

**Student Signature Assignment Guidelines:**  
*The proposal, the professional applied thesis, and the original research thesis*

**Masters of Science in Emergency Services Administration**

Department of Criminal Justice, Criminology & Emergency Management

California State University Long Beach



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Prepared by  
Shirley Feldmann-Jensen, DPPD, MPH

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## **Introduction to the Signature Assignment**

The California State University, Long Beach (CSULB) Master of Science in Emergency Services Administration (MS ESA) students learn foundational emergency management and organizational theories, and they begin to synthesize and apply relationship of these management skills and organizational theories to evidence-based decision making, evaluation, and leadership in the meta-community through a culminating signature assignment. Students graduating with an MS ESA degree from CSULB must demonstrate benchmark knowledge and emergency management competencies by completing a *signature assignment* with a master's level proficiency.. The *signature assignment* can be an applied professional thesis (sometimes referred to as a project) or an original research thesis. This *Signature Assignment Guide* provides direction for the development and completion of this final MS ESA assignment and assessment for degree completion.

### **The Purpose of the Signature Assignment**

A signature assignment provides an opportunity for students to demonstrate their mastery of the MS ESA curriculum, as well as the development and enhancement of critical skills necessary to handle the challenges and changes within their careers. The culminating research project provides students opportunity to reflect on issues they learned, have critically analyzed, and have honed in their research and writing assignments. Additionally, students evaluate domain specific texts, apply methodological reasoning, demonstrate their ability to communicate with others, and ask poignant questions. The final product of either assignment should demonstrate rigorous and quality work any professional would be proud to sign and present to his/her professional community.

### **Differentiating the Signature Assignment Options**

#### Option 1: The Professional Applied Thesis: Project

In the professional applied thesis students synthesize research and apply it to emergency management practice. This applied thesis project gives students an opportunity to take on a real world issue or organizational need, and provide a useful product to fill the gap, provide a potential solution, or begin a process toward policy and practice changes. In the process, students demonstrate both the synthesis of the research tools they gained in the program, and their ability to integrate that knowledge into practice. The MS ESA faculty, students and community partners represent a critical academic and practitioner collaborative designed specifically to advance the science of emergency management and strengthen the communities within which all of our students live and work.

#### Option 2: The Original Research Thesis

The original research thesis is a signature assignment for students, which generates new and sometimes unique knowledge for the field of emergency management. It is a scholarly exploration in answering a research question through a data gathering and

analysis process. In the process you demonstrate both the synthesis of the research tools you gained in the program, and your ability to integrate that knowledge into conducting original research. The research project will be carried out under the guidance of your academic committee.

### **Signature Assignment Preparations**

There is a great deal of time and thought which must go into any research project proposal prior to its approval. Beginning in the first semester of the MS ESA program, students are encouraged to think of their program of study with the “end in mind.” It is expected students will find their individual coursework to be directly applicable to the signature assignment.

The Signature Assignment must be completed the last semester of a student’s program of study. Students should work closely with the MS ESA Graduate Advisor and Thesis Chair, and use this Signature Assignment Guide to assist them in planning for their enrollment in the culminating program work.

Several key decisions must be made prior to any MS ESA student initiating action toward the development of a thesis.

#### **Required Courses.**

The MS ESA curriculum contains a number of courses to support students’ abilities to focus their area of study. Importantly, these courses should inform the signature assignment and be viewed holistically. The following six required courses must be completed before enrolling in EMER 671.

1. **EMER 500:** *Information Literacy and Practical Writing Applications for Emergency Management* (formerly EMER 500-502-504)
2. **EMER 506:** *Principles of Emergency Planning and Management*
3. **EMER 530:** *Applied Research Methods & Analytical Techniques for Decision Support & Innovation*
4. **EMER 540:** *Emergency Management Organizations: Constructs for Influencing Complex Systems*
5. **EMER 548:** *Risk, Crisis, and Inter-Agency Communications*
6. **EMER 661:** *Emergency Management Leadership Across the Mega-community*

It is important to highlight that the work students do in the required courses can be tailored toward their topical interest for your thesis. By the time a student has completed their requirements, significant literature review work can be addressed in these required courses.

Additionally, you are required to take 2 elective courses (6 units). It is strongly encouraged that these electives be taken in relationship to the thesis topic you are selecting, so that the work completed in the courses further informs your thesis.

- EMER 671 *The Proposal: Strategic Planning & Integrative Practices in Emergency Services Administration*. **Prerequisites are EMER 500, 506, 530, 540, and 548.**

The **EMER 671 course** is designed to facilitate the development of the thesis proposal. It is important to note that required program coursework must be completed for enrollment to develop your thesis proposal; it is also advantageous to have also completed EMER 661 and your elective coursework or be concurrently enrolled. It is strongly recommended to take

**EMER 671 concurrently with EMER 694A**, where the proposal will be presented and defended to MS ESA faculty through digital media. The proposal defense is an important time of feedback and discussion for the further development of the thesis.

### **Advancement to Candidacy.**

Advanced to Candidacy must be completed before you can undertake either signature assignment. You should work with the Graduate Advisor in planning your enrollment in courses prior to embarking on the signature project through the use of the Program Plan form.

To Advance to Candidacy, you must complete a Program Plan and send it to the Graduate Advisor for review and approval. Refer to **Appendix Attachment 1** for the sample Program Plan form. Your Program Plan should list all of the coursework you have completed and intend to complete in the program. The Advancement to Candidacy requires signatures by the Graduate Advisor, Program Director, and Associate Dean on your Program Plan.

It is recommended that you Advance to Candidacy at least two semesters before your last semester in the program. In the event your elective courses should change, you need only complete a Change of Program form, also available from the Graduate Advisor, who must approve the change.

### **File for Graduation.**

You must file a Request to Graduate form well before you expect to graduate. Plan to file the request the beginning of a semester within the semester prior to the semester you plan to graduate (basically an academic year ahead of time). If you should change your graduation semester, you must then file a Change of Graduation Date form. Both these forms are available on the CSULB Enrollment Services website in the area called Forms. Small fees are required for processing both these forms and you are expected to meet deadlines, so please plan accordingly. The requirements of all master's candidates at CSULB, the deadline, and the process for filing to graduate can be located on the following Enrollment Services page:  
[http://www.csulb.edu/depts/enrollment/graduation/masters\\_degree.html](http://www.csulb.edu/depts/enrollment/graduation/masters_degree.html)

### **Program Key Steps Timeline.**

This section summarizes the key events leading to a completed capstone project and a timeline for action. The specific sequence and timeframe should be discussed with your Capstone Committee Chair. Adjustments may need to be made to accommodate changes in university policies, the specifics of the chosen project, or career or personal events.

#### **Semester 1: (enroll in EMER 500 and 506, add 548 for additional units)**

- Begin thinking about applied project or original research topics as you work on your Integrated Research Paper and essays

#### **Semester 2: (enroll in EMER 530, EMER 540, add 548 for additional units)**

- Begin professional applied project planning: focus on one or two project topics while writing your research papers in each class; OR
- Begin original research plan: focus on one or two research topics while writing your research papers in each class.

**Additional Semesters: (enroll in EMER 548, two electives, and EMER 661)**

- Continue focusing on project or original research planning while writing your research papers in each class

**Second-to-Final Semester (enroll in EMER 671 & 694A):**

- Identify committee members and obtain their agreement to be on your committee
- Identify a community partner agency
- Complete the IRB online application and save the results for use in EMER 694B
- Develop and finalize the applied project or original research Proposal
- Defend the Professional Applied Thesis or Original Research Thesis Proposal to EMER 671, EMER 694A &B, and EMER 698 faculty
- Apply for *Advancement to Candidacy* before deadline
- File for *Graduation* before deadline

**Final Semester(s) (enroll in EMER 694B or EMER 698):**

- Communicate with committee members throughout the semester
- Complete the applied project
- Complete the professional applied thesis report
- Obtain approvals of all committee members for the thesis document
- Complete the project presentation
- Present and defend the completed applied thesis to your committee

## **Part 1: The Thesis Proposal**

The thesis proposal is the foundational work of the thesis. It can be helpful to think of the proposal as a series of steps preparing your research project. Each step involves setting milestones, writing, and obtaining feedback from peers and faculty. The feedback is important before you go too far with an idea that turns out to be impractical. By the end of the process you will have a complete thesis proposal and be ready to conduct your applied project or original research. You will also have the groundwork created for the first 3 chapters of your thesis.

### **The Purpose of the Proposal**

The purpose of a thesis proposal is ensure each student has a viable thesis topic. The proposal ensures the research you are conducting is original, significant to the field of Emergency Management, achievable by one person in a limited time span, and clearly grounded in the published literature.

The proposal is an organized investigation of a topic. This systematic approach begins with the purpose statement and follows with the research design and anticipated analytic processes. Some pieces of the proposal, such as the literature review, which will need few, if any, revisions in the final thesis. Once the proposal is completed and approved, you will have prepared most of the content for the first three chapters of your thesis, although there will need to be some reorganizing.

### **The Proposal Development**

The **EMER 671** course is designed to facilitate the development of the thesis proposal. It is important to note that all other required program coursework must be completed for enrollment to develop your thesis proposal. It is recommended to be taken concurrently with EMER 694A, where the proposal will be prepared, presented and defended to MS ESA faculty through digital media; it will run the last 5 weeks of the semester, beginning week 10. The proposal defense is a time for critical feedback and discussion to further develop the student's thesis.

- EMER 671: ***The Proposal: Strategic Planning and Integrative Practices in Emergency Services Administration*** (3 Units – 15 weeks long) fosters the student process of choosing a specific research question or applied project within their own professional job setting or community, and developing a much broader understanding of that specific question or project through a critical analysis of the existing literature in context of that problem. Additionally, the theoretical foundations to this research are identified, project work plans are developed and the groundwork of the student project/thesis proposal is generated.
- EMER 694A: ***The Proposal Defense: Strategic Planning and Integrative Practices in Emergency Services Administration*** (1unit – 5 weeks long). Presentation to MESA faculty of the Thesis Proposal delivered through digital media. The course will begin on Week 10 of the semester.

### **Steps in the Proposal Development**

#### **1. Orienting the thesis topic & question in emergency management.**

## 2. Literature Review & adjustment of the question based upon the literature.

The Literature Review needs to contain the following elements:

- *Establish a picture / story for your readers*
  - A thorough literature review of prior research in your topic area is intended to demonstrate your mastery of emergency management research, and guide you to specific questions relevant to advancing knowledge or practice in the field of emergency management.
  - If your research is to be of interest to the larger community of practitioners and academics, it is important that you demonstrate continuity between your project and important work that has gone before.
- *Connect the specifics of the research purpose to the larger themes of the field of emergency management.*
  - At the earliest stage of the literature review, the seminal works are the source of fundamental ideas in the field.
  - Next, narrow to the particular area(s) that are of interest to you.
  - Become more specific with a focus on literature relevant to your particular topic.
  - All this reading should provide you with ideas, and hypotheses that might be worth testing.
- *Indicate how your topic will make an original contribution to the field, either in knowledge or practice.*
  - The reading should provide good research examples, and help you learn what professional work should look like in order to contribute to the discipline.
  - The search should also make very clear the significance of your topic and problem.
- *Generate the bibliography for your thesis*

## 3. Formulating your research purpose

- a. Determine the research design you will use.
  - The research design should consist of more than simply designating a general topic and stating a question or hypothesis.
  - It will ideally consist of a theoretical argument that leads to some implications.
- b. The scope and limitations of your study are also important to address.
  - These refer to limits beyond your control and are inherent in your methodology. The scope and limitations include but are not limited to the source of data, the research instrument, the sample size, and the generalizability.

## 4. Create a basic plan of data organization and analysis

- a. The plan must bridge the gap between the problem and purpose articulated, and the more detailed research procedures.
- b. The plan will serve as a general guide for the analysis of your research.
- c. Describe how the data will be obtained, and whether that data is appropriate to the research purpose.



- d. Describe how the information is to be summarized in a form that reflects the project purpose.
- e. Describe the processes that will be taken to organize and analyze the data.
  - Specify what the variables are.

5. For applied projects: **Create a basic plan for the field deliverable.**

## The Thesis Proposal

Both the applied professional thesis and original research thesis have a specific proposal format required. The full proposal content outlines for each can be found in the **Appendix Attachments 2 and 3**. All written proposals should be submitted in APA format using 12 point Times New Roman font. The primary content which is to be addressed in the proposal is as follows:

1. Working Title
2. Introduction & Background
3. Literature Review
4. Statement of Purpose
5. Initial Assumptions and Hypotheses
6. Research or Project Design & Methodological Approach anticipated
7. Proposed Committee
8. Proposed Work Plan
9. Project IRB requirements
10. Glossary of Terms
11. Bibliography

## Thesis Proposal Approval

The proposal defense is a beneficial process where the student gains more in depth guidance pertaining to their selected topic, supporting literature, and methodology, as well as recommendations for committees, data sources, and other research considerations. The presentations are expected to be of the highest quality, and of personal/professional value to each student conducting the project, his/her organization and/or community for which the project is designed.

All MSEA thesis proposals **MUST be approved PRIOR** to taking EMER 694B *The Project: Strategic Planning and Integrative Practices in Emergency Services Administration* (3 Units) or EMER 698 *Emergency Services Administration Thesis*.

The approval is obtained during the proposal presentation and defense at the semester end when enrolled in the concurrent courses: EMER 671 & EMER 694A. In the EMER 671 course, students develop a written applied thesis proposal. Based on their work in EMER 671, an academic presentation is developed in EMER 694B, and the project proposal is presented to faculty members of EMER 671, EMER 694A & B, and EMER 698. This presentation is typically conducted virtually via a conference call or Skype.

It is the student's responsibility to schedule the proposal defense with the designated faculty. Additionally, the student is responsible to ensure the faculty participants are sent the electronic project proposal document and presentation power point prior to the scheduled defense.

## **Part 2A: The Professional Applied Thesis Option- Project (EMER 694B)**

In the professional applied thesis, students synthesize research and apply it to emergency management practice. This thesis project gives students an opportunity to take on a real world issue or organizational need, and provide a useful product to fill the gap, provide a potential solution, or begin a process toward policy and practice changes. In the process students demonstrate both the synthesis of the research tools they gained in the program, and their ability to integrate that knowledge into practice.

The professional applied thesis is where the student engages with a partner organization or community to research and generate an integrative product that benefits the entity partnered with. As a result, the MS ESA graduate students will have influenced the real world day to day emergency service functions; not only across the State of California, but also in many other places in the nation and world. These influences are evidenced in receipt of grant monies, institutional budget lines for implementation, pilot projects, exercises conducted, programs implemented, and policies changed at all levels of disaster risk governance; these potential benefits exemplify a major strength of the MS ESA program.

Students who select the MS ESA Professional Applied Thesis as their final program assessment **must have completed and defended their proposal in EMER 671 & 694A** prior to enrolling in: EMER 694B *The Project: Strategic Planning and Integrative Practices in Emergency Services Administration* (3 units).

### **Project Varieties**

MS ESA applied thesis projects are expected to have direct impact within a professional organization or the public/private community served. The possibilities are vast and the examples listed below are by no means a comprehensive list of acceptable projects. Students might undertake projects designed to:

- Develop a comprehensive or specific hazard disaster management plan;
- Evaluate an existing program;
- Design a program intended to directly address a specific problem within an organization;
- Conduct a white paper policy analysis;
- Design an employee training program or public information campaign;
- Create a disaster exercise program;
- Write a full developed grant proposal;
- Generate an audio visual tool;
- Develop a website or design social media tools;
- Implement a new collaborative process to address a specific hazard;
- Conduct a targeted community risk assessment.

Some students may focus their project on a current problem within their own organization; other students may use their academic experience to test their problem-solving competencies to address a problem within another community entity. The problem and community served should be specific.

## Organizational Approval

An important part of an applied professional thesis is the interface of research translated to practice. For this thesis project, students must collaborate with vital community partners to advance the science of emergency management and strengthen the communities within which all of our students live and work.

The applied research project must be conducted in partnership within the community of interest. The specific organization or entity you are partnering with must approve the project before work begins. Approval for the project must be submitted in writing by an administrative supervisor, usually at the level of command staff, city management, or agency director. The written approval, ideally written on the partner's letterhead, can take the form of a simple letter or memo of one or more paragraphs, and must be submitted to EMER 694B course Dropbox for review by your applied thesis instructor. Examples of wording for these documents are provided in [Appendix Attachment 4](#).

## Project Committee

A student's project committee shall consist of at least three members qualified in the areas relating to the project topic. At least two of the committee members must be CSULB faculty associates. The instructor for EMER 694B will serve in the role of Project Chair; as course instructor is responsible for assigning a final grade to the applied professional thesis and the overall course. The third committee member is typically a subject matter expert from the community of practice. It is recommended that this third committee member not come from one's immediate office or be in one's immediate *Chain-of-Command*. The intent of an external committee member to serve is to provide for a practical expert reviewer. It is possible for a student to invite a fourth committee member who is a senior administrator from his/her own organization; it is important to note that this member will not have a formal vote in the final assessment of the project.

The duties and requirements for the committee members can be found in the [Appendix Attachment 5](#). The CSULB faculty members are familiar with these responsibilities; however, please share this attachment with your external committee member(s).

## Collaborative Applied Professional Thesis Option

Because the MS ESA curriculum emphasizes the development of student competencies in communication, coordination and collaboration throughout the program, we support students working together on an applied professional research project. The project may be proposed and developed by an interdisciplinary team of no more than *three* students. However, a collaborative does NOT mean that 2 or 3 people will deliver the work expected of one person. Rather, team members will individually work on one of several components of a larger overall project for a community entity. As an example, the overall project may be to integrate a new stakeholder group into a community emergency response, such as HAM radio operators; one team member may conduct the policy analysis for that goal, another team member may generate the operating procedures for inclusion of this new stakeholder, and a third team member may generate a grant proposal to gain implementation support. No two individuals will be working on the same element for the larger objective.

All students selecting a collaborative project must submit unique and individually written applied professional thesis report to their thesis committee for approval. At the same time, students working collaboratively may share some pieces of content across each group member's final document, such as parts of the literature reviewed.

## **Human Subjects Research Considerations**

An important consideration for conducting your project is the CSULB Institutional Review Board (IRB) requirements. Whether you will be obtaining data yourself or utilizing existing data, the appropriate form will need to be completed and submitted for review, unless exempt. It is the student's responsibility to complete and submit the required forms and supporting documentation in a timely way, so as not to delay conducting the research.

The IRB checklist and Administrative Review application are included in the **Appendix Attachments 6 & 7** for your convenience. However, if you require an Expedited form, please visit the CSULB IRB website: <http://web.csulb.edu/divisions/aa/research/compliance/humans/>

## **Professional Applied Thesis Project Development Process**

A professional thesis is an individual research project with an applied portion that is under the guidance of your committee. It is in this process that you demonstrate both the synthesis of the research tools you gained throughout the program and your ability to integrate that knowledge into the field of practice. As you embark on the work of your research and its application to practice, the focus of your efforts will be fulfilling the actions you outlined in your proposal.

There are two parts to the applied research process. One component is the development of the applied project, which will benefit practice with the collaborating partner. The other portion is the writing of the applied thesis.

## **Professional Applied Thesis**

The final applied thesis must follow the University style and formatting guidelines. The format for the professional applied thesis is to be written in 6<sup>th</sup> Edition APA, 12 point Times New Roman font. The CSULB 2016 Style and Format Guide, available on the CSULB Library website, provides detailed guidance for the writing structure. The standard thesis content arrangement is in a traditional 5 chapter layout, as follows:

**Chapter 1:** *Introduction*

**Chapter 2:** *The Literature Review*

**Chapter 3:** *Methodology*

**Chapter 4:** *The Project developed* (should be able to be a standalone portion)

**Chapter 5:** *Discussion and Conclusion*

Much of the work for the first three chapters will be addressed in the thesis proposal prepared in EMER 671. An annotated outline is included in **Appendix Attachment 8** to provide detail and a clearer picture to the organization of information in writing of your applied thesis. The annotated outline illustrates all of the pieces of information in the order they should appear. Further, examples and the template for your final Professional Applied Thesis can be found in the EMER 694B Course Content section on BeachBoard.

## Final Thesis Approvals

The methodologies of project development and report writing are iterative. You are strongly encouraged to be in frequent communication with the community entity partnered with and the project committee of experts during the development process. The updates and communications will provide direction in the targeted project development.

Several writing phases exist, in which each chapter drafted will be reviewed first by an assigned peer, then by the project chair, and finally by the entire project committee. At each one of these intervals, revisions and improvement can be expected to be addressed before sending the new revision to the next level of feedback and approval.

Both the project and the report **MUST** be fully approved by the entire professional applied thesis committee and achieve a grade of a minimum of 80%. The final thesis will be graded according to the assessment rubric, which can be found in the *Appendix Attachment 11*. As a final component, the student will develop and record a presentation about the project and the work conducted. The presentation must be viewed and approved by the full project committee. Directions for the presentation can be found on BeachBoard in the Content section of the 694B classroom.

Upon successful completion of all EMER program coursework and requirements set forth in the EMER 694B syllabus, a student will be recognized as passing EMER 694B, and he/she will be deemed to have completed the MS in Emergency Services Administration degree program. To indicate this completion to the university administration, *The Project Completion Form* found in *Appendix Attachment 12*, is to be completed. Students are responsible to complete the information required on the form and obtain 'wet ink' signatures from each committee member, and then send the signed form to the Project Chair, who will record it and forward it to the MS ESA Graduate Advisor.

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## **Part 2B: The Original Research Thesis Option (EMER 698)**

For students, the original research thesis is a signature assignment which generates new and sometimes unique knowledge for the field of emergency management. This scholarly exploration answers a research question(s) through data gathering and the analysis process. In the process students demonstrate both the synthesis of the research tools they gained in the program, and their ability to integrate that knowledge into conducting original research. The research project will be carried out under the guidance of your academic committee.

Students who select the MS ESA original research Thesis as their final program assessment **must have completed and defended their proposal in EMER 671** prior to enrolling in: EMER 698 *Emergency Service Administration Thesis* (1-4 units). The units enrolled in any given semester should reflect the time you are willing to focus on the thesis. You may enroll in as few as 1 unit per semester, and no more than a total of 6 units are allowed over the semesters enrolled. A minimum of 4 units total is required. It is recommended to plan for two semesters of EMER 698 with 2 units each semester.

### **Thesis Committee**

The original research thesis will be conducted under the guidance of your academic committee. A student's committee shall consist of at least three members qualified in the areas relating to the research topic. Three committee members must be CSULB faculty associates, with at least one member a tenured faculty. The instructor for EMER 698 will serve in the role of Thesis Chair, and as course instructor is also responsible for assigning a final grade to the thesis report and the overall course. It is also possible for a student to invite a fourth committee member who is a subject matter expert external to the university. The duties and requirements for the committee members can be found in the [Appendix Attachment 5](#).

### **Human Subjects Research Considerations**

An important consideration for conducting your research is the CSULB Institutional Review Board (IRB) requirements. Whether you will be obtaining primary data yourself or utilizing existing secondary data, the appropriate form will need to be completed and submitted for review, unless exempt. It is the student's responsibility to complete and submit the required forms and supporting documentation in a timely way, so as not to delay conducting the research.

The IRB checklist and Administrative Review application are included in the [Appendix Attachments 6 & 7](#) for your convenience. However, if you require an Expedited form, please visit the CSULB IRB website: <http://web.csulb.edu/divisions/aa/research/compliance/humans/>

### **CSULB Library Office of Theses and Dissertations**

It is the MS ESA candidate's responsibility to know the information provided by the CSULB library, including: procedures, submission deadlines, style and format requirements, and other relevant thesis publication information. The URL for the Office of Theses and Dissertations website is: <http://www.csulb.edu/library/guide/serv/>



## Thesis Development

The methodologies of thesis research and writing are iterative, with feedback and adjustments identified from your thesis chair, peers and committee members. It is strongly encouraged to be in frequent communication with your thesis committee of experts during the development process. The updates and communications will provide important direction in the research process. It is helpful to recognize this independent research tends to occur in four phases:

1. Foundational Steps
2. Writing and Analysis
3. Revisions and more Revisions
4. Finalizing, Presenting, and Submitting

For your benefit, a checklist has been generated to help you pace yourself through these stages. The list is in the [Appendix Attachment 10](#).

The final project thesis is to follow the University style and formatting guidelines. The format for the thesis is to be written in 6<sup>th</sup> Edition APA, 12 point Times New Roman font. The CSULB 2016 Style and Format Guide, available on the CSULB Library website, provides detailed guidance for the writing structure. The standard thesis content arrangement in a traditional 5 chapter layout, as follows:

**Chapter 1:** *Introduction*

**Chapter 2:** *The Literature Review*

**Chapter 3:** *Research Design and Methodology*

**Chapter 4:** *Data Analysis*

**Chapter 5:** *Discussion and Conclusion*

An annotated outline is included in [Appendix Attachment 9](#) to provide detail and a clearer picture to the organization of information in writing of your applied thesis. The annotated outline illustrates all of the pieces of information in the order they should appear. Further, examples and the template for your final thesis document can be found in the EMER 698 Course Content section on BeachBoard.

## Final Thesis Approvals

Upon completion, the final thesis MUST be fully approved by the entire thesis committee. Following the committee approval, the document is then to be submitted by your committee chair to the Director of the School of Criminology, Criminal Justice, and Emergency Management for acceptance on behalf of the University.

As a final component, the student will develop and record a presentation about the project and the work conducted. The presentation must be viewed and approved by the full project committee.

The next step is the responsibility of the student to obtain committee member and University representative “wet ink” signatures on the thesis signature page (in triplicate). When the approvals for the completeness of the document are given and the signature page fully signed, the signature page is to be submitted physically to the Library Office of Theses and Dissertations. Please note that this step is under review for policy and practice change; be aware that the process may change in the near future.

The thesis student must also activate an account for submitting the thesis electronically to the Library Office of Theses and Dissertations. Once the signature page has been submitted, the Library will send an invitation and link to upload your completed thesis. For a full description of the CSULB Electronic Thesis Evaluation Process go to [http://www.csulb.edu/library/guide/serv/thesis\\_process.html](http://www.csulb.edu/library/guide/serv/thesis_process.html)



## Appendices

## Appendix Attachment 1: Program Planner Form for Advancement to Candidacy



**CALIFORNIA STATE UNIVERSITY, LONG BEACH**  
**College of Health and Human Services**  
**School of Criminology, Criminal Justice and Emergency Management**  
**Program Plan for the MS Degree in Emergency Services Administration<sup>1</sup>** 6/16/2016

Student Number:		Email:	
Name:			
(Last)		(First)	(Middle)
Address:			
(Number and Street)		(City)	(State)
			(Zip)
Program Entry Date:		Mandatory Completion Date <sup>2</sup> (7 years maximum):	
GWAR/WPE Requirement Met? <sup>3</sup> :		<input type="checkbox"/> Yes	Expected Graduation Semester & Year: <sup>6</sup>

  

Course	Course Title	Units	Completed	Grade <sup>4</sup>
		500/600	Sem/Year	
<b>REQUIRED COURSES (24 Units)</b>				
EMER 500	Information Literacy and Practical Writing Applications for Emergency Services Administration	3		
EMER 506	Emergency Planning and Management	3		
EMER 530	Applied Research Methods and Analytical Techniques (Prerequisite is EMER 506)	4		
EMER 540	Emergency Management Organizations: Constructs for Influencing Complex Systems	3		
EMER 548	Risk, Crisis, and Interagency Communications (Prerequisite is EMER 500)	3		
EMER 661	Emer. Mgmt. Leadership Across the Megacommunity (Prerequisites are EMER 500, 506, 530 and 540)	3		
EMER 671	Strategic Planning & Integrative Practices in Emergency Services Administration. (Prerequisites are EMER 500, EMER 506, EMER 530, EMER 540, and EMER 548) EMER 671 and EMER 694A are recommended to be taken concurrently.	3		
<i>Total Core Units Earned</i>		<b>22</b>		
<b>REQUIRED PROJECT OR THESIS COURSES (7 Units)</b>				
Take EMER 694A and EMER 694B (Project) or Take EMER 698 (Thesis)				
<input type="checkbox"/> <b>Project Option:</b> (Select Project or Thesis option. Check here if selecting project option):				
EMER 694A	Project Proposal Defense: Strategic Planning and Integrative Practices in Emergency Services Administration (1); Prerequisites is EMER 671 and Advancement to Candidacy (This course is Part 1 of 2) EMER 671 and EMER 694A are recommended to be taken concurrently.	1		
EMER 694B	Project: Strategic Planning and Integrative Practices in Emergency Services Administration (3); Prerequisites: EMER 671 (This course is Part 2 of 2)	3		
<input type="checkbox"/> <b>Thesis Option:</b> (Select Thesis or Project option. Check here if selecting thesis option):				
EMER 698	Thesis (Prerequisite is Advancement to Candidacy)	4		
<b>Total Project or Thesis Units Earned</b>		<b>4</b>		

<sup>1</sup> This form must be completed and filed with the Department and Administration at least one semester before graduation.  
<sup>2</sup> You must be continually enrolled each semester to remain in the program. If you are not enrolled each semester, you will be dropped from the program unless you complete an "Educational Leave" form.  
<sup>3</sup> You MUST meet the University's [GWAR](#) requirements before Advancement to Candidacy.  
<sup>4</sup> Grades below a "C" cannot be used to fulfill degree requirements.

SPECIALIZATION or ELECTIVE COURSES (6 Units) (Use this section to identify specialization or elective courses you have taken, or will be taking, in your program.)			
		3	
		3	
Total Specialization or Elective Units Earned		6	32 units required as of Fall 2016.
Total Units Earned in Program		32	

**APPROVALS FOR ADVANCEMENT TO CANDIDACY<sup>5</sup>. (All approvals MUST appear on a single page with plan above).**

Student	Date	Peter G. Kreysa, Ph.D. Graduate Advisor	Date
Ryan G. Fischer, Ph.D. Program Director	Date	Terry Robertson, Ph.D. Associate Dean, CHHS	Date

### Master's Student Checklist

1. It is your responsibility to read, know and meet all University policies and deadlines. Visit the [CSULB website](#) frequently for information about policies and deadlines.
2. After you have been admitted into the program, email the Graduate Advisor and request information about graduate student orientation, which usually takes place online before the semester begins.
3. Refer to the College of Continuing and Professional Education (CCPE) Schedule of Classes and enroll in courses that apply to your Program of Studies. For example, enroll in the core (required) courses listed on the program plan and take electives when core courses are not available. Most students enroll in 6 units each semester.
4. Take only approved 500-level or 600-level courses. At least 60% of your courses must be at the 500/600-level AND completed as a matriculated (admitted and enrolled) student. Courses taken before your admission would be considered transfer courses even if taken at CSULB. A maximum of 6 units of graduate coursework may be transferred into the program. Transfer courses must be graduate-level courses taken at an accredited institution of higher education and must appear as graduate classes on an official university transcript.
5. You must take a minimum of 24 units as a matriculated (officially admitted and enrolled) student at CSULB.
6. You must maintain an overall 3.0 GPA. You may not use courses in your program in which you receive a grade lower than a "C." Resolve all incomplete grades by the deadline specified by your instructor (usually within one year). The University does not "repeat-delete" graduate courses. All grades earned will remain on your transcript forever and will be calculated towards your GPA. If your GPA falls below 3.0 you will be placed on probation and dropped from the program for a repeat probation.
7. You must be enrolled in the first semester after admission or you will be dropped from the program and required to re-apply for admission and again pay fees.
8. No waiver of course requirements, credit by examination, or credit earned by correspondence may be used to satisfy degree requirements.
9. Graduate and certificate program students are required to satisfy the GWAR, and graduate students must complete the requirement before advancement to candidacy. These students must attempt the WPE during their first semester at CSULB, except that students who have previously (1) received a degree from an accredited college or university in the United States; or (2) received a degree from an accredited non-US institution located in a country where English is a primary language of communication; or (3) received a score of 4 or higher on the analytical writing portion of the Graduate Record Exam (GRE) or the Graduate Management Admissions Test (GMAT) are exempt from the WPE. Graduate and certificate students who believe that they may be exempt from the WPE must submit a Graduate Student Petition to Satisfy the CSULB GWAR to Testing, Evaluation & Assessment. The petition form is available at BH-216 or at [Testing Forms](#). Graduate and certificate students who have graduated from a CSU have satisfied the GWAR and are not required to complete additional assessment.
10. If you are completing the EMER Project Option, you must register in EMER 694A for 1 unit and EMER 694B for 3 units. Complete EMER 694A before enrolling in EMER 694B.
11. If you are writing a thesis, you must take four units of EMER 698 (thesis writing). You will also be required to complete [Institutional Review Board](#) (IRB) requirements by completing several forms at the beginning of your thesis work. After you have completed four units of EMER 698, you may register for GS-700 with departmental approval to maintain enrollment until graduation. Students must be continually enrolled each semester (except summer sessions) until graduation. Once you have completed EMER 698 and received a grade of RP (Reported Progress), you are committed to writing a thesis. You may not later switch to the Project Option.
12. You must Advance to Candidacy at least one semester or summer session before the semester in which you expect to graduate. Advancement to Candidacy occurs at the time you receive formal approval of your Program of Study. Advancement requires that you and faculty sign the form on

<sup>5</sup> To Advance to Candidacy, You must (a) meet the GWAR requirement, (b) have completed 6 units within the program, (c) have a 3.0 GPA, (d) advance to candidacy at least one semester before graduation, and (e) be enrolled in the semester or summer session in which Advancement occurs. Contact the Graduate Advisor or Dept. Administrator when you want to Advance to Candidacy. You may not both Advance to Candidacy and graduate in the same semester, so plan ahead.

<sup>6</sup> The deadline to apply for graduation is approx. 6 months prior to commencement. See the [CSULB website](#) for deadlines.

the reverse side of this checklist. In order to Advance to Candidacy, you must (a) have met the GVAR requirement, (b) have completed a minimum of 6 units within the program, (c) have a 3.0 GPA, (d) advance to candidacy at least one semester before graduation, and (f) be enrolled in the semester or summer session in which Advancement occurs. Contact the Graduate Advisor or Dept. Administrator when you want to Advance to Candidacy. You may not both Advance to Candidacy and graduate in the same semester, so plan ahead.

13. You must be enrolled in the semester in which you graduate. You may enroll in GS-700 (Graduate Studies 700) with Departmental approval to meet this requirement if you have completed all of your coursework.
14. You must complete a [Request to Graduate Form](#) long before the semester in which you wish to graduate. The deadline for submitting this form for spring or summer graduation is usually mid-October. The deadline for submitting this form for fall graduation is usually early March. Visit the [CSULB website](#) for updated and specific deadline information and to order a cap and gown if you plan to attend the commencement ceremony.
15. You must be continually enrolled each spring and fall semester. If you are not enrolled each spring and fall semester you will be dropped from the program and you will be required to re-apply for admission and pay all fees. If you are dropped from the program, your re-admission is not guaranteed. If you cannot remain continually enrolled each semester, you may request Educational Leave for 1 year by completing and submitting an [Educational Leave Form](#). Forms are available on the University website in the area called "forms."
16. You must complete all degree requirements within seven (7) years to receive your EMER MS Degree. If you do not meet this requirement, your coursework expires after seven (7) years, including transfer courses. Taking Educational Leave does not stop the clock on the seven-year requirement to complete all degree requirements.
17. In order to graduate, you must have no outstanding financial obligations to the university. Contact Student Accounting Services in Brotman Hall Room 170-A or call (562) 985-8280 to verify that your financial obligations have been met.

## **Appendix Attachment 2: Professional Applied Thesis Proposal Outline**

- I. COVER PAGE**
  - Thesis Title
  - Name of Researcher
  - Course Title AND Course Number
  - Instructor's Name
  - Date of Submission
- II. INTRODUCTION**
  - Title of Professional Applied Thesis: Project
  - Background or contextual information about your topic (1-3 paragraphs, less than one page)
  - Abstract (1 paragraph – concise summary of your thesis)
- III. DESCRIPTION**
  - Statement of Project Purpose and what the project deliverable is (1-2 paragraphs)
  - Who will benefit from your project? (1-2 paragraphs)
  - Project Significance / What is the contribution to Emergency Management Practice? (1-2 paragraphs)
  - Community Partner (Be specific)
  - Proposed Committee (Suggestions, this can be adjusted.)
- IV. INITIAL ASSUMPTIONS AND HYPOTHESIS**
  - Use work initially generated, and
  - Update and refine assumptions and hypotheses based on your work during 671.
- V. LITERATURE REVIEW** (NOTE: *By the time you complete your Final Proposal, a minimum of 25-30 references should be part of your Literature Review.*)
  - Introduction
    - The relationship of your project purpose and the literature you reviewed to inform and support it.
  - Body
    - The story that blends your research together,
    - Section titles are helpful to your reader,
    - Paragraphs should flow from one to the other with appropriate transitions
  - Conclusion
    - Summarize how the literature has informed, shaped or changed your project direction.
- VI. METHODOLOGY**
  - **Applied research design**
  - **Analytical strategies** to be used in the project:
    - SWOT analysis
    - Cost/ Benefit
    - Stakeholder analysis – initial consideration
    - Feasibility analysis
    - Any other analytics or processes to be utilized? Eg. Collaboration Multiplier Analysis
    - NOTE: Although it is acceptable to include a table or chart in the following, you must also include a written analysis of each section.
  - Implementation Logic Model
  - Research Ethics Considered
    - Result of CSULB Interactive Survey; is an IRB review needed?
    - Is a survey to be conducted? Is existing data being used? Is an existing format available?
- VII. MEASUREMENT/ANALYSIS**
  - Describe how the effectiveness of the project can be measured and at what intervals
- VIII. GLOSSARY OF TERMS**
- VIX. BIBLIOGRAPHY** (APA format)
- VX. Appendix**
  - Letter from Community Partner
  - IRB Application

## **Appendix Attachment 3: Original Research Thesis Proposal Outline**

- I. COVER PAGE**
  - Proposed Title
  - Name of Researcher
  - Course Title AND Course Number
  - Instructor's Name
  - Date of Submission
- II. INTRODUCTION**
  - Background or contextual information about your topic (1-3 paragraphs, less than one page)
  - Abstract (1 paragraph – concise summary of your thesis)
- III. RESEARCH DESCRIPTION**
  - Statement of Research Purpose and anticipated outcomes (1-3 paragraphs)
  - Who will benefit from your project? (1-2 paragraphs)
  - Statement of contribution to Emergency Management body of knowledge? (What void/gap of knowledge will this research fill? 1-2 paragraphs)
  - Proposed Committee (Be specific)
- IV. INITIAL ASSUMPTIONS AND HYPOTHESIS.**
  - Use work initially generated, and
  - Update and refine assumptions and hypotheses based on your work during 671.
- V. LITERATURE REVIEW (NOTE: By the time you complete your Final Proposal, a minimum of 25-30 references should be part of your Literature Review.)**
  - Introduction
    - The relationship of your project purpose and the literature you reviewed to inform and support it.
  - Body
    - The story that blends your research together,
    - Section titles are helpful to your reader,
    - Paragraphs should flow from one to the other with appropriate transitions
  - Conclusion
    - Summarize how the literature has informed, shaped or changed the direction of your research processes.
- VI. METHODOLOGY**
  - Proposed Research Design
    - Anticipated Analytical Strategies
      - Quantitative, or
      - Qualitative, or
        - Thematic processes, or
        - Case Study.
      - Mixed methods.
    - What justifies or validates your analytic plan?
  - Data Set (NOTE: An existing data set is strongly encouraged for a Master's thesis.)
    - Secondary Data: What existing data will be used?
      - What is the data source?
    - Primary Data: Will any human interaction occur with either interviews or surveys?
      - If so, what type and with whom?
      - Do you have a validated tool identified or will you develop your own survey and validate it?
  - Research Ethics Considered
    - Result of CSULB Interactive Survey
    - Is an IRB review needed?
    - Completed IRB application for Existing Data set
- VII. GLOSSARY OF TERMS**
- VIII. BIBLIOGRAPHY (use proper APA format)**
- IX. APPENDICES**
  - Implementation Logic Model
  - IRB Existing Data Set Application

## **Appendix Attachment 4: Sample Memo for Use by Community Partner Organizations Supporting the Professional Applied Thesis project**

As noted in Part 1, the applied research project must be conducted in partnership within the community of interest. The specific organization or entity you are partnering with must approve the project before work begins. Approval for the project must be submitted in writing by an administrative supervisor, usually at the level of command staff, city management, or agency director. The written approval, ideally written on the partner's letterhead, can take the form of a simple letter or memo of one or more paragraphs. Examples of wording for letters are provided below using students Jane Doe and John Doe.

### **Example 1:**

Date: 00/00/0000

To Whom It May Concern:

I am authorizing Jane Doe to access safety information and procedures of the XX Institute in San Diego. Jane will have access to our Safety Handbook as well as information discussed at regular Safety Committee meetings. I fully support Jane Doe in her pursuit of this project without reservation.

### **Example 2:**

Date: 00/00/0000

To: John Doe

This letter serves to affirm XX Institute's support of your project "[name of project]" as a requirement for your MS ESA degree at California State University Long Beach. Your project will be of great interest to our Security Division as well as the surrounding community. Your project will further lay the foundation for [existing program] to be the accepted common operating picture throughout our complex.

### **Example 3:**

To: John Doe

This letter serves to affirm the [community partner] support of your project as part of your Master of Science program through California State University, Long Beach. The [community partner] recognizes the importance of training state employees for an active shooter incident and having an Active Shooter Response program in place at state facilities.

### **Example 4:**

Date: 00/00/0000

Letter of Approval

Title: (of student's thesis)

Student: Jane Doe

This letter is written to provide approval for Jane Doe to conduct interviews of our hotel staff and conduct research on emergency and disaster management activities at our hotel.

## **Appendix Attachment 5: Role and Responsibilities of Committee Members**

### **Committee Chair**

The Committee Chair has the overall responsibility for guiding the student through the process of successfully completing a thesis that fulfills the expectations for a high-level document that meets the requirements of the University. The Committee Chair shall:

- Have sufficient time to oversee the work, be accessible to the student, and guide the student's progress.
- Assist the student in identifying potential committee members.
- Provide input on the appropriateness of the proposed activities, the reasonableness of the thesis scope, and information on access to relevant resources and expertise.
- Inform the student of university policies for developing and submitting a thesis and the need to maintain continuous enrollment while working on the thesis.
- Establish key academic milestones and evaluate the student on meeting those milestones.
- Provide adequate and timely feedback on draft sections and the final draft thesis.
- Work with the student to reconcile and address feedback from committee members.
- Vote on and approve the final thesis draft.
- Sign with 'wet ink' signature approving thesis
  - For the Professional Applied Thesis use: the Project Completion Form
  - For the Original Research Thesis use: Standard CSULB Signature Page for Library submission.
- Grade the final thesis and assign the final course grade.
- Enter the final course grade into the University system.

### **Committee Members**

Committee Members responsibilities include:

1. For EMER 694B: two CSULB faculty associates and, either a community partner member or outside expert.
  2. For EMER 698: Committee Members should include 3 CSULB faculty, an additional outside expert can be added to the committee upon the student's choosing.
- Have adequate time to assume the responsibilities associated with serving on a student's Thesis Committee (estimated at several hours a month).
  - Provide subject matter expert advice to the student on the suitability of the work being undertaken.
  - Be accessible to the student for advice on the chosen topic and information on access to resources and expertise.
  - Review thesis drafts and provides comments, critical insight, and feedback in a timely manner (recommended timeframe is one week).
  - Vote on the final draft of the thesis.
  - Sign off on the thesis with a 'wet ink' signature on the designated form.



### Students

The student is responsible for completing the thesis in accordance with University policies and the guidance, and support from all members of their Thesis Committee. Students are expected to assume a leadership role in carrying out all aspects of their degree program and the thesis requirements. Students shall:

- Pursue writing their thesis with the rigor needed to produce a high-quality document.
- Actively inform and solicit feedback from their Committee members in a timely manner.
- Understand and apply institutional standards related to the ethical conduct of research in the completion of a thesis.
- Know, understand, and follow all deadlines defined by the University and the MS ESA degree program.
- Understand University requirements for completing and submitting their final thesis.

## Attachment 6: IRB Checklist

### CSULB IRB CHECK-OFF LIST for SUBMISSIONS

Rev. 09/16/13

This check-off list is to assist you in submitting a complete application to the IRB. Please note that an incomplete submission is almost certain to delay the process of your application. For further guidance visit our website at:

<http://www.csulb.edu/divisions/aa/research/our/compliance/irb/instructions/index.html>

#### REQUIRED:

- Complete Social & Behavioral Research – Basic training module on <https://www.citiprogram.org/>
- Application form
  - Indicate if the Application is for Administrative, Expedited or Full Committee Review
  - Answers to all applicable sections of the Application
- Informed consent form(s)
- Agency approval letters
- All survey instruments or questionnaires and scripts
- Faculty Supervisor Form (Does not apply to faculty)

#### IF APPLICABLE:

- All contact letters, flyers, advertisements, scripts, etc., if used to recruit subjects
- If the research is related to a proposal seeking external funding, provide:
  - (1) The proposal Cover Page,
  - (2) Proposal Abstract, and
  - (3) Conflict of Interest (COI) form (California form 700U or CSULB Federal COI form) unless the funding agency is exempt.

As of July 2, 2012 all IRB applications must be submitted through IRBNet. Please visit [IRBNet.org](http://IRBNet.org) to register if you have not already done so. Contact the Office of Research and Sponsored Programs at (562) 985-5314. eMail: [ORSP-Compliance@csulb.edu](mailto:ORSP-Compliance@csulb.edu)

**Attachment 7: CSULB IRB Application Form for Existing Human Subject Data Set  
Administrative Review**

*Copies of this application form and other IRB resources can also be found at:  
<http://www.csulb.edu/divisions/aa/research/compliance/humans/>*

Screening Conditions - <b>Application NOT REQUIRED if:</b>
a. <input checked="" type="checkbox"/> <input type="checkbox"/> Data are publicly available and cannot be linked to individuals either directly or indirectly.
b. <input checked="" type="checkbox"/> <input type="checkbox"/> Data provided to the researcher do not include any data elements that allow direct or indirect linkage to individuals.
<b>STOP if either of the above conditions is true. Do not submit request for review.</b>

Educational Requirement
a. <input type="checkbox"/> I have completed the module on Social & Behavioral Research (Basic) located at <a href="https://www.citiprogram.org/">https://www.citiprogram.org/</a> (CITI)
b. <input type="checkbox"/> I have not completed the above module.
<b>Note: The CSULB Federal Wide Assurance issued by the US Office of Human Subject Research Protections and CSULB Executive Order 890 both require that researchers engaged in human subject research receive appropriate education regarding protection of human research subjects. Beginning Fall Semester, 2013 all individuals applying to the CSULB IRB will be required to complete the above training or its equivalent.</b>

1. Identification of Principal Investigator	
Name	
Department	
Affiliation	<input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other, describe:
Mailing address	
Telephone Number	
E-mail	

2. Advisor/Faculty Supervisor of Student Thesis/Project	
<input type="checkbox"/> Not Applicable, or:	
Name	
Phone Number	
E-mail	

3. Title of Proposed Research Study:

4. Purpose: Briefly describe the purpose of the proposed research

<b>5. Anticipated Dates: Research cannot be started until after IRB approval</b>	
<b>Beginning Date</b>	
<b>End Date</b>	

**6. Data Source(s) and Permission**

a. Name the **Institutional or Personal source(s) of the data records:**

b. Permission letter(s): **original signature on letterhead including name of researcher, exact title of research, and description of data record access.**

Not Applicable, or see Appendix:

**7. Sample Characteristics:**

a. Report the number, age range, and sex of the human subjects who provided the data to be studied.

	<b>Number</b>	<b>Age Range</b>
<b>Female</b>		
<b>Male</b>		

b. Describe any other selection characteristics for the humans who provided the data:

**8. Informed Consent:** Please indicate to the best of your knowledge whether informed consent was obtained from the individuals providing data to the data record.

Yes     No     Don't Know

**9. Data Recording:**

a. Describe the physical location where you will access the data records:

b. List each data element to be recorded here:

or, see appendix    attached.

c. Describe the procedures you will use to examine and record the data.	
d. Identify the recorded data elements that may be linked to individuals. <input type="checkbox"/> None, or describe below	
e. Provide justification for recording data elements that may be linked to individuals. <input type="checkbox"/> Not applicable, or describe below	
<b>10. Risks:</b> Describe the nature of any risks to human subjects that would occur if the data collected were linked to an individual. Include physical/medical risks, any psychological/discomfort risks, any risks to reputation, employability, insurability, and any risks to the privacy of subjects. <b>Number the risks so that they can be referred to by number when describing safeguards below.</b> <b>1.</b>	
<b>11. Safeguards:</b> Describe the procedural safeguards that will be employed to reduce the risks noted above. <b>Refer to the risks by number.</b> <b>1.</b>	
<b>12. Data Storage:</b> <i>Federal Regulation stipulates that records created during IRB-regulated research shall be retained and available for inspection for at least three years after completion of the research. Ordinarily this should be done unless there is strong justification that immediate destruction of records safeguards human subjects.</i>  <input type="checkbox"/> I will keep the data in a secure location for three years and then destroy. Describe the location and security regarding access :  <input type="checkbox"/> I will keep the data indefinitely beyond the three year minimum. Describe the location and security regarding access:  <input type="checkbox"/> I propose an alternative to the above options as described and justified below:	
<b>13. Benefits:</b> Describe any benefits that realistically might be expected from the research for:	
a. The individual subjects providing the data	
b. Others	

## Appendix Attachment 8: Applied Professional Thesis Report Outline

Abstract

### **Title Page**

Acknowledgements

Table of Contents

Glossary of Terms

List of Tables and Figures

### ***Chapter 1: Introduction*** (think of it as an executive summary)

- a. Argument summary
  - i. Context of the study
    - i. reference existing literature
    - ii. how the literature may have shaped your approach to the problem
  - ii. Problem for applied research focus
- b. Research purpose
  - i. Research question or project purpose
  - ii. Significance of project/contribution to practice
  - iii. The target population that will benefit from this project
  - iv. The scope / parameters of the project
- c. Key literature support for the project
- d. Summary of key points
  - i. Lay out the flow for the remainder of the report

### ***Chapter 2: Literature Review***

- a. Introduce the literature in relationship to the research purpose
- b. Summarize current research in the literature
  - i. The narrative should link it to the project
  - ii. Identify any literature that provides theoretical foundations for your project
  - iii. Discuss parallel projects that have been documented in the literature
    1. What solutions do they offer as an approach to your project?
- c. Summary of key points in the literature with a transition toward methodology

### ***Chapter 3: Methodology***

- a. Introduce the project purpose in relationship to the research design and processes selected
- b. What philosophical assumptions and biases do you, the researcher, bring to the project?
- c. Research project design and strategy
- d. Research analysis processes used (Eg. quantitative, qualitative, mixed methods, network analysis, or GIS)
- e. Programmatic processes that may have been used (Eg. SWOT, Cost Benefit analysis, Program evaluation, Stakeholder analysis, Feasibility analysis, Logic model of policy options, curriculum development, etc.)
  - a. Step by step description
- f. Data collection procedures you may have done
  - a. Data recording & analysis you may have done

- b. Strategies used in validating your findings
- g. Research Ethics addressed (IRB application or exemption, other aspects to consider)
- h. Summary of key points

**Chapter 4: The Project** - This chapter will be the actual project you produced

- a. Introduction- a minimum of 2 paragraphs introducing the project and its elements.
- b. Insert the project itself or describe it if it cannot be pasted into this chapter.
- c. Summarize the key points of the project elements
- d. Reference List for the Project (only if applicable--otherwise all references used in the thesis go into the Appendix section).

**Chapter 5: Conclusion**

- a. Discuss the outcome of the analysis and project development
  - a. Key findings
  - b. Implications
  - c. Recommendations
- b. Limitations (this is the limitations of your analysis and the project itself – NOT external constraints)
- c. Future Research needed
- d. Summary of Key takeaways

**Appendices**

- 1. IRB application form copy (if applicable)
- 2. IRB approval letter (if applicable)
- 3. Survey questions (if applicable)
- 4. Letter of support from the organization(s) in which the project is in collaboration
- 5. Letter of support from outside expert
- 6. Project timeline/Gant chart
- 7. Project budget
- 8. Visuals
- 9. Reference List

## Attachment 9: Original Research Thesis Report Example Outline

Abstract

### **Title Page**

Acknowledgements

Table of Contents

Glossary of Terms

List of Tables and Figures

### ***Chapter 1: Introduction***

1. Argument Summary
  - a. Context of the Study
  - b. Problem justification & context
    - i. reference existing literature
    - ii. how the literature may have shaped your approach to the problem
  - c. Problem for study focus
2. Research Purpose
  - a. Research Question
  - b. Significance of the research
  - c. The target population for this research (if applicable)
  - d. Scope of research
3. Theoretical basis for the study

### ***Chapter 2: Literature***

1. Summarize current research in the literature related to the project
2. Identify the theoretical foundations for your project that are summarized in the literature
3. Cite parallel projects that have been documented in the literature and how they may offer solutions to your study approach

### ***Chapter 3: Methodology***

1. Philosophical assumptions of the project
  - a. The biases you bring as a researcher
2. Research design
3. Data collection procedures you may have done or Data source
  - a. Data gathering or recording you may have done
    1. Discuss the tool developed for doing so & how it was validated (as applicable)
  - b. Strategies used in validating your data
4. Analytical procedures and tools used
  - a. Describe each step in analysis
5. Research Ethics addressed (IRB application or exemption, other aspects to consider)

### ***Chapter 4: Analysis*** - This chapter will be the discussion of your analysis

1. If you select a qualitative strategy of inquiry – discuss the meaning and relationships of each finding. Present tables and figures derived from the coding process.



2. If you selected a quantitative strategy – discuss the results and implications of each point analyzed.

***Chapter 5: Conclusion***

1. Outcome from the analysis
  - a. Key findings
  - b. Implications
  - c. Recommendations
2. Limitations (this is the limitations of your analysis and the project itself – NOT external constraints)
3. Future Research needed
4. Overall lessons learned

***Appendices***

1. IRB application form copy (if applicable)
2. IRB approval letter (if applicable)
3. Survey questions (if applicable)
4. Letter of support from the organization(s) in which the project is in collaboration
5. Letter of support from outside expert
6. Project timeline/Gant chart
7. Project budget
8. Visuals
9. Reference List

## **Attachment 10: Original Research Thesis Checklist**

### **Foundational Steps**

- Submit Proposal to Thesis Chair & Dropbox
- Schedule conference with committee chair at the beginning of each semester
- Required weekly posts to discussion forum
- Confirm Committee Members
- Identify Data Set or Develop Survey
- Evaluate and Finalize Research Question
- Draft survey and submit it for review by thesis chair (if applicable)
- Draft IRB application and submit it for review by thesis chair
- Submit revised IRB application to both the CSULB IRB and to the course Dropbox
- Submit copy of IRB approval letter to the course Dropbox and inform your committee chair

### **Writing and Analysis**

- Ensure you know the Library submission deadlines which meet your writing schedule
- Required biweekly progress post to discussion forum
- Begin data collection (if applicable)
- If utilizing secondary data, begin data analysis
- Conform your thesis proposal into your introductory Chapter 1
- Submit your Chapter 1 to the designated Discussion forum for peer review
- Integrate your supporting literature into Chapter 2: The Literature Review
- Post Chapter 2 in the designated Discussion forum for peer review
- Draft your chapter on methodology used - Chapter 3
- Post Chapter 3 in the designated Discussion forum for peer review
- Draft your Chapter 4: The Analysis and Discussion of your Data
- Post Chapter 4 in the designated Discussion forum for peer review
- Draft your Chapter 5: Concluding Chapter with Recommendations
- Post Chapter 5 in the designated Discussion forum for peer review

### **Writing Revisions**

- Required biweekly progress post to discussion forum
- Revise Chapter 1 based on peer review and submit the revision to the course dropbox for your Chair's review
- Revise Chapter 2 based on peer review and submit the revision to the course Dropbox for your Chair's review
- Revise Chapter 3 based on peer review and submit the revision to the course Dropbox for your Chair's review
- Revise Chapter 4 based on peer review and submit the revision to the course Dropbox for your Chair's review
- Revise Chapter 5 based on peer review and submit the revision to the course Dropbox for your Chair's review
- Ensure Final Document meets CSULB Style and Format Guidelines
- Revise the entire document based on your Chair's review and then submit the revision to your committee member's for their review
- Revise your entire document based on your committee's review, then submit the revision to the committee for their approval



### **Final Approvals and Presenting your Thesis**

- Obtain Committee Approval of Final Document and have them communicate approval to your chair
- Submit post committee revision draft to the course Dropbox
- Request Thesis Chair to submit your Committee Approved Thesis to the Director, School of CCJEM for final approval
- Submit approved thesis to pre-submission screening at the Library Office of Theses & Dissertations - be aware of deadline dates
- Gather committee signatures for your final document submission
- Schedule a date for presentation of your thesis with your committee
- Prepare the Presentation for your Thesis Defense to your Committee
- Present your Thesis Defense to your committee
- Submit your finalized document to the CSULB Library Office of Theses, Projects, and Dissertations

### Attachment 11: Rubric for the Assessment of MS ESA Applied Professional Theses/Projects

Dimensions	<u>10</u> Exceeds expectations	<u>8</u> Meets Expectations	<u>6</u> Acceptable	<u>4</u> Needs Improvement	<u>2</u> Unacceptable	<u>Score</u>
<b>Introductory Summary</b> <i>Background, Theoretical foundations, Statement of Need, Purpose Statement</i>	-Clearly conveyed the project within context of literature.  -Problem is specifically identified and defined in its proper context.  -Purpose of the applied research is clear & focused. - Definitions of terms are clearly listed	-Conveyed the project within context of literature.  -The problem has a moderately-strong rationale.  -Purpose of the applied research was clear. -Terms are defined	-The project is minimally conveyed in context of literature.  -Needs explicit & stronger articulation of the problem & why the project is important.  -Moderately clear purpose of the applied research is stated, but needs refining. - Terms poorly defined	-Specific concept of the project lacks context of literature. Weak rationale.  -Needs explicit & stronger articulation of the problem & why the project is important.  -Purpose was poorly focused & not sufficiently clear. Terms not defined.	-Failed to convey project in context of literature.  -Needs to better recognize what can be discovered & how that can be applied.  -Purpose of the applied research is unclear.	
<b>Literature Review</b>	- Relevant literature included is a mix of seminal & current sources.  -Organized with nuance & relatedness to the project purpose.  -Clearly describes research samples & parallel projects.	-The relevant literature included is up to date and current.  -Fairly well organized, acknowledging the relatedness to the project.  -Includes description of research samples and parallel projects; can be excessive in length.	-Some of the relevant literature is improperly applied or integrated. Some references are either outdated or are from non-scholarly sources.  -Organized in a disconnected annotated style.  - The relationship of the literature to the project is not presented.	-Inadequate review of literature relevant to the project.  - Poorly organized.  -Insufficient description of research findings & parallel projects.	-Failed to review or apply literature relevant to the project.  -Poorly organized.  - Description of research findings & parallel projects is lacking.	
<b>Theoretical Foundations</b>	-Literature is properly applied & well-integrated.  -Includes criteria for inclusion/exclusion of theoretical perspectives.	- Literature is infused into project foundation.  -Rationale for including/excluding theoretical perspectives is apparent.	-The theoretical focus is improperly integrated or inadequate.	-Weak rationale for choice of theoretical foundations.	-Theoretical focus has no rationale or synthesis.	

	<b>10</b> <b>Exceeds expectations</b>	<b>8</b> <b>Meets Expectations</b>	<b>6</b> <b>Acceptable</b>	<b>4</b> <b>Needs Improvement</b>	<b>2</b> <b>Unacceptable</b>	<b>Score</b>
<b>Translation</b> <i>Integration &amp; synthesis of theory into application for action</i>	<ul style="list-style-type: none"> <li>-The processes to translate theory into practice are clear, well-grounded, thought-out, &amp; fully developed.</li> <li>-The iterative process of evaluation &amp; modification is integrated into the plan.</li> </ul>	<ul style="list-style-type: none"> <li>- The project application &amp; processes are consistent with the theory, reasonably well thought out; some refinement of development needed.</li> <li>-Evaluation &amp; modification ideas are addressed but not developed.</li> </ul>	<ul style="list-style-type: none"> <li>- The project application &amp; processes are fairly consistent with theory.</li> <li>-The application is well thought-out, but not fully developed.</li> <li>-Evaluation &amp; modification processes are weakly communicated.</li> </ul>	<ul style="list-style-type: none"> <li>- The project application &amp; processes are inconsistent with the methodology &amp;/or theory.</li> <li>- Evaluation &amp; modification processes are missing.</li> </ul>	<ul style="list-style-type: none"> <li>- The project application &amp; processes are simplistic &amp; not well thought-out.</li> </ul>	
<b>Methodology</b> <i>Project strategies, Processes, Ethics</i>	<ul style="list-style-type: none"> <li>- Methodology is thoughtfully selected &amp; applied in a scientifically sound manner.</li> <li>- Aligns approach, processes, procedures &amp; analysis with the project purpose.</li> <li>-Protects subjects &amp; addresses ethical issues.</li> </ul>	<ul style="list-style-type: none"> <li>-Methodological strategies are capable of supporting the project purpose.</li> <li>-Describes with sufficient detail the approach, procedures, &amp; analyses.</li> <li>-Human subject considerations are made.</li> </ul>	<ul style="list-style-type: none"> <li>- Poor alignment of methodological strategies, theory, &amp; project purpose.</li> <li>-Procedures &amp; analysis are unclear.</li> <li>-Adequate or excessive description of subjects, approach, procedures, ethics &amp; analyses.</li> </ul>	<ul style="list-style-type: none"> <li>-Methodology applied is poorly identified or lacks scientific rigor.</li> <li>-Inadequate description of subjects, approach, procedures, &amp; analyses.</li> <li>- Weakly address ethical issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Methodological framework is missing or lacks scientific rigor.</li> <li>-Little or no description of subjects, approach, procedures, &amp; analyses.</li> </ul>	
<b>Project content</b>	<ul style="list-style-type: none"> <li>-Project is presented in a meaningful &amp; useable design.</li> <li>- The connection between theory &amp; application is clear &amp; substantiated.</li> <li>- Findings are integrated in a clear &amp; concise manner.</li> <li>-Policy implications are clear, concise &amp; grounded in research.</li> </ul>	<ul style="list-style-type: none"> <li>- Project is presented in a useable format but needs greater depth for implementation.</li> <li>- The theoretical foundations are evident within the project design.</li> <li>-Relevant findings are fairly clear.</li> <li>-Policy implications are identified &amp; substantiated.</li> </ul>	<ul style="list-style-type: none"> <li>-Project design is not user friendly.</li> <li>-The theoretical application is presented but flawed.</li> <li>- Relevant findings are incomplete but reported.</li> <li>-Policy implications are present but lack grounding in the research.</li> </ul>	<ul style="list-style-type: none"> <li>-Project design is minimally useful or meaningful.</li> <li>-Theoretical substance is weakly integrated.</li> <li>-Few relevant findings are integrated into the project.</li> <li>-Policy implications are weak.</li> </ul>	<ul style="list-style-type: none"> <li>-Project is not in a usable format.</li> <li>- Little evidence of theoretical foundation to the project.</li> <li>-Absence of pertinent findings within the project.</li> <li>- Policy implications are lacking or weak.</li> </ul>	
<b>Contribution of the project to practice</b>	<ul style="list-style-type: none"> <li>-The project has vital relevance to practice, filling an important gap.</li> <li>-It is being implemented by a pertinent organization or has received budgetary/grant funding toward implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The project is relevant to practice and is being considered for further application.</li> </ul>	<ul style="list-style-type: none"> <li>The project can potentially be important to practice with further development.</li> </ul>	<ul style="list-style-type: none"> <li>The project is not in alignment of community focus or it has a poor cost/benefit ratio making it impractical to implement.</li> </ul>	<ul style="list-style-type: none"> <li>The project does not build on existing projects or address an identified gap. It is redundant to practice.</li> </ul>	

	<b>10</b> <b>Exceeds expectations</b>	<b>8</b> <b>Meets Expectations</b>	<b>6</b> <b>Acceptable</b>	<b>4</b> <b>Needs Improvement</b>	<b>2</b> <b>Unacceptable</b>	<b>Score</b>
<b>Discussion:</b> <i>Project Policy Implications, Successes, Limitations, Lessons Learned</i>	<ul style="list-style-type: none"> <li>-Discussion is superior, engaging, logical, &amp; demonstrates sophistication of thought.</li> <li>-Central ideas are clearly communicated &amp; fully developed.</li> <li>- The complexity of the issues is recognized and limitations are acknowledged.</li> <li>-Successful outcomes are spoken to.</li> <li>- Lessons learned &amp; recommendations are appropriate &amp; based on the outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion sufficient with few errors, but not particularly interesting or thought-provoking.</li> <li>-Central ideas are presented but greater foundation needed from past work in area.</li> <li>-Limitations are recognized.</li> <li>-Lessons learned are appropriate &amp; based on outcomes, but included no recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion is too brief/excessive, marginally interesting, somewhat logical, &amp;/or shows basic comprehension of the processes. Several inaccuracies and omissions.</li> <li>-Presents central ideas in general terms, weakly communicated, or not fully developed.</li> <li>-Does not recognize the full complexity of the issues by acknowledging limitations or other points of view.</li> <li>-Lessons learned are generally based on outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion of ideas is uninteresting, inaccurately described &amp;/or relevant reasoning is missing.</li> <li>-Lessons learned are not entirely supported by findings.</li> </ul>	<ul style="list-style-type: none"> <li>-Little discussion of project outcomes.</li> <li>-Summary is boring, &amp;/or fails to demonstrate basic understanding of sources &amp; data.</li> <li>-Discussion lacks clear, central ideas or is too vague or obvious to be developed effectively.</li> <li>Conclusion/summary not supported by findings/outcomes.</li> </ul>	
<b>Logic, Organization, Writing Style, &amp; Mechanics</b>	<ul style="list-style-type: none"> <li>-Develops ideas clearly, organizes them logically within paragraphs, &amp; connects them with highly effective transitions.</li> <li>-Coherent &amp; consistent organization relating all ideas together.</li> <li>-Competence with the conventions of standard written English.</li> <li>-The narrative is written with clarity &amp; precision; it is logical &amp; coherent.</li> <li>-Each sentence is understandable &amp; varied.</li> <li>-Word choice, grammar, punctuation, and spelling are excellent.</li> </ul>	<ul style="list-style-type: none"> <li>- Moderately clear ideas, organized within paragraphs, &amp; connected them with transitions.</li> <li>-Organization of ideas is fairly coherent but inconsistent.</li> <li>- The narrative is easily readable &amp; moderately clear, but more basic in word choice.</li> <li>-Several errors in word choice, grammar, punctuation, and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>-Develops and organizes ideas in paragraphs that are not necessarily connected with transitions.</li> <li>-Some overall organization, but some ideas are may seem illogical &amp;/or unrelated.</li> <li>-Repetitive word choices.</li> <li>- The narrative has poor clarity &amp; coherence.</li> <li>- Occasional major or frequent minor errors in word choice, grammar, punctuation, &amp; spelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Poorly developed idea, with little logic of organization within paragraphs.</li> <li>-Poor transition of ideas. Uneven organization.</li> <li>-The narrative discussion lacks focus and coherence &amp; is unclear throughout.</li> <li>- Sentences are poorly constructed &amp; confusing.</li> <li>-Frequent errors in word choice, grammar, punctuation, and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>-Does NOT develop ideas clearly, organize them logically within paragraphs, &amp;/or connect them with clear transitions.</li> <li>-Uneven and/or ineffective overall organization.</li> <li>- The narrative lacks focus and is vague.</li> <li>-Word choice, grammar, punctuation,&amp; spelling reflects poor grasp of basic writing with frequent errors.</li> </ul>	

	<u>10</u> Exceeds expectations	<u>8</u> Meets Expectations	<u>6</u> Acceptable	<u>4</u> Needs Improvement	<u>2</u> Unacceptable	<u>Score</u>
<b>Citation &amp; Format</b>	<ul style="list-style-type: none"> <li>-Research is correctly quoted &amp;/or paraphrased.</li> <li>-Citations are both accurate &amp; consistent throughout the paper.</li> <li>-Correct use of APA is evidenced throughout.</li> <li>-Appropriate letters, tables, &amp; charts are included in the appendices &amp; referenced within the document.</li> </ul>	<ul style="list-style-type: none"> <li>-Research is adequately quoted &amp;/or paraphrased, and is cited with minor APA citation formatting errors.</li> <li>-Appendices are used but not referenced.</li> </ul>	<ul style="list-style-type: none"> <li>-Paraphrases &amp; quotes are cited, but the format is inconsistent throughout the paper.</li> <li>-Uneven application of APA conventions.</li> <li>- Appendices are rudimentary.</li> </ul>	<ul style="list-style-type: none"> <li>-Although attributions are given, some statements seem unsubstantiated &amp; uncertainty exists about the source of ideas.</li> <li>-Frequent errors in application of APA requirements.</li> <li>- Appendix not developed beyond letter of support.</li> </ul>	<ul style="list-style-type: none"> <li>-Research is not adequately quoted &amp;/or paraphrased.</li> <li>-References are seldom cited to support statements.</li> <li>-References that are cited are outdated &amp;/or are from non-peer-reviewed sources.</li> <li>-Frequent errors in application of APA requirements.</li> <li>-No appendices present.</li> </ul>	
<b>TOTAL</b> <i>out of 100</i>						
Comments:						

Student's Name:

Reviewer's Name:

Date





**Attachment 12: Applied Professional Thesis Project Completion Form**



**SCHOOL OF CRIMINOLOGY, CRIMINAL JUSTICE AND EMERGENCY MANAGEMENT  
COLLEGE OF HEALTH AND HUMAN SERVICES  
CALIFORNIA STATE UNIVERSITY LONG BEACH  
EMER 694A/B CAPSTONE PROJECT**

**TO:** Associate Dean of Graduate Studies  
College of Health and Human Services

**FROM:** M.S. Program in Emergency Services Administration

**SUBJECT:** M.S. Degree Completion of Capstone Project

**DATE:**

**Semester Completed:**

**Student Number:**  
**Student Name:**

**Committee:**

_____	_____	_____
Chairperson Signature	Print Name	Date
_____	_____	_____
Member Signature	Print Name	Date
_____	_____	_____
Member Signature	Print Name	Date
_____	_____	_____
Signature, Graduate Advisor (Peter Kreysa, Ph.D.)		Date
_____	_____	_____
Signature, Associate Dean (Terrance Robertson, Ph.D.)		Date

\_\_\_\_\_  
Date forwarded to Records Office