resource Locator).
5. Professional credentials should not be used (e.g., Ph.D).
6. Retrieval date should not be listed unless the document referenced changes over time (as in medical research, legal statutes, dictionaries, & twitter profiles).
7. If using a library database and a DOI is not provided, do not list a URL.
8. If a Digital Object Identifier (DOI) or Uniform Resource Locator (URL) need to be divided between lines, divide after a slash or at punctuation.
9. If the URL ends the entry, do not use a period at the end of the entry.
10. A digital object identifier (DOI) should be used whenever available.
11. Be certain to accurately transcribe the entire DOI or URL, using upper and lowercase letters exactly as they appear (copy & paste the address if possible).
12. Personal communications, emails, interviews, unrecorded webinars, and letters should not be listed since the reader is unable to retrieve these types of sources. (Cite as *personal communication* in text, but do not list on the reference page.)



13. The first line of each reference entry should start at the left margin with the following lines being indented one half inch (hanging indent).
14. Numerals are used to denote numbers ten and above, and titles beginning with numerals are spelled out.
15. *Italicize* the name of the article.

#### Acceptable Abbreviations

The acceptable abbreviations include:

|                     |                           |
|---------------------|---------------------------|
| ed.                 | Editor                    |
| 2 <sup>nd</sup> ed. | Second Edition            |
| Ed.                 | Editor                    |
| Eds.                | Editors                   |
| Rev. ed.            | Revised Edition           |
| Vol.                | Volume (as in Vol. 1)     |
| Vols.               | Volumes (as in 3 Vols.)   |
| p.                  | Page                      |
| pp.                 | Pages                     |
| No.                 | Number                    |
| n.d.                | No Date                   |
| DOI                 | Digital Object Identifier |
| URL                 | Uniform Resource Locator  |

#### Order of Reference Entries

1. References should be listed in alphabetical order by authors (using surname of first author).
2. Associations if the work is by an organization.
3. *Anonymous* (if work is signed *Anonymous*).
4. If no author is provided, the title should be moved to the first position before the date and alphabetized according to first word of the title (excluding *a, an, the*).
5. First and middle initials only should be used; one space between initials.

Oppenheimer, M. E. (2016) should be used for a 2016 article authored by Mike Eugene Oppenheimer.

6. For one author, list author before date.
7. For two to 20 authors, separate authors commas and use an ampersand (&) before the last author's name followed by the date.

Viscontes, J. H., Scarcelli, T. A., & Cartwright, M. P. (2016). *Great high school athletes transition into Coaching roles*. American Educational Association.

<https://doi.org/10.1098/0000087-000>

8. For 21 or more authors, separate the first 19 authors with commas, then use an ellipsis (three periods with a space before and after each) to connect the 19<sup>th</sup> author to the last author, followed by the date.

Jones, C., Palmer, R.T., Simpelli, R., Kelly, P.C., Johnson, M.T., Billings, T., Parko, C.C., Tenslyy, N.K., Homes, J., Utag, T.T., Inex, V.U., Teronis, K., Lenzellis, H.G., Wells, R.T., Nichols, R.C., Elsie, Y.I., Rondo, S.K., Harfor, R.R., Wynona, R., ...Saules, M.K. (2019). A Quantitative Study of Modern American Dance. *Journal of Dance Methodology*, 121(1), 2-22. <https://doi.org/10.1026/rev0000129>

9. The publication date should be placed in parentheses after the author's name(s).

Patrick S. Houghton Heart Foundation. (2015).

10. Note: The entire date should be used when citing magazines articles, newspaper articles, or newsletters. In journal articles, it is necessary to use only the year, assuming that the issue number is provided. If page numbers are consecutive within a volume, no issue number is needed.

11. Use *n.d.* after the author's name if no date is available.

Hemmel, P. (n.d.). *Ukrainian culture in the United States' elementary school*. Dolson Books.

12. Use *in press* after the author's name if his or her work is in press (not yet published).

Fredricks, M. J. (in press). Beginning a successful career in real estate: Ten secrets you need to know. Petersville House. <https://doi.org/10.1046/000000912>

13. List publication dates chronologically (the earliest first) if an author has more than one reference cited.

14. Multiple citations containing the same author should list the single author first (regardless of date).

Barnes, B.P. (2015). Marketing retail cosmetics in California. Clawson Press. <https://doi.org/10.1012/rev0000031>

Barnes, B.P., & Peace, J. (2014). *Packaging technology in the United Kingdom*. Clawson Press. <https://doi.org/10.1012rev000023>

15. Multiple citations containing the same author and different second or third authors should be listed alphabetically by the surname of the second author (or third author if the second author is the same).

16. Multiple citations containing the same author and year should be listed alphabetically by the title of the book or article.

17. A lowercase *a*, *b*, *c*, should be used after the year to distinguish the entries. This is also used in the in-text citations. If using *n.d.* and *a*, *b*, *c*, use *n.d.-a* and *n.d.-b*.

Landry, R. (2016a). Human socialization at home. Hawthorn. <https://doi.org/10.1009.0000008412>

Landry, R. (2016b). Human socialization at home. Hawthorn. <https://doi.org/10.1009/0000015681>

18. *When listing by association* (if individual author is unknown, but not listed as anonymous:

- \* The association should use upper and lowercase letters.
- \* The publication date should be placed in parentheses after the association.
- \* Use *n.d.* in parentheses after the association if no date is available.
- \* Use *in press* after the association if the work is in press (not yet published).

19. When listing by *Anonymous* – the word *Anonymous* should be used only if the work is signed Anonymous – alphabetize this as if *Anonymous* is a true name.

20. When listing publishers - Do not abbreviate publisher names unless it is shown in abbreviated form.

21. Unessential terms such as designations of business structure (e.g. LLC, Inc.) should be eliminated. Terms such as *publishing* or *company* are used if they are part of the business name.

22. All numbers (figures) should be used for inclusive page numbers – use 523-529 instead of 523-29.

## Books

1. In general, a book reference should list the author(s), publication date, title, edition (if other than the first), publisher name, DOI or URL (if needed).

Rolovski, L.P. (2018). *The times are changing for urban developers* (2<sup>nd</sup> ed.). Allman & Bacon. <https://doi.org/10.1028/000013-000>

2. A book title should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point: then the first letter after the punctuation should also be capitalized).

*Modern management gurus*  
*Racism at work: The war in Mississippi continues*  
*Forget the stress: Start living better today*  
*Never give in without a fight! The basics of negotiation*

3. A book with no author or editor should list the title, the year, and then the publishing information.

*Communication in the workplace.* (2015). Boston Books.

4. An edited book should list *Ed.* or *Eds.* after the editor(s) names.

Palmetta, P., & Runkel, G. (Eds.). (2016). *Chess strategies made simple*. Davidson Books.  
<https://doi.org/10.1021/0000000145>

5. A revised edition should list *Rev. ed.* after the title.

Santiago, D. (2018). *Physical therapy and the aging athlete* (Rev. ed). Wayne State University Press.  
<https://doi.org.10.1021/0000010.2>

6. A subsequent edition of a book should list the edition after the title.

Rodriquez, D. L. (2020). *Financial incentive behind sibling rivalries in family business* (2<sup>nd</sup> ed.).  
 BBM Press. <https://doi.org/10.1021000000.8.17>

7. In general, a book published by the author should list *Author* as the publisher.

Cape Town Press. (2019). *Publication manual of the African Safari Association* (3<sup>rd</sup> ed.). Author.

8. In general, a chapter in an edited book should list the author(s), publication date of the book, chapter title, book editor(s), book title, pages, and publishing information.

Maniacci, S. S. (2017). Rethinking manufacturing. In P. J. Samakal (Ed.). *Modern business strategies* (pp. 63-78). Pemberton Publishing Company. <https://doi.org/10.1312/00002-00-01>

9. In general, an article in an edited book should list the author(s), publication date of book, article title, book editor(s), book title, pages, and publishing information.

Rinaldi, A. (2016). Asian politics. In P. T. Homes (Ed.), *World politics today* (pp. 87-99). Wiley Books, <https://doi.org/10.0901/0000014.2.15>

10. An article in a volume in a series should list the author(s), publication date of book, article title, series editor, volume editor, volume title, volume number, volume series, edition, pages, and publishing information.

Hennessy, T. C. (2015). Meat inspection in pilot plants. In D.K. Wlasiuk (Series Ed.) & J. K. Grems (Vol. Ed.), *Meat inspection: Vol. 4. Small plant issues* (4<sup>th</sup> ed., pp. 27-34). Hillman Publishing.

11. An encyclopedia or dictionary should list the author(s), publication date, subject title (if available), editor(s), book title, edition, volume(s), page(s), and publishing information.

Sanderson, J. R. & Wells, P. (2017). Physical strength. In J. R. Sanderson, & P. Wells., *The British encyclopedia* (4<sup>th</sup> ed., pp.25-37). Avondale Books. <https://doi.org/10.0003/000000.-070>

Hollander, P. D., & Erickson, T. I. (Eds.) (2015). *Johnson's dictionary of psychiatry* (5<sup>th</sup> ed., Vol. 2, pp. 652-375). Pellman Binding. <https://doi.org/10.0004/000000.92>

Ellsworth, V., & Henz, T. R. (2017). Fossil fuel. In *The new world encyclopedia* (Vol. 19, pp. 440-449). Wellman and Sims. <https://doi.org/10.0055/000000.21.34>

12. An encyclopedia with no author or editor should list the subject title, publication date, book title, edition (if given), volume, pages, and publishing information.

Idaho. (2018). In *The encyclopedia of the Americas* (Vol. 21, pp. 210-218). Dartmouth Titles.

13. A dictionary with no author or editor should list the book title, edition (if given), publication date, and publication information. A dictionary also requires a retrieval date since it is updated over time.

Spellman-Jones. (n.d.). *Spellman-Jones.com dictionary*. Retrieved August 31, 2019, from <https://www.spellman-jones.com/>

14. A manual published by an association should list the association, publication date, book title, edition if given), and publishing information.

American Dental Association. (2017). *Diagnostic manual of gum disease* (6th ed.). American Dental Association. <https://doi.org/10.0036/000012-56-59>

## Journals

1. In general, a journal reference should list the author(s) or editor(s), publication date, article title, volume, issue, page numbers, DOI or URL (if no DOI is available). Do not use a URL if the article is from a database and has no DOI.

Zenner, P., & Stein, J. (2017). A controlled study of aggression: Inside a federal prison. *Journal of Experimental Psychology*, 41(2), 102-116.

Androff, K. (2014). A study of communication between a 1964 rock band and youth: The influence of the Rolling Stones on American teenagers. *Journal of Social Commentary*, 23(2), 254-287. <https://doi.org/10.0005/rev0000112>

Infante, R.W., Hom, P. W., & Gaertner, S. (2014). A meta-analysis of antecedents of employee turnover. Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26(3), 463-476. <http://www.nwlink.com/donpark/leader/learner2/jper-vol-3>

2. A special issue of a journal should list [*Special issue*] after the article title.

Spentz, J. A., & Marles, T. P.(Eds.). (2019). Gun control in Iraq [Special issue]. *International Review*, 12(2), 142-156. <https://doi.org/10.9067/ir3245/6628>

3. An article title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

Do employees really love their jobs? Studies are inconclusive

4. Journal title should be italicized, using upper and lowercase letters (significant words should be capitalized).

*Journal of Applied Physics*

5. Note: Only list page numbers... do not use *p.* or *pp.*
6. Note: The volume and issue number are required for journals. In the Androff (2014) example above, 23 = volume number while 2 = issue number. The volume number is italicized. The issue number is placed in parentheses, with no space or punctuation between the volume and issue.

### **Magazines**

1. In general, a magazine reference should list the author(s), entire publication date, article title, magazine title, volume, issue, and page numbers, DOI or URL (if no DOI is available).

Olender, P. M. (2018, February 2). Life inside our planet. *Natural Science*, 13(2), 21-25.  
<https://doi.org/10.1114/natscience.aat8872.92>

2. Magazines titles should be italicized, using upper and lowercase letters (significant words should be capitalized).

*Healthy Urban Living*

3. An article title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

Atlanta politics: Had enough?

4. Note: Only list page numbers... do not use *p.* or *pp.*

## Newspapers

1. In general, a newspaper reference should list the author(s), entire publication date, article title, newspaper title, and pages (pages are only listed for the print version, and non-consecutive pages are separated with a comma).

Helm, T. R. (2017, May 23). Terrorism in the food chain. *The Montgomery Times*.  
<https://montgomerytimes.com/news/now/art/bb1245p/terror-food-org>

Rodgers, M. T. (2017, March 23). Education helps stop turnover. *Boston Herald*.  
<https://www.bostonherald.com>

2. Note: Use p. or pp. before page numbers.
3. An article with no author should list the article title, publication date, newspaper title, and pages (non-consecutive separated by commas). Page numbers are only listed for the print version.
4. Note: The example below is for the print version.

Gambling: Who really loses? (2016, January 27). *The Shreveport Gazette*, pp. B5-B6, B12.

5. A letter to the editor should list [*Letter to the editor*] after the title.

Garrison, P. R. (2018, August 21). Olympics need stricter drug screening protocol [*Letter to the editor*]. *The Alabama Daily*. <https://alabamadaily.com/report/news/lib/22144ac/sport-drug-ath>

6. Newspaper titles should be italicized, using upper and lowercase letters (significant words should be capitalized).

*The Boston Gazette*

7. An article should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

Petrocelli wins primary by a landslide

## Reports

1. In general, a report reference should list the author (or organization), publication date, report title, issue number (or report number), and publishing information.

Note: The example below is for the print version.

United States Mental Health Service. (2018). *Statistical data for psychological research* (UMHS Publication No. 43). U.S. Government Printing Office.

2. A university report should list the name of the reporting department after the university name.

Wollencie, D., & Martz, D. (2017). *Eliminating mercury in fillings* (Report to the dean). Delta University, Dental Committee. <https://deltauniv.edu/med/rin/3244/tyler>

3. A report title should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

*Ergonomic research comparisons for Toyota compact vehicles*

### Unpublished Contribution to a Symposium or Meeting

1. An unpublished contribution to a symposium should list the author(s), date, title of unpublished contribution, chairperson, title of symposium, title of meeting, and location.

Note: The example below is for the print version.

Somerset, T., & Somerset, D. (2017, May). Progress in the development of an anti-microbial agent for inhibiting pathogenic bacteria. In F. W. Lauder (Chair), *Meat processing*. Symposium conducted at the meeting of the Midwestern States Meat Processors Association, Dayton, OH, United States.

2. An unpublished paper presented at a meeting should list the presenter(s), date, title of unpublished paper, title of meeting, location, and URL.

Villannis, R. L. (2019, June). *Ronald Reagan: Great communicator or great manipulator?* Paper presented at the International Conference on Presidential Leadership, Gardena, CA, United States. <https://ICPL.confr.com/ert/1945/tes/reag>

### Reviews

1. In general, a review for a film, video, or book should list the reviewer(s), date, title (the medium being reviewed, author or producer, and date of release), the source containing the review, volume, issue, and pages.

Note: The first two examples are for the online versions and the last example is for the print version.

Gillette, J. P. (2020). The reality of religion [Review of the film *The passion*, produced by the American Religious Society, 2019]. *Visual Psychology*, 51(1), 312-317. <https://doi.org/10.1031/vp0000169>

Miles, T. (2018). Fact or fiction [Review of the book *My life*, by M.K. Sheckles]. *Basic Science*, 27(3), 210-213. <https://doi.org/10.1094/bs00022/1457>

Simkins, B., & Bobson, T. R. (2018). Why the fuss [Review of the video *Straight talk*, produced by Cops for Kids, 2018]. *Video Review*, 21(2), 21-44.



2. A review for a film, video, or book should have the title (of that being reviewed) italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

*Comprehending emotional intelligence*

3. The source containing the review should be italicized, using upper and lowercase letters (significant words should be capitalized).

*Contemporary Psychology*

### **Dissertations, Theses, and Projects**

1. Master's theses can be and doctoral dissertations are available from websites, institutional archives, libraries, and databases.
2. A doctoral dissertation obtained from a database should list the author, publication date, title, publication number, dissertation type, institution, and database.

Andrews, J. T. (2017). *The portrayal of young African American females in hip-hop music videos* (Publication No. 10577291) [Doctoral dissertation, University of Detroit]. ProQuest Dissertations and Theses Global.

3. An online dissertation retrieved from the internet should list the author, publication date, title, dissertation type, institution, archive name, and URL.

Mavernesky, T. I. (2019). *The impact of verbal aggressiveness on European immigrants attending inner city schools*. [Doctoral dissertation, Vermont State University]. Vermont State University Digital Archive. <https://digitalarchive.vsu.edu/byriver/nico/10445/jarm1014.pdf>

4. Dissertation titles should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point, then the first letter after the punctuation should also be capitalized).

*The influence of modern dance on Native American communication*

5. An unpublished doctoral dissertation should list the author, publication date, title, dissertation type, institution, and location. Note: The example below is for the print version.

Quendlin, M. R. (2018). *The effects of aging on Asian population growth* [Unpublished doctoral dissertation]. University of Michigan.

### Unpublished Works from a University

1. In general, an unpublished manuscript should list the author(s), publication date, title, manuscript type, department, university, and location.

Note: The example below is for the print version.

Jones, J. J., & Torrell, N. (2018). *A quantitative analysis of birth control usage* [Unpublished manuscript]. Department of Sociology, Rhinehurst College.

2. An unpublished manuscript title from a university should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should be capitalized).

*Conservative decline in the United States*

### Film and Video

1. In general, a film or video should list the names of major contributors, titles, publication date, title [film or video], and studio.

Thomas, K. (Producer), & Dumars, J. [Director]. (2018). *On the road with an NBA championship team* [Film]. Waver Pictures.

2. A film or video title should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

*The boy and the vampire*

### Television (TV)

1. In general, a TV broadcast should list the producer, publication date, title [TV broadcast], city, state, and station.

Brady, G. (Producer). (2017, September 1). *Scared to speak out* [TV broadcast]; WMTW.

2. A TV broadcast title should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

*Mother's little helper*

## TV Series

1. In general, a TV series should list the producer, date, title [TV series], production company, and station.

Fordson, L. (Producer). (2015, July 17). *The human body* [TV series]. Waller Productions; HBO.

2. A TV series should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

*Unsolved crimes in California*

## Music Recordings

1. In general, a music recording should list the writer(s), date of copyright, song title, recording artist (if different from writer), album title, label, and recording date of the version (if different from copyright date).

Schaeffe, D. (2018). Johnny move over [Song recorded by Ted Barker]. On *Songs that rock*. Pezzy Records. (Original work published 1994)

2. A music recording song title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

*Aerosmith: Live at Comerica Park*

## Computer Software

1. Computer software should list the author(s) or rightsholder(s), date, software title (name), version (if applicable), program (or software or manual), producer, and URL.

Parnello, J. (2018). *Production output analyzer* (Version 3) [Computer software]. Spectra Systems. <https://spectrasystems.com/pro>

2. A software, program, or language title (name) should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

*Marketing analysis software*

3. Standard software such as Microsoft Word or Microsoft Excel does not need to be listed.

4. Mobile apps should list the author or group, date, title, version (if applicable) [Mobile app], publisher or App Store, and URL.

Simpson. (2018). *Simpson Julian calendar* (Version 1.3) [Mobile app]. App Store. <https://www.itunes.apple.com/us/nxt/simpson/id63541hh.47>

### Podcast

1. Podcasts should list the host (author, writer, director, editor, etc.), date or dates hosted, title [Audio or Video podcast], broadcasting organization, and broadcasting organization information.

Bonder, L. (Host). (2017-present). *Near Death Experiences* [Audio podcast]. NPR. <https://npr.org/sta/new/239584/near-death>

Popovich, L. (Writer), & Howerstein, G. T. (Director). (2019, July 17). *Don't judge a man by his car* [Video podcast]. Nelson Media. <https://www.nelsonmedia.org/ebt/ent/video13/men>

### Streaming Video

1. Streaming videos should list the host (author, writer, director, editor, etc.), date, title [Video], broadcasting organization, and broadcasting organization information.

Balducci, R. (2018, March 17). *St. Patrick's Day in Chicago*. [Video]. YouTube. <https://www.youtube.com/watch/994.tyii/=44nine0>

### Webinar (recorded)

1. Recorded webinars list the host or presenter, date, title [Webinar], broadcasting organization, and broadcasting organization information.

Fortran, K. M. (2019). *Analyzing the effects of PTSD* [Webinar]. National Warrior Association. <https://www.nationalwarrior.org/time/prod/1880.23>

### Other Online Documents

1. In general, if no date is provided, *n.d.* should be used.
2. A document with no author or date should list the title, (n.d.) and URL.
3. Titles should be italicized, using upper and lowercase letters (significant words should be capitalized).

*Asian women in the corporate world*. (n.d.). <https://www.psychek.com/psy/edu.htm>

4. A document from an organization with no publication date should list the organization, (n.d.), title, and homepage URL.

Wholesome Living Foundation. (n.d.). *Living sugar free*. <https://www.hlf.org>

5. A chapter or article of a book authored by an organization should list the organization, publication date, editor(s), chapter or article title, page numbers, and URL.

American Organizational Research Council. (2019). In T. L. Roils (Ed.), *Standards for conducting business* (pp. 91-107). <https://www.nbrc.org/standards>

### Technical Reports and Research

1. A U.S. government report on an agency website should list the agency, publication date, report title, report number, and URL.

Federal Bureau of Investigation. (2018). *Overview of white-collar crime in the United States* (FBI Publication No. 843-1165). <https://www.fbi.doc.gov/bbi/trade.htm>

2. A report of research title should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

*Psychology in interpersonal relationships: A qualitative analysis*

### Meetings and Symposia

1. A paper presented at a virtual conference should list the author(s), date, title, conference, and URL.

Merrill, T. J. (2018). *Merrill communication climate report*. Paper presented at Merrill 2018 virtual conference. <https://www.merrill.com/topicofthemonth/press.html>

2. A paper or abstract title from a meeting or symposium should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

*Psychological impact studies*

## Newsletters

1. An article from a newsletter with no author should list the article title, publication date, newsletter title, and URL.

Home sales increase in south end of city. (2019, Fall). *Town Acres Newsletter*.  
<https://www.townacres.org/fall19/headline.html>

2. Newsletter titles should be italicized, using upper and lowercase letters (significant words should be capitalized).

*Avondale Accolades*

3. An article title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

Homeowners form health committee: Money is main issue

## Blog Posts

1. Blog posts should list the author, date, title, forum, and URL.

Enson, C. R. (2019, June 14). The free will of young adults. *Situational Factors Discussion Center*. <https://blogs.romm.org/situation/2019/06/14/free-wii/20.441>

## eBooks

1. An online or electronic book with no DOI and a non-database URL should list the author, publication date, title, and URL.

Jackman, J. P. (2020). *Health insurance for teacher unions: Reaching a compromise*.  
<https://www.onlineinsurancebooks.net/schools.asp?itemLP=14>

## Audiobooks

1. Audiobooks should list the author, date, title (narrator) [Audiobook], publisher, publishing information, and original publication date (if available or different).

Carthman, S. V. (2018). *Journey to the center of my mind* (T. Wallace, Narr.) [Audiobook]. Jonesworth Publishing. <https://www.jwpc.com/vid/nat/ent.3429.hl.1> (Original work published 1986)

## U.S. Government Reports from GPO Access Databases

1. A U.S. government report should list the author or issuing agency, publication date, title, agency (if applicable), and URL.

U.S. Council on Aging. (2017). *Aging baby boomers: Are we ready for their retirement?*  
<https://www.access.gpo.gov/aging/index.pdf>

Westchester, S. K. (2019). *Foodborne illness statistics*. Center for Disease Control.  
<https://www.uscdc.org/ecoli/sal/lis/outbreak.22.38.9120/56.pdf>

2. A report title should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

*Government bonds: Investing with confidence*

**EXAMPLE: REFERENCES**

## REFERENCES

- Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education* Vol. 37, No. 3 (Fall 2001) by the Council on Social Work Education, 493-505
- American Psychological Association (2020). *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition. American Psychological Association, Washington, DC  
DOI: 978-1-4338-3216-1
- Benavides, H. V. (Fall 2010). Parental deportation: Best practices for counseling Latino children and adolescents. Unpublished masters research project. California State University, Fresno, CA.
- Berrett, N. L. (Spring 1998). A handbook for support service counselors working with deaf college students. Unpublished masters research project. California State University, Fresno, CA.
- Bianez, T. C. (Spring 1990). An exploratory study: A comparison of Mexican-American Secondary school dropouts and Cambodian-American secondary school dropouts (1980-1990). Unpublished masters research project. California State University, San Jose, CA.
- Baugh, L. S. (2005). *Essentials of English Grammar*. Published by McGraw Hill, New York, NY
- Campbell, L., Campbell, B., & Dickinson, D. (2004,). *Teaching and Learning through Multiple Intelligences* (3<sup>rd</sup> edition) . Published by Allyn and Bacon, Boston, MA
- Carlson, C. A. (May/June 2007). A Simple Approach to Improving Student Writing: An Example From Hydrology. *Journal of College Science Teaching*, May/June 2007, 48-53.
- De La Torre, M. (Fall 2010). The impact of dating violence on adolescents. Unpublished masters research project. California State University, Fresno, CA
- Fonseca, O. (Spring 2007). Hispanic parent/student college awareness. Unpublished masters research project. California State University, Fresno, CA
- Frazier III, C. D. (Fall 2013). Best practices for Black/African-American/African-Heritage male completion in the American educational system. Unpublished masters research project. California State University, Fresno, CA



**EXAMPLE: REFERENCES (cont)**

- Garretson, K. (2010). Being Allowing and Yet Directive: Mindfulness Meditation in the Teaching of Developmental Reading and Writing. Published by New Directions For Community Colleges, no. 151, Fall 2010, Wiley Periodicals, 51-64. DOI: 10.1002/cc.415
- Gooden, T. G. (Fall 2013). Addressing trans-generational patterns in single parents homes. Unpublished masters research project. California State University, Fresno, CA
- Green, R. (Spring 2005). A study on student athletes. Unpublished masters research project. California State University, Fresno, CA
- Hale, M. (2007). Teaching the Immigration Debate in Freshman Composition. Published by Radical Teacher, 84, 18-30.
- Heckman, D. R. (Fall 2010). Increasing parental involvement: research and practice Based strategies. Unpublished masters research project. California State University, Fresno, CA
- Houghton, P. M., & Houghton, T. J. (2020, 7<sup>th</sup> Edition). APA The Easy Way! Houghton & Houghton. DOI: 978-1-73300-795-5
- Hudelson, S. (1993) . English as a Second Language: Curriculum Resource Handbook: A Practical Guide for K-12 ESL Programs (Edited). Published by Kraus International Publications, Millwood, NY
- Kaur, J. (Fall 2010). The relationship between acculturation, intergenerational family conflict, among Asian Indian adolescents. Unpublished masters research project. California State University, Fresno, CA
- Lee, C. (Fall 2011). Factors and strategies promoting and improving Hmong students' matriculations into college. Unpublished masters research project. California State University, Fresno, CA
- Maekoya, C. (Spring 2008). Female victims who use violence against their partners and their aggression. Unpublished masters research project. California State University, Fresno, CA.
- Peregoy, S. F., & Boyle, O. F. (1993). Reading, Writing, and Learning in ESL. Published by Longman, London, UK
- Rubio, E. R. (Spring 2000). Academic achievement among Latino High School Students. Unpublished masters research project. California State University, Fresno, CA.

**EXAMPLE: REFERENCES (cont)**

Taha, F. K. (Fall 2009). Bridging the gap between Arab Muslim Americans and mainstream Americans. Unpublished masters research project. California State University, Fresno, CA.

Truss, L. (2003). Eats Shoots and Leaves. Published by Gotham Books, New York, NY

Whitton, R. (Fall 2013). What are the ideal characteristics of an academic counselor and how can they be used with advising technology tool? Unpublished masters research project. California State University, Fresno, CA.

## APPENDICES

The term, APPENDICES, is centered and appears on the first line 1-and-one-half inches from the top of the page. This section is for additional and/or supplemental material. Include copies of your materials (i.e., interview protocol, questionnaire, survey, letters of authorization and/or permission). Include written permission to use copyrighted data or information. Pagination continues through this section. Each cluster of items will have its own APPENDICE. See APPENDICE examples in class, and, on the following pages.

## APPENDICES

APPENDICE A - FIFY WAYS TO CITE YOUR ARTICLE

APPENDICE B - CITATIONS AND WORDSMITHING

APPENDICE C - AS YOU BEGIN

APPENDICE D – QUESTIONS

## APPENDIX A

### FIFY WAYS TO CITE YOUR ARTICLE

CSUF  
 "EL SI"  
 298 Research Project  
 Valencia

REGARDING: **Fifty Ways to Cite Your Article**

#### **The author...**

|               |                  |
|---------------|------------------|
| cites         | discloses        |
| reminds       | details          |
| describes     | characterizes    |
| contrary to   | represents       |
| determines    | advises          |
| introduces    | portrays         |
| explains      | delineates       |
| sketches      | in concert with  |
| in support of | narrates         |
| in conclusion | refutes          |
| depicts       | advances         |
| reveals       | asserts          |
| reports       | notes            |
| points out    | proposes         |
| concludes     | purports         |
| summarizes    | supports         |
| indicates     | states           |
| concurs with  | indicates        |
| reiterates    | suggests         |
| laments       | continues to say |
| recommends    | shares           |
| contends      | mentions         |
| refers to     | brings forward   |
| specifies     | reviews          |
| outlines      | conceptualizes   |

#### **And don't forget the ever popular:**

Findings by

According to

## APPENDIX B

### CITATIONS AND WORDSMITHING

CSUF  
 "EL SI"  
 298 Research Project  
 Valencia

To remember as you write:

**CITATIONS:** Within the narrative there are several ways to cite your sources.  
 (For a complete list of reference citations, refer to your APA Publication Manual, 7<sup>th</sup> Ed.)

1. Martin (1996).
2. (Martin, 1996).
3. (Martin, 1996; Poply, 1993; Smart, Sing, & Vynal, 1992).
4. (Martin, 1987, p.188).
5. Martin and Lewis (1995).
6. Cite sources for any opinion, assertion, or, statement that judges something as better/worse/similar. Cite your source **every** time you use the words: **should, ought, need, want, must, always, and never**.
7. Show a traceable reference for all citations used in the manuscript.
8. Taking ideas or writings from another person and passing them off as your own is plagiarism. Plagiarism is rude, barbarous, unethical, totally unacceptable, and, totally avoidable. Give credit where credit is due. Cite all of your sources; every time. If you are ever in any doubt whatsoever, consult with a colleague or your instructor.

**WORDSMITHING:** ("gotitas de sangre del corazon")

9. Seventeen (17) words per sentence, maximum.
10. Choose every word, carefully.
11. Run-on sentences are boring and will be edited out from the narrative.
12. At minimum, three sentences per paragraph.
13. Contractions are never used (i.e., can't, don't).
14. Unexplained terms are not welcomed (i.e., macho).
15. If you use a phrase like..."it is clear'...or..."it is clearly evident" tell the reader to whom it is clear or clearly evident.
16. No "etc". No "and so forth". No "as you can see".
17. Be as specific as you can.
18. In the beginning of your sections...in general terms, tell the reader what you will be writing about...Then, write it...Then, tell the reader what they just read. Later, go back and smooth out the transitions.
19. If you get stuck, change to a different section of the chapter...or, do something different. Take a break, take a nap, take a hike, however, do not stay "stuck".
20. As you shut down your writing...write notes to yourself and save them on the document that you are working on. That way, when you go back to your writing, you will have a head start.
21. Be direct, be specific, and, carry on!

## APPENDIX C

### AS YOU BEGIN

CSUF  
 "EL SI"  
 298 Research Project  
 Valencia

As you begin, please keep in mind the following:

1. The 298 Research Project is not an essay; the Project is written in APA (7<sup>th</sup> ed.) format and style. The Project is not a sprint; it is a marathon.

Do not use the words “I”, “we”, “they”, “them”, “us”, and/or other indeterminate pronouns.

In the beginning, within the first three drafts of chapter one and two, every statement will contain a reference.

As you attend each weekly meeting, your writing will be edited. You will edit-in the comments from your instructor and, before you know it, your writing will begin to appear more polished. Toward the end of the semester, the mechanics and use of citations will become more standard to you, and, your APA style of writing will become smoother. The goal is to write a reviewed and “approved” Project that is concise, APA accurate, and, as close to being elegant as possible.

2. Chapter titles are capitalized and centered, and, begin one to one-and-one-half inches from the top of the page.
3. Side headings
 

The word or words that announce a new train of thought are called side headings. All side headings appear on the left margin of your page and the first letter of the first word is capitalized. There is no period after the side-head, and, the narrative starts on the next line (double-space), indented five (5) spaces.
4. Beginning with the Acknowledgments, all pages are numbered. Lower case **Roman** numerals are used from the Acknowledgements through the Table of Contents and they are on the bottom of the page. After the table of contents; at the beginning of Chapter One, place your first **Arabic** numeral in the upper right hand corner. Arabic numerals approximately appear one inch from the top, and, one inch from the right edge of the paper. If your computer uses a different (but close) location for your numbers - for example, if the Arabic numerals appear closer to the top of the page or closer to the right hand edge of the paper, do not worry. Leave your computer settings alone.
5. The use of underlining in the writing of a Project is not common. Generally, it is designated only under very specific circumstances. Do not use underlining.
6. The use for **bold** print is rare, and, the use of exclamations points (!!) in your project are nonexistent.

## APPENDIX C

## AS YOU BEGIN (cont.)

7. Between paragraphs, hit your enter button twice between paragraphs. (Easier to read and edit.)
8. For your five chapter sections, start each new chapter on a new page. (Easier to read and edit.)
9. The project is a straightforward, literal, and, concise presentation of information. It is intended to be read as an objective, non-biased, empirical data-driven and/or literature-driven or mixed methods report. Therefore, the use of alliteration is reserved largely for autobiographies, comic books, poetry, political speech writing, Sesame Street, and, Yo Gabba Gabba. So, do not use it.



## APPENDIX D

### QUESTIONS

#### Design - Chapter Four

Research Question(s):

- 1.
- 2.
- 3.

a. How are you going to answer your research questions?

Will you use digital-driven data?

Will you use literature-driven data?

Might you use a combination of digital and literature driven data?

b. If you use digital-driven data, from what article(s) are you basing your design on?

c. If you use literature-driven data, from what article(s) will you base your design on?

d. If you are using digital and literature driven data, from what articles will you base your design on?

e. Digital-data designs typically use interviews, questionnaires, surveys, the use of scales and/or inventories, or, any other type of interaction with a person. If you do this, you will need prior review and permission by the (IRB) human subject review committee to continue. And, if permission is required to use the interviews/questionnaires/survey/scales/inventories, the permission is required, in writing, in the appendices.

f. Literature-data designs typically put their findings in a handbook, curriculum, a training workshop, a collection of “best practices”, or, to prepare content for a power point presentation. If the permission to use the information is required, the reader will find it in writing, located in the appendices. If you cannot get the approval, you cannot use the material.