The MAIR Capstone Project Guide

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The MAIR Capstone Project Guide:
From Vision to Completion

This guide is intended to help you undertake a capstone project from writing the proposal through completing the final capstone project report. The initial emphasis is on the planning and producing of the proposal, which is critical to the success of the entire project because it provides the foundation on which everything else is constructed.

This guide is not structured around your registrations for the capstone project, which are described in another document attached to the end of this document. Critical to your success is following the Capstone Project Planning Timeline found at the end of this guide.

Introduction to the Capstone Project

What Is a Capstone Project?

In examining the MAIR program, you probably saw that it is built on the concept that theory informs practice, and practice must inform theory as well. Given this emphasis on theory and practice, we have established two ways of completing the MAIR program that reflect these differing emphases: the thesis, which focuses more on theory, and the capstone project, which focuses on application and is the subject of this guide.

The **capstone project** places an emphasis on the **practice** side of the program. It involves the development of a product that can be seen as a logical extension of the theoretical core to the program. You will design and implement a project that demonstrates your ability to use the fundamental concepts, models, theories, etc. in practical ways. At the foundation of your capstone project will be a set of goals and objectives that will guide you from idea formation to implementation. As you proceed, you will provide a context for your project by reviewing the literature that supports the goals and practical applications central to your project.

The core of the project is the development and presentation of some practical application derived from the theoretical, conceptual base of the intercultural relations program. The presentation may take many forms, such as designing and teaching a class or conducting a training program, writing a book relevant to the field, producing a video, or developing and testing an assessment tool. In the process you will engage diverse perspectives in order to produce an inclusive project that creates an intercultural outcome.

Steps in Completing the Capstone Project

As you begin to think about your capstone project, it is helpful to gain an overall sense of what you will need to do from this point forward.   In doing a capstone project, a student should:

1. Get an idea/topic for a project, discuss it with your faculty/project advisor and agree on the focus.

2. Draft a proposal (3 chapters, approx. 20-25 pages total) describing the intended project and how it would be implemented. and use the proposal to secure an area specialist to serve on your committee.

3. Complete your capstone project proposal and have it approved by your area specialist and project advisor; the area specialist must email approval to the faculty/project advisor.

4. Carry out/implement the project.

5. Write a final report presenting the project in terms of its goals, theoretical and practical context (literature), methods used, the results of the effort, and analysis of the project (typically it will have 5 chapters varying in length from 8-25 pages),.

6. Obtain approval from both the faculty/project advisor and the area specialist.

7. Submit the final approved version as a pdf document to the ICI Research Library.

Before Starting the Capstone Project

As you approach your capstone project, it will be reassuring to remember that the program assignments are designed to move you into an understanding of the standards and expectations of scholars and practitioners in the field of intercultural relations. Step by step, the assignments have prepared you to write, to think, to plan, to organize, to apply, and to analyze in ways that will facilitate your capstone project work.

However, there are some common pitfalls that we encourage you to avoid.

- **Proposing to do too much**

  While your project may make a contribution to an area of intercultural relations, the point of a capstone project is to demonstrate your ability to put what you have learned into practice. Your project should focus on the skills involved in applying theory in practical ways that emphasize the design, implementation, and assessment of outcomes. It is important that you select a topic that is manageable and not unrealistically ambitious. Your faculty/project advisor will help you here.

- **Thinking you should know exactly what to do before you are ready**

  One of the purposes of the nine core courses in the program, as well as the electives, is to involve you in various aspects of intercultural relations so you can begin to sense which aspects of the field attract you most. Many of the assignments throughout the program will help you think about applying your learning in ways appropriate for the capstone project. And, finally, you will have a variety of faculty and advisors, as well as the pragmatic realities of the world around you, to help you define your project.

- **Expecting your project to be perfect**

  You will often hear that there are two kinds of capstone projects or theses: a perfect one and a finished one. What this means is that there are, realistically speaking, no "perfect" capstone projects. Your project is intended to be very practical in nature, and show your ability to design, implement, and assess some *real world* effort. While high standards and ethics are important in your master's work, that does not translate as a demand for perfection.

Selecting a Capstone Project Topic

At any time during the program, you may discover an interesting topic for your capstone project. It is a good idea to have a special notebook or folder in which you write down ideas that come to you, e.g., subjects or people you would like to learn more about, kinds of research that appeal to you, and skills or practices you would like to teach others in order to improve intercultural relations. (One faculty member calls her folder "Half-Baked Ideas.") As you let these ideas take shape in the back of your mind, you can begin to sort through them by asking yourself questions like these:

- *What areas draw your attention?* As you take courses or read for other purposes, what ideas, subjects, types of research, kinds of practical applications consistently attract your interest? What concerns you most in your reading, at work, or in your community that might be a subject for a practice-based project?

- *What do you hope to do in the future?* In particular, consider what professional directions seem most useful and most likely for you. What areas of specialization would you like to develop? What knowledge will prepare you for the next step in your place of work or help you move into new work? What practical project might benefit you in the future? What demonstration of theory into practice would fit your professional/educational/personal goals?

- *What issues, problems, authors, studies, or projects really excite you?* This question can be the most useful and the most dangerous in helping you decide on a project topic. A truly exciting topic can carry you through the many hours of reading, thinking, designing, implementing, and writing that may be necessary to create a

finished capstone project. On the other hand, caring too much about the subject can tempt you to take on too much.

Most students examine issues of application in their course assignments and electives. Their places of work also provide a stimulating environment for thinking about the movement of theory into practice. It is often the case that practical problems, issues, and needs identified in the work environment will lead to projects designed to cope with those situations. This typically creates a rich playing field in which to build a project and provides a clear motivation for carrying out the capstone project.

- *What type of capstone project do you want to do?* Will it concern training, teaching, materials development, program design, or a creative effort? What theoretical or practical frames might help guide your project? As you explore possibilities for your capstone project, you will eventually narrow your options and begin to settle on a single approach and topic.

- *What pragmatic issues might you encounter?* Do you have the resources to carry out the capstone project you envision? If you need people to carry out your project, are they available to participate, and are they available when you need them? How long will each step take, realistically, and can you clear that amount of time when you need it? (6 to 9 months is about the minimum; see the timeline in www.mairstudents.info)

The following section will take you from this point to the next important step, selecting your area specialist to work with your faculty/project advisor.

Capstone Project Committee

Your capstone project committee will be composed of two people:

1. Faculty/Project advisor
2. Area Specialist

The capstone project committee should be selected when you are beginning to get clear vision about the focus of your specific project so that you can receive advice as you move toward the selection of the project you will undertake. Please note that the area specialist may have a doctorate or an MA as long as you faculty/project advisor has a doctorate.

Faculty/Project Advisor

The project adviser, in most all cases, will be your faculty advisor and will work closely with you to make sure that all of the MAIR capstone project protocols are followed. This person may not have expertise in the exact area of the project, but will be well grounded in the overall curriculum of the MAIR program and application of theory in general.

Area Specialist

The area specialist will work in collaboration with the project advisor to provide the foundation of theory and practice needed for the success of the project. The specialist

should clearly have the expertise and experience appropriate for the nature of your project. This person will assist with the selection of the focus of the project, the literature needed to support the effort, and the resources integral to carrying it out.

Ultimately, the area specialist and the faculty project advisor work closely to assure that the capstone project meets the standards and requirements of a practice-oriented project in the field in general and MAIR specifically.

Special Note: The roles of faculty/project advisors and area specialists, may vary greatly depending on the individuals involved. For example, it is possible that the area specialist might work very closely with you as a result of a previous educational or professional connection. In other cases, the main work might be done with the faculty/project advisor, and the area specialist would focus more on assessment of the success of the various stages of the project.

Tips for Selecting an Area Specialist

At some point in thinking about your capstone project, you and your project advisor will start to discuss who might serve as your area specialist. There is no specific time for this to happen, but you want to do it early enough so the project advisor and area specialist may both have a chance to have input into what you are going to do for your capstone project.

Before contacting a potential area specialist, remember there are several factors to take into consideration. The following attributes all need to be represented between your project advisor and your area specialist:

- academic expertise in the areas of your project

- professional experience in your main area of focus

- experience in advising practical projects grounded in theory

- connections into professional networks

- time to spend working with you

- an interest in your project

- an enthusiasm for facilitating your professional development

- familiarity with current literature in support of your project area

Balance is the key to a successful advising experience. Use the above list to check carefully that the essentials are present in one or both members. Other attributes that might prove helpful include a willingness to:

- allow you to assist them in some aspect of their work

- share articles or books with you that could prove helpful

- mentor you

These attributes are certainly not essential, but are often "happy accidents" of your involvement with the program. These happy accidents occur because you have skills, talents, or time to offer, or because you are working on a topic that is particularly salient to the area specialist. It is often better to allow some time for your working relationship to develop before requesting such support.

Basic Tasks of Your Area Specialist

To serve students doing capstone projects, a prospective area specialist must agree to completing the following three tasks:

- Agreeing to serve as the area specialist on your capstone project committee.

- Reading your proposal, providing feedback and direction, and ultimately approving your proposal so that your project will move forward.

- Reading the final report, providing feedback and direction, and finally giving approval of the capstone project for graduation.

Questions to Ask Your Area Specialist

Once you have secured your area specialist, you will want to establish a pattern of communication to keep the person informed of your progress. When the area specialists are appointed, they receive information about their role on the committee and the nature of a capstone project. This will help them to work with you as you begin to develop ideas for your project. As soon as they have agreed to work with you, however, there are some important questions for you to ask them.

1. What is the best way for me to maintain contact with you:
   - Phone appointments
   - Email
   - Face-to-face meetings
   - SKYPE
   - Fax

2. Would you like to see copies of my other work before working with me on my capstone project?

3. In what form do you want to see my work:
   - Email
   - Google Docs
   - Dropbox

4. Would you like to receive my final report chapter by chapter or in larger sections?

   We suggest that you avoid having the area specialist wait to read the entire final paper. Experience has shown that most students need feedback earlier in the process. Finally, however, whatever strategy is chosen, it should be one that works for you and both your faculty/project advisor and your area specialist.

5. Are there any other things that it would be helpful for me to know about the area specialists' ways of helping a student undertake a project?

Moving from a Capstone Project Topic to a Specific Proposal

The first and most important task in moving from a capstone project topic to a specific proposal is to clarify your goals and objectives and lay out what you plan on doing. As mentioned earlier, you may find yourself wanting to do a project that is too large or, in some cases, too small. It will be critical for you to set up the parameters of your project early so that the scope of your efforts will be clear and the final project manageable.

These goals and objectives will then guide you in the planning and design process, which is your next task. Once you have identified these elements, it will be time to examine the literature relevant to your project. As with the thesis, you need to gain an understanding of how your capstone project fits within the literature of the field. In this case, it is important to identify research and practical applications related to your focus. You will examine the literature that will help guide you in the development of your capstone project. The literature review is designed to provide the theoretical and research context for the design of your capstone project as well as its ultimate analysis.

- **Searching the literature**. This search involves the careful scanning of materials that will provide insight and guidance for the project you plan on undertaking. In addition, it will include the theoretical framework that supports the goals and objectives underlying your application of theory to practice. During this examination of the literature, you are looking for articles and books that will provide you with discussions, examples, theoretical frameworks, or research related to the practical effort you will be pursuing.

  The literature search will generate a preliminary list of books, articles, and other resources that you will need as you design your capstone project. The literature review will help you:
  - define and clarify your goals and objectives
  - understand how to design and implement the kind of project you hope to do
  - learn approaches and methods appropriate to your topic

  Remember to make clear bibliographical notes on everything you read. You may want that information again!

- **Talking with your advisor**. Talking extensively with your faculty advisor will be critical as you delineate the elements of your capstone project and create goals and objectives for your design. If you have not already done so, you shold work with your faculty advisor to select an appropriate area specialist to serve as the second member on your capstone project committee. In some cases, depending on the project and committee, another area specialist may join the committee.

  As you get close to finishing your courses and electives, you should have a conversation with your faculty advisor concerning your choice of a capstone project or a thesis. You will need to have in-depth dialogue about which approach is best

for you and your overall goals. You want to make sure that you have selected an approach that is appropriate and doable. These conversations will help assure that you are on the right track.

Preparing Your Capstone Project Proposal

Designing your project proposal is a critical step in producing your capstone project. Here you have the opportunity to explain what you plan on creating, what literature you intend to review in order to provide the context of your project, what approaches you plan on using to achieve your goals, and what theories, research approaches, models, etc. you will use to support your project and analyze its completion. Your committee must formally approve of your capstone project proposal so that you can move ahead and implement your project.

The proposal will provide a clear and concise description of the project's:
1. goals and objectives
2. ultimate outcome (the project itself)
3. literature that provides a practical and theoretical context
4. methods, approaches, strategies, and tasks involved in creating the project
5. projected form of analysis of the project and related learning
6. potential challenges in carrying out the project

The proposal should be approximately 20 to 25 pages in length and will set out the plan for completing your capstone project. The content of the proposal may be adapted for use in the completed capstone project. Approximately one quarter will present the problem, challenge, or opportunity guiding the project; it will include the rationale for the project. About one quarter will provide an introduction to the literature you are going to present in the ultimate project; you will not present it all, but will provide enough specifics so the readers will know where you are headed. The remaining half will be focused on the methods or processes you will use; it is the section that describes what you are going to do and why. Here you will also include information on the structure and framework of the proposal.

Writing the Capstone Project Proposal

Once your capstone project idea has been approved by your committee, you will complete the capstone project proposal. This document will form the foundation for your project from design through implementation to final analysis. Between the initial design of your project and the final implementation, many things may change, but the original design in the proposal is an important step in guiding you through your capstone project.

A capstone project in the MAIR program is designed to allow you to create a practical event (e.g., training or course) or materials (e.g., training manual, an intercultural book, or tool for assessment) to be used in your work (current or future). **The following is a description of the various elements that will be a part of the initial capstone project**

proposal; it will also provide the foundation on which to build the finished Capstone Project Report.

Cover Page

(see University of the Pacific *Thesis and Dissertation Guide*, which is available in the following URL: http://www.pacific.edu/Academics/Schools-and-Colleges/Office-of-Research-and-Graduate-Studies/Graduate-Programs/Forms-Resources-and-Services/Forms.html)

Abstract

Summarize your proposal in one to two paragraphs. Write this when you have finished the rest of the capstone project proposal. You will do exactly the same when you finish the complete capstone project.

Chapter 1: Introduction (approximately 5 to 6 pages)

Your first task for a capstone project proposal is to provide an overall description of what you plan on doing. This will begin with a clear statement of your project's goals, objectives, and rationale; what you are going to do and what are the reasons you are going to do this project. Next you need to have a clear sense of the people you are designing the project for, e.g., who will take it, read it, or use it? In determining these qualities, what is the value of the project for those who you intend to serve? At the end of this chapter, you should provide a preview of the coming chapters in the proposal.

When you write the final capstone project report, you will present the same information but expanded and adjusted to reflect what you have learned in the process of undertaking the project itself.

Chapter 2: Literature Review (approximately 5 to 6 pages)

Although you may have searched through some of the literature in your areas of interest before, this time as you examine the literature, you will be creating the context as revealed in books, articles, etc. that provide the foundation for your project. Your goal will be to present the literature and explain why you have made those selections. You will survey relevant articles, books, and other material connected to your capstone project. You will be focusing on the best and most relevant literature related to your project, not all the literature available.

Your review of the theoretical and research literature has two main goals. First, you want to provide a practical and research context for your capstone project. You will examine what relevant research has been done that will help you design, implement, and analyze the outcome of your project. In addition, your literature review will examine the content and processes core to your project in order to support the project as a whole. This portion of the literature review will also provide much of the context for analyzing the final project.

The second goal is to provide the theoretical foundation for your capstone project. Regardless of the nature of your project, you will build it upon theories, research, models, etc. that arise from your intercultural studies. These elements will be especially important as you move into the final stage of the project in which you analyze the outcome from a theoretical perspective.

NOTE: In the capstone project proposal you will provide an introduction to what you are going to review. You will be identifying the works that will be important to review and tell your reader why you are reviewing them. You should also give a few examples in more detail. Then in the final capstone project report, you will complete the review of the literature and explain more fully why the literature is important for your project.

Chapter 3: Methods to Be Employed (approximately 8 to 10 pages)

Most capstone projects will be partially designed even before you begin the formal design process. Your employer may have a task in mind that will guide the development of the capstone project proposal; you may have a long-term interest in creating some event or written material; or you may recognize a need in the field and seek to fill it, meeting both personal and professional goals.

So, with the initial idea and potential structure in place as you move into the capstone project proposal stage, one of the important steps is the selection of specific methods, approaches, or strategies that will be used to implement the project. The literature review may have provided some sense of how to proceed, but other techniques are appropriate at this time. You may want to examine other projects completed in other settings to see what was done and what the outcomes were. These reports may not always be in the literature. And you may want to interview people involved in other projects in order to learn from their successes and failures. These experiences will help you in deciding how best to approach the implementation of your project no matter what its final shape.

In the final project, you will need to provide a step-by-step description of the tasks involved in creating the project and its final outcome. In the capstone project proposal, you will identify and describe the basic methods you plan on using so your readers will have a basic sense of where you are headed.

In addition, you will describe any resources that you plan on using as part of your project. Finally, you should discuss any challenges or limitations you foresee as you carry out your project so that your faculty advisor and area specialist may help you to manage these issues. While these may change, challenges and limitations need to be addressed in both the capstone project proposal and the final capstone project.

Additional Information (done after Chapter 3)

In this last section of the capstone project proposal, you should include a draft of your table of contents, information on any tools and resources that will be used, a tentative reference list, and any other information that will help the faculty advisor and area specialist understand your capstone project and assist in your completing your capstone. In addition, you will need to briefly describe how you plan on reporting and analyzing the outcomes of your capstone project later in the last two chapters of the Capstone Project: Chapter 4: Project Analysis, and Chapter 5: Discussion and Conclusions.

Making Your Project Intercultural

As with a thesis, it is important to make sure your project is intercultural in nature. As noted earlier, the term *intercultural* refers to interaction between people from different cultures. It can, however, also be viewed in such a way as to include the interaction of elements of one culture with people from another culture. For example, one student developed a tool for training American women to be more effective culturally in their work within Japanese companies. However, no matter what the final project, make sure it involves some sense of interaction between two or more cultures.

It also helps if you remember the distinction between cross-cultural and intercultural research. Both types of approaches can be very informative to the interculturalist, but we want you to do an intercultural capstone project. If you find that you are contemplating a training that focuses on leadership, you will want to remember to examine leadership in diverse groups and/or leadership that crosses cultural boundaries. You could certainly train a group from South Africa about U.S. culture, but you would want to do that in a way that looks at the challenges South Africans would have in adjusting to a U.S. leader**.**

Completing your Capstone Project and Report

By the time you start carrying out your capstone project, you have already made important progress toward its completion. The creation of the capstone project proposal is vital to undertaking the implementation and analysis stages. It is important to remember that this specific guide is not meant to be a regimented system for undertaking your capstone project. Instead it is to be seen as a description of the various tasks that need to be taken into consideration as you move forward in undertaking a capstone project. At the same time, however, the project may work most effectively after you have completed certain crucial steps.

The Role of the Project Proposal. In the case of a capstone project, your project proposal becomes a vital step in writing the first chapters in your final project report. The proposal provides the critical elements that form the foundation of the first two to

three chapters of your final project report: the statement of goals and objectives as well as a basic rationale for the project, the literature review, and a statement of methods. It is also common for the capstone project proposal to serve as the direct step into the implementation of the project.

An Important Reminder. At this point, even though you are doing a capstone project, you should be following the guidelines available in the University of the Pacific's Thesis and Dissertation Format Guide available at the following URL: http://www.pacific.edu/Academics/Schools-and-Colleges/Office-of-Research-and-Graduate-Studies/Graduate-Programs/Forms-Resources-and-Services/Forms.html. This guide, along with the APA Manual, is critical to doing a good job on your capstone project. Most of your question about style will be addressed in these two documents.

Doing Your Capstone Project and Writing the Results:

The following list of steps reflects a focus on implementation and on the practical nature of the project. Again, we have a good starting point, but the precise order you follow is flexible and varies according to your needs and available resources. It may be helpful to think of each chapter being between 12 and 25 pages—about the size of many MAIR papers. Based on the project proposal, your next steps are to:

1. **Update a draft of your table of contents and your references**. As with most complex papers, initial organization is important. Establishing the potential structure of the project paper provides a sense of the whole and as well as the logic guiding the entire effort.

2. **Write a draft of Your first chapter, Introduction.** Laying out the basics of the capstone project is very important as you work on setting up the project itself. To begin, the presentation of the goals and objectives of the project is a vital element in clarifying what you are going to do and what the rationale is for those efforts. You should feel free to build upon the first chapter in your proposal

3. **Finalize the draft of you second chapter, the literature review**. The literature review in the proposal presents a thorough picture of the focused literature needed to support the project. It reviews the most valuable examples in the literature and suggests what other exemplary pieces might be added. You will want to double check various databases, online resources, etc. to make sure that you have selected the works that best support the efforts you are about to undertake to complete your capstone project. In reporting past research, you will use the past or the present perfect tense according to the APA Manual (2010) (see pages 65-66).

4. **Structure and organize your project.** Whatever you are planning to do for your capstone project, you will need to provide a clear and detailed plan for undertaking the project. This effort will have begun while writing the project proposal, but the final structure and organization will be dependent upon what

starts to happen as you carry out the tasks of the project. While you will have developed a sound plan of action, each step may affect what follows and changes are inevitable. The overall structure and organization will provide the logic that undergirds the project and allows changes to take place without upsetting the overall implementation activities. Your project advisor and area specialist will be critical in offering ideas and directions that will make movement through the project easier and smoother.

5. **Carry out your project.** No matter what you have selected to do, it is apt to change in some way while you implement it. But with your plan in hand, you are prepared to handle what comes your way. To maximize the learning achieved during the implementation state, it is important that you keep records of what you are doing and learning. This is often accomplished best by your keeping a journal throughout the design and implementation stage. Whether this is a daily, bi-weekly, or weekly event, it is crucial that you maintain reflections of your learning throughout the implementation stage. These comments will help you greatly when you move on to the last stage of the project and analyze what worked, what didn't work, what needs to be done differently, and what you learned overall.

   This is an important time to enjoy yourself. You have the opportunity to test your knowledge and skill in a practical setting, to determine how well your perspectives translate into useable products, and to create a union of theory into practice. The learning you achieve in the capstone project can also help guide you as you make professional decisions in the future.

6. **Write an updated draft of your third chapter, Methods.** Much of this chapter already exists in your proposal and in the notes, materials, and writing you did in the process of structuring and organizing the project. While parts of this chapter have been written as part of future planning in the project proposal, the final version is completed after the capstone project has been finished so that you can describe what actually happened in addition to what was planned, which will undoubtedly be different.

   The method chapter is also strongly connected to the appendices, since materials ancillary to the project are often referred to in this chapter. This chapter needs to be very clear in providing the core description of what was done in the project. The analysis that follows as well as the discussion and conclusions at the end will be critically tied to what was presented here. Remember that this chapter is written in the past or present perfect tense as well.

7. **Write a draft of your fourth chapter, project analysis.** Pulling from your journals and other reflections from throughout the preparation of the capstone project, you will now analyze what happened in the creation and implementation of your capstone project. In addition, you will examine all that occurred from the theoretical frameworks used to create the project in the beginning.

You will need to go back to the original goals and objectives of the project to determine how well you have done in achieving what you originally intended. In many cases, you will also have received evaluations of your capstone project plus feedback from your area specialist, which then will form another portion of your analysis of the project.

8. **Write a draft of your fifth chapter, Discussion and Conclusions.** This chapter will focus on what you learned by doing the capstone project, what conclusions you have drawn, what limitations you now find in what you have done, and a statement as to what you would do differently if you were starting over. Building on what you have learned, this chapter also provides the opportunity for you to make recommendations for other practitioners. While not being a research project, many capstone projects will present ideas for research as well as ideas for future projects or for modifications in the current capstone project. These ideas are also a critical part of this chapter.

Getting ongoing advice. As you do your capstone project and write you final report, you need to maintain contact with your faculty advisor and area specialist. From the approval of the proposal on, you should establish a pattern of communication with both of them to make sure that you are on track with all aspects of the project.

Editing your writing. While you are writing about your capstone project, remember that good writing requires good editing. It is important to go back and check the grammar, punctuation, and organization, as well as APA and the Pacific format for thesis, which applies to capstone projects as well. On days when it is hard to write, you might edit your reference list or you might work on the preliminary pages. You might also re-examine your quotations to assure their accuracy. Each of these small steps brings you closer to finishing your project.

Preparing to turn in your capstone project report. As you are writing your last chapter or editing your report, you should also prepare for other aspects of completing your degree. You will need to have applied for graduation during the semester prior to when you plan on graduating. You will also need to make sure that you have met all deadlines and paid all the relevant fees on time. See www.mairstudents.info for timelines for specific semester graduation.

Preliminary pages. You may have developed your preliminary pages already, but if you haven't done so, now is the time to do it. The instructions and examples in the University of the Pacific Thesis and Dissertation Format Guide are clear and easy to follow. You should follow the format guidelines presented for the thesis.

Finally, you should submit two final copies for your capstone project report to your project advisor—one in pdf and one in Word. In addition, you should email the Word version to our librarian, Sandy Garrison (sandyg@intercultural.org) for archiving. This version can then be shared with others, unless you specifically request otherwise.

Please contact your MAIR advisor if you have questions about any aspect of this guide or the other materials designed to help you complete your capstone project.

Congratulations! You are getting close to finishing your degree. We hope that this guide will be great assistance to you and we will appreciate any comments you have that will help us to improve the guide

All the best.

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