

# **THESIS PREPARATION GUIDE**

**DEPARTMENT OF PSYCHOLOGY, ART  
THERAPY, REHABILITATION, AND  
MENTAL HEALTH COUNSELING**



*Thesis Due Dates*

First Monday in November	Thesis due to Department Chair
Third Monday in November	Thesis due in Office of Graduate Studies and Research
Friday before Fall graduation	Final thesis due in Office of Graduate Studies and Research
First Monday in April	Thesis due to Department Chair
Third Monday in April	Thesis due in Office of Graduate Studies and Research
Friday before Spring graduation	Final thesis due in Office of Graduate Studies and Research

NOTE: Department policy is no thesis defenses during the summer. Contact your Advisor, Committee, and Department Chair to request a departure from this policy.

## Preface

The faculty of the Department of Psychology, Art Therapy, Rehabilitation, and Mental Health Counseling regard the thesis as the capstone intellectual task of graduate education at Emporia State University. To support our students in the successful completion of their theses, the faculty have prepared this detailed *Thesis Preparation Guide*. Read it carefully, consult with your thesis chair with any questions, and use it as a reference while working on your thesis. By doing so, you will be efficient in the writing of your thesis, avoiding many problems that students experience when working on their theses.

Dr. Brian Schrader  
Interim Department Chair



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## THESIS OVERVIEW

### *Thesis Flow Chart*

1. Applicant with completed application is assigned an advisor to review the application and make recommendation of applicant's acceptability to the department's Graduate Admissions Committee.
2. Applicant is accepted into the program and early in the first semester works with advisor to develop a degree plan, establishing when Research Design and Writing is scheduled.
3. During the first semester, the advisor will meet with student to discuss the thesis process.
4. By end of first year, student has general idea of topic and a faculty member in the department has agreed to be thesis chair. During the summer, the student independently immerses her/himself in the research literature.
- 5a. The student and the thesis chair work together to develop and refine the proposal. When the proposal is just about ready for the oral hearing, the student and advisor identify the other two members of the committee. See *Selecting a Committee* on page 9 for more instructions.
- 5b. A completed rough draft of the Institutional Review Board OR Institutional Animal Care and Use Committee applications is part of the proposal.
- 5c. The student is responsible for identifying the day and time for the oral proposal hearing that the committee members agree and then scheduling the room with the department's Administrative Specialist.
- 5d. Once set, the committee members are given a copy of the proposal at least seven (7) days prior to the oral proposal hearing to read and critique.
6. Data collection for thesis and all other empirical endeavors is defined as the point at which the student accesses data, uses data, or possesses data for research purposes outside of the job or internship. Data is defined as any information collected or archived for research purposes of the job or internship. No data collection or analysis of archival data can occur until the thesis proposal is approved.

After the thesis proposal is approved, the student applies for permission to collect the data from either Emporia State University's Institutional Review Board (application form downloadable at [www.emporia.edu/grad/research/irbapplicationform.doc](http://www.emporia.edu/grad/research/irbapplicationform.doc)) OR Institutional Animal Care and Use Committee (application at [www.emporia.edu/grad/research/ACUCAnimalApp7102.doc](http://www.emporia.edu/grad/research/ACUCAnimalApp7102.doc)) AND, if necessary, any other agency (e.g., mental health center, school district) prior to data collection. Data collection or analysis cannot begin until the thesis chair possesses all necessary permissions and certifies to the committee members that permissions have been obtained.

*The signed Institutional Review Board or Institutional Animal Care and Use Committee approval letter and any other letter giving student permission to collect thesis data are appendices of the final thesis.*

7. After data collection and data analysis, the student and thesis chair work together to prepare the thesis for defense. When the thesis is just about ready for the oral defense, an evaluation occurring at the discretion of the thesis chair, copies of the thesis are given to the other committee members for their critique. This must occur at least seven (7) days prior to defense.
8. The student is responsible for identifying the day and time for the final oral defense that the committee members agree and then scheduling the room with the department's Administrative Specialist. Student posts notification of oral defense around the department.
- 9a. If the defense is successful, student makes final changes required by the committee. Once the thesis is approved by the thesis committee, the student gives the thesis to the department chair for approval by the department along with the completed *Thesis Checklist*.
- 9b. If the defense is not successful, the student and the thesis chair meet with department chair.
10. The department chair approves the thesis for the department. Student must complete the *Thesis Checklist* at the back of the *Thesis Preparation Guide* and include with the thesis when submitting it to the department chair. The department chair expects a thesis that adheres uniformly to APA style as elaborated in the current *APA Publication Manual* in all elements (e.g., citations, grammar, figures/tables/graphs, heading levels, statistical notation) except where university regulations supercede (e.g., title page, abstract, table of contents). The department chair expects only to do light editing to improve readability.
11. When the department chair approves the thesis for the department, the thesis goes to the Dean of Graduate Studies and Research for approval by the Graduate Council.
12. Once the Dean of Graduate Studies and Research approves the thesis, the student will prepare final copies and give them to the department for final signatures by thesis chair, department chair, and Graduate Dean. Included is the check for the binding fee.
13. If thesis chair has not yet done so, changes of grade for all thesis hours are completed.
14. If student needs a letter verifying that degree requirements are completed, the student requests the letter from the Dean of Graduate Studies and Research. The request occurs after *all of the thesis requirements are completed, including all signed copies of the thesis submitted to the Office of Graduate Studies and Research.*

### *Summer Thesis Policy*

Students should not expect to have a proposal hearing or thesis defense during the summer. However, at their discretion, thesis chairs and committee members can work with students on their proposals or theses during the summer. If a proposal hearing or final defense must be

scheduled shortly after May graduation, the thesis chair works with committee members prior to May graduation to determine the feasibility of a summer proposal hearing or oral defense.

### *Selecting a Committee*

Normally, your academic advisor serves as the chair of your thesis committee. Occasionally, graduate students will have someone other than their advisor serve as thesis chair. You should get your advisor's permission prior to getting another faculty member to serve as chair. Your advisor may serve on your thesis committee, even though s/he is not the chair.

Your thesis chair is responsible for guiding your research and evaluating the results. Although there are two additional members on your thesis committee, your thesis chair has the primary responsibility and is the one with whom you will work most closely.

After you have chosen a topic and developed your proposal for the oral hearing, you and your chair will discuss the selection of two additional members for your thesis committee. Your thesis chair will give you suggestions for committee members based upon his/her knowledge of faculty's availability of academic expertise. According to the Graduate Catalog, one committee member must be outside the candidate's area of specialization. However, at least one other committee member besides the chair must be from the discipline. Thus, all three committee members can be from the Department of Psychology, Art Therapy, Rehabilitation, and Mental Health Counseling. For example, a clinical psychology student can have a maximum of two clinical psychology faculty members on the thesis committee. The third committee member could be a faculty member from outside of the department or someone from the department in experimental psychology, industrial psychology, art therapy, or special education. If three faculty are from the same program, all cannot be on the thesis committee.

Once you and your thesis chair have selected a list of potential committee members, you are responsible for asking the two additional members to serve on your committee. Selecting a committee does not in any way limit the number of people from whom you can get help and advice.

Writing a thesis has been described as an "apprenticeship." You are working on a scholarly product that will be your permanent product at Emporia State. Hence, your thesis chair, committee members, department chair, and Dean of Graduate Studies and Research want your thesis to be a well written, "polished" product that has adhered exactly to APA style. Therefore, there will be several revisions before all concerned faculty "sign off" on your thesis.

You are responsible for getting copies of the thesis drafts to your committee members. You are also responsible for setting up meeting times and a meeting room when your thesis committee meets.

### *Organization and Pagination of the Thesis Parts*

The parts of the thesis are ordered as follows:

Abstract - page not numbered and not included in page numbering

Title Page - page not numbered but counts as page i

Approval Sheet - page numbered ii centered at bottom of the page

Acknowledgments - page numbered iii centered at bottom of the page

Table of Contents - page number iv centered at bottom of the page

List of Tables - continue page numbering in Roman numerals centered at bottom of the page

List of Figures - continue page numbering in Roman numerals centered at bottom of the page

Chapter 1 - Introduction - start page numbering with 1 in upper right hand corner of the page

Chapter 2 - Methods

Chapter 3 - Results

Chapter 4 - Discussion

References

Appendices

Permission to Copy

### *Dr. Weaver's Thesis Pointers*

The department subscribes to the idea that your continued, lifelong professional development relies on your understanding the research literature, which in turn depends on your understanding the research process. As the graduate capstone experience, the thesis demonstrates to the faculty and to the university a student's understanding of research and competence for independent, lifelong professional development. The faculty are not trying to make you a master scientist, but we do expect you to be a master of science.

Besides demonstrating your competence, your thesis is an important reflection of the department's commitment to scholarship. No better evidence exists for assessing the quality of our graduate programs than the thesis. Such quality requires hard work from you, your thesis chair, and your committee members.

The department provides several resources to assist you in the production of your thesis, including faculty for advisement; introductory and developmental psychology students for participants; rooms for testing/data collection; a copy of the Publication Manual of the American Psychological Association (5th ed.) on reserve in the department office; facilities (e.g., Instructional Media Center, technology lab) for material/apparatus development; computer lab for word processing; a computer account for statistical, e-mail, and Internet access; SPSS; and prerequisite course work in research design and writing and intermediate statistics.

Once your committee approves your thesis, it comes to me as department chair to validate its quality on behalf of the department. The thesis then goes to the Graduate Dean who validates the thesis' quality on behalf of the university. The Office of Graduate Studies and Research establishes each semester a deadline by which theses must be submitted. A thesis turned in to the department chair **two weeks** prior to the Graduate Office's deadline will be ready by the deadline. No such guarantee exists for theses submitted less than two weeks before the deadline. My careful scrutiny of your thesis requires time; I will not be rushed through this important responsibility.

My pointers are divided into content and aesthetics sections. Read and incorporate these expectations/instructions/hints as you prepare your thesis proposal and subsequently complete your thesis. Ask your thesis chair for clarification and guidance when necessary. Study past theses stored in the department office for both content and style, but note that they might have been written in old APA style.

### Thesis Chapters

The thesis has four chapters: Introduction, Method, Results, and Discussion. The abstract, title page, abstract, table of contents, list of tables/figures, references, and appendices complete the thesis.

*Chapter 1 Introduction* presents the background theory, methods, and results that provide the reason for doing your research. The review of the literature is comprehensive. Start with current issues and work back in time. The computer database search is a good tool for the investigator but does not replace inspecting the table of contents of recent volumes of several key journals.

Organize the review according to the main themes you have identified from your synthesis of the literature. Integrating the ideas around the major themes rather than listing studies and their descriptions demonstrates the intellectual mastery that MS/EdS graduates of Emporia State should possess. You must make the case to your thesis chair and committee members for why your thesis study needs to be done.

Clearly stated in the introduction, usually at the end, are your hypotheses and/or research questions. The hypotheses/research questions give your research its focus - your method is tailor-made and your data are analyzed specifically to test your hypotheses or answer your research questions. Your discussion in Chapter 4 is centered on explaining your results in light of the research cited in the Chapter 1. At least one hypothesis or one research question must be clearly presented at the conclusion of your introduction.

One concluding remark: Statistics I and Statistics II are required for thesis students. Courses on multiple regression and other statistical procedures may also be available. Your hypotheses/research questions should be developed so that you can subsequently analyze the data based on familiar statistical procedures.

*Chapter 2 Method* should be written so that anyone anywhere in the world could read it and replicate your study. The emphasis in the method chapter is on detail: who were the participants, what was the design, what materials or instruments were used, and what procedures were followed. These items need to be clearly articulated as separate subsections. Most if not all demographic information (*e.g.*, age, sex, class, etc.) collected during the study should be presented as part of the Participant subsection describing the sample.

*Chapter 3 Results* presents the analyses you performed on the data and the results of those analyses. The section should begin with a one-paragraph overview of the method. Parallel your analyses in the same sequence as the hypothesis/research questions in the introduction. Tables and figures must adhere to APA format. APA format for statistical notations, figures, and tables is difficult; follow this explicitly.

You are responsible for finding the software and hardware to analyze your data, for writing the program to accomplish the desired analyses, and for interpreting your data. Your thesis chair and committee members are also available for assistance. To assist you in this endeavor, you have access to the Statistical Package for the Social Sciences (SPSS) for Windows on all computers in the Visser Hall Computer Lab (VH125) and the department's computer classroom (VH345).

*Chapter 4 Discussion* explains your results in light of the research cited in Chapter 1. This section should elaborate the implications of your results for the theories and results you have cited in the Chapter 1 Introduction. Your results should be discussed in Chapter 4, NOT repeated. Conclusions and directions for future research are included in this section.

*Abstract.* To underline in Word for the abstract heading, set the tabs for the spaces according to the model on page 23. Use Control-I to activate the underlining function and then press the Tab key.

*Aesthetics.* Clear writing reflects clear thinking. The ambiguity, obtuseness, and verbosity of one's writing reflect poor understanding of ideas. Strive for clarity and conciseness in your writing.

No errors of spelling, punctuation, capitalization, syntax, or grammar are allowed. Your thesis must be mistake free when it is turned into the Office of Graduate Studies and Research. A computer's spell checker will not catch *plain* when you meant to write *plan* or *plane*. Consult a dictionary, a grammar guide, the *Publication Manual of the American Psychological Association* (5th ed.), and the department's and university's thesis preparation guides as you write.

#### *Guidelines from the Office of Graduate Studies and Research*

The following is a list of the typical problems the Office of Graduate Studies and Research office has found in theses. Eliminating these will hopefully reduce the number of needed changes. Each thesis is put in the library, so we want each one to be as perfect as possible.

1. A paragraph must have more than one sentence.
2. Extra space between words and sentences must be eliminated.
3. Headings for each chapter must be consistent throughout the thesis. Chapter headings and numbers must all be upper case or the first letters upper case followed by lower case.
4. The thesis must be arranged in the prescribed thesis order.
5. The "Permission to Copy" page must be submitted with EACH copy of the thesis.
6. Duplicated material must be of high quality. Poor quality duplications will be returned.
7. Duplication of the required second and third copies of the thesis must be of high quality or they will be returned.
8. The required signatures must be on the thesis before it is submitted to the Graduate Studies and Research office.
9. Margins must be correct throughout the thesis.
10. Pages must be numbered correctly.
11. A reference cited in the body of the thesis must be included in the reference list. Likewise, a listed reference must be cited in the paper. References and citations of them must have the correct spelling of the author and the correct date of publication.
12. For APA style, each table or figure must have a heading and must be on its own separate page.
13. Partial/incomplete sentences will not be accepted.
14. A paragraph should end at the bottom of a page when less than one line would go on the top of the new page.
15. "Who" refers to a person. "That" never refers to a person. Example: Bill is the person who voted yesterday.
- 16a. When deciding to use "which" or "that," "which" is used with a phrase that could be set off by commas.
- 16b. "That" is used too many times and can make a sentence wordy and awkward. The correct form should be "The man said he was going home." and not "The man said that he was going home."

### *The Master of Science and Specialist in Education Defense*

1. All MS and EdS thesis defenses in the Department of Psychology, Art Therapy, Rehabilitation, and Mental Health Counseling are open to attendance by the university community
2. Once the day, time, and location for the defense are set, the advisor signs the Thesis Defense Approval Form, and student places copies on all department faculty and graduate assistant mail boxes and posts on all department bulletin boards as least one week prior to the scheduled oral examination date.
3. The thesis defense is moderated by the thesis chair and consists of the following phases:
  - a. The thesis chair introduces the student, the student's thesis topic, and the members of the thesis committee.

- b. The student makes an oral presentation of the thesis. This 25 minute presentation includes descriptions of (a) the rationale for the study and the hypothesis(es) and/or research question(s), (b) the methodology employed, (c) the study's results, and (d) whether the hypothesis(es) was supported and/or how the research question(s) was answered. As with a convention presentation, the student is responsible for all equipment needs and handouts to provide a broader base of information for the audience.
  - c. When the presentation is completed, the defense is then opened to questions and comments from committee members and the audience. Students should expect committee members to ask questions.
  - d. When the student has answered all the questions and responded to all the comments, the thesis committee adjourns into executive session to decide whether the student has passed the defense and what changes are needed for the thesis.
  - e. The thesis committee reconvenes and informs student of its decision and thesis changes.
  - f. If the student has passed, the committee members sign the final examination card, which the thesis chair delivers to the department's Administrative Specialist. School psychology students need thesis committee members to sign the Approval page.
4. After the thesis committee has approved the thesis and the student has made changes from the defense, the student delivers one copy to department chair along with completed *Thesis Checklist*. The department chair and student will work together on final departmental review of thesis. After the Chair approves the thesis, it is sent to the Dean of Graduate Studies and Research for the final review on behalf of the Graduate Council.

## THE PROPOSAL

### *Guidelines for a Thesis Proposal*

The purpose of a thesis proposal is to convey to your committee what you would like to do for your thesis research. You must establish why the study should be done and exactly how the data will be collected and then analyzed. A proposal must be written so clearly that the method section could be given to another person who could conduct the study without having to ask for any clarification. The following points describe how to develop a thesis proposal:

1. Discuss potential ideas with your advisor or any other faculty member who is skilled in the area. Do not proceed until you have the thesis chair's tentative approval.
2. Review the literature to insure that your topic has not already been researched or that you can justify a replication of a previous study.
3. Write a thesis proposal and submit it to your thesis chair for review and revision.
4. After the thesis chair approves the proposal, make copies for each committee member and set up a committee meeting. The committee members must have their copies of the proposal at least *one week* prior to the meeting.
5. All committee members must approve the proposal before you may proceed. Submit an application for approval to conduct your study to the Institutional Review Board For Treatment of Human Subjects (if you will be using human participants; application form downloadable at [www.emporia.edu/grad/research/irbapplicationform.doc](http://www.emporia.edu/grad/research/irbapplicationform.doc)) or the Institutional Animal Care and Use Committee (if animals will serve as subjects; application form downloadable from [www.emporia.edu/grad/research/ACUCAnimalApp7102.doc](http://www.emporia.edu/grad/research/ACUCAnimalApp7102.doc)). Do *not* begin your study until the Board or the Committee has given its written approval to proceed.
6. Conduct your study exactly as it was described in the proposal. The committee has no obligation to accept a study that has been altered from what it approved.

### *Proposal Format*

Prepare the proposal with a 1½" margin on the left side and a 1" margin on the other sides. Grammar, punctuation, format, references, numbers, and statistical copy must conform to *APA Publication Manual* (5th ed.). The proposal must be typed and double-spaced. Proposals do not have chapters, but they must contain the following sections, with the section title centered on the page:

1. Title Page
2. Table of Contents

3. Introduction. The purpose of the introduction is to present briefly the background for your study and establish the need for your study in this section. Define any unfamiliar terms. Make a clear statement about what you propose to do. This section should be no more than 3 or 4 paragraphs in length and should provide a roadmap for the remainder of the first chapter.
4. Review of the Literature. This section presents a complete review of the literature that is directly relevant to your proposed study. The purpose of this section is to show what has already been done and to establish the need for your study. Conclude this section with a clear statement about how the literature relates to your proposed study. Be sure to use headings and subheadings to help you and your reader organize the information you are presenting. These headings should be descriptive and unique to your topic area. The review of the literature should be at least 10 pages long.
5. Method. In this section, you will describe in precise detail how you plan to conduct your study. Include subsections on Participants, Design, Instrumentation (if applicable), Apparatus (if applicable), Procedure, and Statistical Analysis (if applicable). Be thorough in addressing the details of your proposed study and be specific about how the data will be analyzed. Note that in the final thesis, the Statistical Analysis will be in the Method chapter to the Results chapter.
6. References. All works cited in the proposal must be listed in this section. You must follow *APA Publication Manual* (5th edition) for references.
7. Appendices. Appendices present material not needed in the body of your proposal. Examples would include questionnaires, letters, tests, and informed consent forms, or demographics forms, and approval letters to collect data.

*Example of Proposal Title Page*

AN EXAMINATION OF THE RELATIONSHIP BETWEEN  
MOOD AND PERFORMANCE APPRAISAL ACCURACY

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A Thesis Proposal

Presented to the Department of Psychology, Art Therapy,  
Rehabilitation, and Mental Health Counseling

EMPORIA STATE UNIVERSITY

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

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by

Jane R. Doe

December 2005

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Committee Member

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Committee Member

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Committee Member

APA FORMAT: SYNOPSIS OF 5th EDITION  
(Page numbers are from the *Publication Manual*)

*General Instructions for Text*

**Margins:** Type every page of a manuscript with a minimum of a 1 in. (2.54-cm) margin on all sides, except for left margin which should be 1 ½" for binding. The 1 ½" left margin is exception to APA style.

**Justification:** Do not justify the right margin.

**Indentation:** Indent each paragraph with a five-to-seven-space indent. For consistency, use the tab key.

**Spacing--Line:** Double space between all lines of manuscript.

**Spacing--Punctuation:** Space once after all punctuation as follows: after commas, colons, and semicolons; after punctuation marks at the ends of sentences; and after periods that separate parts of a reference citation; and after the periods of the initials in personal names (e.g., J. R. Zhang). (pp. 290-291)

**Exception:** Do not space after internal periods or abbreviations, (e.g., a.m., U.S.).

**Quotations--Short:** Quotations of fewer than 40 words should be incorporated into the text and enclosed by double quotation marks("").

**Quotations--Long:** Display quotations of 40 or more words in a double-spaced block typewritten lines with no quotation marks. (pp. 117-118)

**Quotations--Punctuation:** Place periods and commas within closing single or double quotation marks. Place other punctuation marks inside quotation marks only when they are part of the quoted material.

**Other Punctuation Marks:** Hyphen: use no space before or after (e.g., trial-by-trial analysis); minus: type as a hyphen with space on both sides (e.g., a - b); dash: type as em dash or two hyphens with no space before or after (e.g., Studies--published and unpublished--are). (pp. 291)

*General Instructions for References* (pp. 222-231)

**Format:** Use hanging indents for the first line of each reference entry as for paragraph.

**Underlining:** Italicize periodical titles and volume numbers.

**Capitalization:** Capitalize only the first word of the title and of the subtitle, if any, and any proper names; do not underline the title or place quotations around it.

*References to Journal Articles*

- One author

Paivio, A. (1975). Perceptual comparisons through the mind's eye. *Memory & Cognition*, 3, 635-647.

- Multiple authors

Horowitz, L. M., Post, D. L., Prench, R. S., Wallis, K. D., & Siegelman, E. P. (1981). The prototype as a construct in abnormal psychology: Clarifying disagreement in psychiatric judgments. *Journal of Abnormal Psychology*, 90, 575-585.

*References to Books*

- No Author

*College bound seniors*. (1979). Princeton, NJ: College Board Publications.

- One Author

Bernstein, T. M. (1965). *The careful writer: A modern guide to English usage*. New York: Atheneum

- Corporate author or group author

American Psychiatric Association. (1980). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.

NOTE: When the author and publisher are identical, use the term Author as the name of the publisher.

- Edited book

Letheridge, S., & Cannon, C. R. (Eds.). (1980). *Bilingual education: Teaching English as a second language*. New York: Prager.

- Chapter in edited book

Gurman, A. S., & Kniskern, D. P. (1981). Family therapy outcome research: Knowns and unknowns. In A. S. Gurman & D. P. Kniskern (Eds.), *Handbook of family therapy* (pp. 742-775). New York: Brunner/Mazel.

### *References to Reports*

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

### *Text Citations*

- Using an acronym: Wechsler Adult Intelligence Scale-III (WAIS-III; Wechsler, 1999)
- Use et al. after you have fully cited a reference with three to five others
- Use et al. every time when you have six or more authors

### *Problem References*

Ackerman, T. (1998). Wechsler Individual Achievement Test. In J. C. Impara & B. S. Plake (Eds.), *The thirteenth mental measurements yearbook* (pp. 1125-1128). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

### *Other APA Format Issues*

You should follow APA Format when completing the following aspects of your document. Page numbers are from the *Publication Manual of the American Psychological Association* (5th ed.)

1. Quotations - see pp. 117-122
2. Numbers - see pp. 122-136.
3. Statistical Copy - see pp. 21-26 and 136-146
4. Tables - see pp. 147-175 and the example in this booklet.

*Present each table on a separate page following the page of text which first makes reference to the table. This is an exception to APA style. Also, make sure decimals for numbers in your tables "line up."*

5. Figures - see pp. 176-201.

*Present each figure on a separate page following the page of text which first makes reference to the figure. This is an exception to APA style.*

6. Reference Citations in Text and Reference List - see pp. 232-281.
7. Exceptions to APA style: You should NOT follow APA Format when completing the following aspects of your document:

A. Running head and page headers are not included in the thesis.

B. Margins - Left margin should be 1½"; top, bottom, and right margins should each be 1".

C. Page numbering - Start numbering with page 1 of Chapter 1, putting the number in the upper right corner of the page. The page number should be at the 1 inch position. Preliminary pages (e.g., Approval sheet, Acknowledgments, Table of Contents, etc.) are numbered with lowercase Roman numerals starting with the Approval sheet page having the page number ii centered at the bottom of page. The Title Page is not numbered but is the first page in the numbering sequence. The Abstract comes before the title page and is not included in any page numbering.

D. Headings are an exception to the APA style.

E. Put tables and figures on separate pages. These pages should appear in the thesis immediately after the page on which the table or figure is first.

### *Using Headings in Your Thesis*

The following guidelines about levels of headings to use in your thesis overrule the guidelines found in the *APA Publication Manual* because the Level 5 heading (ALL WORDS IN CAPS), which is rarely used in journal articles, is constantly used in theses, and APA style specifies that a Level 5 heading be used only if the other four levels have been used, and a thesis rarely has all five levels. Therefore, please adhere to the following rules as you prepare the chapters of your thesis.

*If a thesis chapter uses three levels.* Use Level 5 heading for CHAPTERS 1, 2, 3, and 4 and INTRODUCTION, METHOD, RESULTS, and DISCUSSION headings. Then use Level 3 heading, which is flush left, italicized, uppercase and lowercase, and the text starts on next line. Then use Level 4 heading, which is indented five spaces, italicized, lowercase except for the first word, and ending with a period. The text starts two spaces after the period.

Example:

## CHAPTER 2

### METHOD

*Participants*

*Materials*

*Rating form.* The rating form consisted of

*If a thesis chapter uses four levels.* Use Level 5 heading for CHAPTERS 1, 2, 3, and 4 and INTRODUCTION, METHOD, RESULTS, and DISCUSSION headings. Then use Level 1 heading, which is centered and mixed uppercase and lowercase. Then use Level 3 heading, which is flush left, italicized, mixed uppercase and lowercase, and the text starts on next line. Then use Level 4 heading, which is indented five spaces, italicized, lowercase except for the first word, and ending with a period. The text starts two spaces after the period.

Example:

## CHAPTER 1

### INTRODUCTION

#### Review of the Literature

#### *Semantic Network Theory*

*Mood congruity hypothesis.* This hypothesis proposes that

## MODEL THESIS PARTS

*Abstract*

## AN ABSTRACT OF THE THESIS OF

\_\_\_\_\_ Rebecca E. Becker \_\_\_\_\_ for the \_\_\_\_\_ Specialist in Education \_\_\_\_\_  
 in \_\_\_\_\_ School Psychology \_\_\_\_\_ presented \_\_\_\_\_ June 29, 2000 \_\_\_\_\_

Title: The Effects of School Transition on Stress and Self-Concept for Rural Elementary and Middle School Students

Abstract approved: \_\_\_\_\_

This study investigated the effects of transition from elementary to middle school. Participants were 138 fourth and fifth grade students in two Northeast Kansas public, rural school districts. Students were given the School Situation Survey (SSS), a measure of stress, and the Piers-Harris Children's Self-Concept Scale (PH), a measure of self-concept. Results indicated rural fifth grade (post-transition) students had significantly higher scores on the SSS Teachers Interactions scale than the rural fourth grade (pre-transition) students, which is reflective of higher levels of stress in this area. Fourth and fifth grade students had similar scores on the Peer Interactions, Academic Stress, and Academic Self-Concept scales of the SSS. Fifth grade students also displayed significantly lower self-concept scores than fourth grade students on the PH, indicating fifth grade students had less favorable self-concepts than fourth grade students. No gender differences were found for stress or self-concept.

*Master of Science Thesis Title Page*

AN EXAMINATION OF THE RELATIONSHIP BETWEEN  
MOOD AND PERFORMANCE APPRAISAL ACCURACY

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A Thesis

Presented to the Department of Psychology, Art Therapy,  
Rehabilitation, and Mental Health Counseling  
EMPORIA STATE UNIVERSITY

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

---

by

John S. Doe

May 2006

*Specialist in Education Thesis Title Page*

THE EFFECTS OF SCHOOL TRANSITION ON STRESS AND SELF-CONCEPT  
FOR RURAL ELEMENTARY AND MIDDLE SCHOOL STUDENTS

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A Thesis

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Rehabilitation, and Mental Health Counseling  
EMPORIA STATE UNIVERSITY

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In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

---

by

Rebecca E. Becker

August 1998

*Master of Science Thesis Approval Sheet*

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Approved for the Department of  
Psychology, Art Therapy, Rehabilitation,  
and Mental Health Counseling

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Approved for the Graduate Council

*Specialist in Education Thesis Approval Sheet*

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Approved for the Department of  
Psychology, Art Therapy, Rehabilitation,  
and Mental Health Counseling

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Committee Member

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Committee Chair

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Approved for the Graduate Council

*Acknowledgments*

ACKNOWLEDGMENTS

My deepest thanks to my thesis committee members Anna Freud, B. F. Skinner, and Carl Rogers for their efforts and assistance in the preparation of this thesis. As my thesis chair, Dr. Freud was especially helpful and patient. Their help in the writing of this thesis will always be greatly appreciated. I would also like to express sincere gratitude to my spouse, children, parents, brothers, and sisters for their support, prayers and encouragement.

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*Research Questions and/or Hypotheses at the End of Chapter 1*

Your Chapter 1 will conclude with one or more research questions and/or one or more hypotheses. They should appear in separate sections as follows:

*Research Questions*

Based on past research, the following research questions were developed:

Research Question 1. Were there gender differences in stress scores?

Research Question 2. Were there gender differences in self-concept scores?

*Hypotheses*

The present study investigated the following hypotheses:

Hypothesis 1. Stress scores would be significantly higher in fifth grade (post-transition) students than in fourth grade (pre-transition) students.

Hypothesis 2. Self-concept scores would be significantly higher in fourth grade (pre-transition) students than in fifth grade (post-transition) students.

*Table for a 2 x 3 Analysis of Variance*

NOTE: All tables appear on separate pages, which is an exception to APA style.

Table 1

*Summary of Factorial Analysis of Variance of Total Scale Score as a Function of Setting (Inclusive, Noninclusive) and Level (Elementary, Secondary, K-12)*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Setting	1	250.96	250.96	0.95
Level	2	735.49	367.75	1.39
Setting x Level	2	1238.53	619.26	2.34*
Error	135	35718.14	264.58	

\* $p < .05$

*Table of Means and Standard Deviations*

Table 2

*Summary of Means and Standard Deviations of Total Scale Score by Setting and Level*

Gifted Educator Group	<i>n</i>	<i>M</i>	<i>SD</i>
<b>Inclusive Setting</b>			
Elementary	39	83.49	18.47
Secondary	37	81.08	13.24
K-12	28	80.39	15.85
Total	104	81.79	15.96
<b>Noninclusive Setting</b>			
Elementary	4	75.00	8.52
Secondary	28	84.96	18.57
K-12	5	97.00	6.04
Total	37	85.51	17.31
Total Sample	141	82.77	16.34

*Table of Correlations*

Table 3

*Correlations Between Reading And Math Variables For Fourth Grade Students (n = 46)*

Variable	1	2	3	4	5	6	7	8	9
1. CAT Total Rdg		.96**	.76**	.72**	.55**	.69**	.39**	.33*	.29
2. CAT Rdg Comp			.75**	.74**	.57**	.70**	.35**	.30*	.27
3. CBM Oral Rdg				.59**	.40**	.55**	.52**	.57**	.51**
4. CAT Math Conc					.64**	.88**	.16	.28	.24
5. CAT Computation						.92**	.03	.19	.13
6. CAT Total Math							.06	.26	.25
7. CBM Multiplicat								.76**	.36**
8. CBM Division									.39**
9. CBM Mixed Math									

Note. CAT = California Achievement Test; CBM = Curriculum-Based Measurement; Rdg = Reading; Comp = Comprehension; Conc = Concepts and Applications; Multiplicat = Multiplication.

\* $p < .05$

\*\* $p < .01$

*Informed Consent Letter*

Participation Consent Form

Read this consent form. If you have any questions ask the experimenter and s/he will answer the question.

You are invited to participate in a study investigating the relationship between circadian rhythm and mood. At the beginning of the semester you will complete a circadian rhythm scale. You will then complete a scale on what your mood is at the beginning of class. You will then complete a scale at the end of class on your mood and the professor's mood.

Information obtained in this study will be identified only by code number. Your name will be used only to indicate that you participated in the study and received extra credit for participating. Extra credit will be given to participants who complete 75% of the study.

Your participation in this study is completely voluntary. Should you wish to terminate your participation, you are welcome to do so at any point in the study. There is no risk or discomfort involved in completing the study.

If you have any questions or comments about this study, feel free to ask the experimenter. If you have any additional questions, please contact Jane Doe, 341-2855.

Thank you for your participation.

I, \_\_\_\_\_, have read the above information and have decided to participate.  
(please print name)

I understand that my participation is voluntary and that I may withdraw at any time without prejudice after signing this form should I choose to discontinue participation in this study.

\_\_\_\_\_  
(signature of participant) (date)

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- \_\_\_ Name and title of thesis on Abstract is same as name and title on Title Page.
- \_\_\_ Name, degree, area, and defense date are centered on the underlines.
- \_\_\_ All underlines are correct.
- \_\_\_ First sentence of Abstract is not indented.
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### *Title Page*

- \_\_\_ The correct month is given (August, December, May).
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### *Acknowledgments Page*

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- \_\_\_ Format adheres ***exactly*** to *Thesis Guide*.
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### *Thesis Text*

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- \_\_\_ Tenses have been changed from future tense (proposal) to past tense (thesis).
- \_\_\_ Chapter 1 ends with section(s) for Research Questions and/or Hypotheses.
- \_\_\_ The Data Analysis section for proposal is deleted from Chapter 2 or moved to Chapter 3.
- \_\_\_ Chapters 3 and 4 organized around research questions or hypotheses.

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\_\_\_ Terms like i.e. or e.g. are followed by a comma and used only inside parentheses.

\_\_\_ Citations with three to five authors use et al. after the first citation.

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### *Statistics, Tables, and Figures*

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