

THESIS PREPARATION GUIDE

DEPARTMENT of PSYCHOLOGY

Academic Year 2022-2023

(last revised 8/16/2022)



VERY IMPORTANT THESIS INFO

Thesis Due Dates

A graduate student completing a thesis or dissertation must submit a Committee Declaration Form. The form must be completed at least the semester prior to completing the thesis or dissertation. A paper version of that form is in this guide, however, that form may now be submitted digitally. Your thesis advisor can initiate that process.

Assure that in addition to the requirements in this guide, your thesis meets those of the Graduate School including the current semester's dates, from their Guide to Thesis Preparation posted [here](#). Because all dates weren't available at the time this department guide was updated, those listed here for the Office of Graduate Studies and Research may not be accurate.

FALL SEMESTER 2022

| | |
|-------------|---|
| October 31 | Thesis due to Dr. Persinger |
| November 18 | Thesis due in Office of Graduate Studies and Research with departmental signatures, ready for review by Dr. Spotswood |

SPRING SEMESTER 2023

| | |
|----------|---|
| April 3 | Thesis due to Dr. Persinger |
| April 14 | Thesis due in Office of Graduate Studies and Research with departmental signatures, ready for review by Dr. Spotswood |

SUMMER SEMESTER 2023 (*see Summer Thesis policy below*)

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|---------|---|
| July 12 | Thesis due to Dr. Persinger |
| July 14 | Thesis due in Office of Graduate Studies and Research with departmental signatures, ready for review by Dr. Spotswood |

Degree Plan, Intent to Graduate, and Semester of Graduation

Students MUST have a Degree Plan on file by their advisor, AND filed an 'Intent to Graduate' form with the Graduate Office by the semester BEFORE they are going to graduate. They must also be enrolled at ESU for at least one credit hour the semester they are going to graduate.

Summer Thesis Policy

Department policy is NOT to have thesis proposals/defenses during the summer semester (beginning the Monday after Spring graduation until the first day of classes in the Fall semester). However, you may contact your Thesis Advisor, Thesis Committee, and Department Chair to request a departure from this policy, but understand that there is NO requirement or obligation for faculty to conduct summer thesis proposals/defenses. 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 or defense meeting.

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Welcome!

The Department of Psychology faculty 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 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.

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. 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.

The department provides several resources to assist you in the production of your thesis, including faculty for advisement; undergraduate psychology students in a research participant pool; rooms for testing/data collection; a current copy of the Publication Manual of the American Psychological Association (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.

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 University. 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.

Dr. Jim Persinger, Chair

THESIS OVERVIEW

Thesis Flow Chart

During your first semester you will be assigned a faculty advisor who will help you prepare and submit your Degree Plan and discuss the Thesis process. Although it is common for your faculty advisor to also end up being your Thesis Chair and/or on your Thesis Committee, this is not a requirement. Note that the below process may vary slightly depending on which graduate program you are in.

The thesis process will generally occur in the following ordered Steps:

1. During your first year, discuss with faculty and research various thesis topics. Take note of interesting topics during your classes.

2a. By the end of your first academic year, you should have a general idea of a thesis topic and ask a faculty member in the department to be your Thesis Chair. During that first summer semester, the student independently immerses her/himself in the research literature. Review the literature to insure that your topic has not already been researched or that you can justify a modification of a previous study. You should also become familiar with any relevant resources within your field, pertinent to doing research and/or writing up research (e.g., familiar with the current edition of the *APA Publication Manual and APA's Ethical Principles of Psychologists and Code of Conduct*).

2b. Once the faculty member has agreed to be your Thesis Chair, you and your Thesis Chair will need to read, sign, and submit the Thesis Checklist I (see pg. 40) to your department chair (where it will be placed in your graduate folder).

3. Before the start of your second year, you should present a first draft of your thesis proposal to your Thesis Chair (he/she can indicate the approximate length and sections required) which usually includes an Introduction, Literature Review, Hypotheses, and Method section. It is customary to provide the faculty with a hard (print) copy unless otherwise indicated. 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.

4. Edit, revise, and refine additional drafts of the thesis as needed (this may take many weeks/months and several subsequent drafts depending on the quality of the initial and subsequent drafts, and the Thesis Chair's feedback response time), continuing until such time as your Thesis Chair indicates the thesis is ready for a Thesis Proposal meeting (oral hearing). If it often helpful to submit the previous thesis draft (with your faculty's comments on it) with your newest thesis draft so the Thesis Chair can quickly check to see if you've made the necessary changes from the last version. Recognize that because faculty have many other obligations besides your thesis, it may take weeks before feedback is given on a draft.

The Thesis Proposal should occur fairly early during the first semester of your second academic year if you want to complete the thesis process in two years.

5a. Once the thesis is just about ready for the Proposal meeting, the student and Thesis Chair identify the other two members of the Thesis Committee (see *pg. 10* for more instructions). The student is responsible for identifying the day and time for the oral proposal hearing that the committee members agree to and then scheduling the room with the department's Administrative Specialist. Once the Thesis Proposal date is set, the committee members are given a print copy of the proposal at least seven (7) days prior to the oral proposal hearing to read and critique.

5b. A rough draft copy of the Institutional Review Board (IRB) form and/or Institutional Animal Care and Use Committee (IACUC) form must be included as part of the Thesis Proposal appendices.

5c. With their Thesis Chair's permission and before the Thesis Proposal takes place, a student is allowed to ask an organization/group/company/agency/person for permission to conduct research and/or collect data from them in the future. However, **ABSOLUTELY NO DATA** can actually be collected until **AFTER** a successful Thesis Proposal meeting has occurred **AND** only **AFTER** written IRB and/or IACUC permission has been obtained to conduct the research and collect data. Violations can result in SEVERE penalties including the loss of all data!

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.

6. The thesis proposal meeting is moderated by the Thesis Chair and consists of the following phases:

a. The Thesis Chair introduces the student, the student's thesis topic, members of the thesis committee, and provides a brief overview on how the proposal meeting will proceed.

b. The student (who is professionally attired) makes an oral presentation of the thesis (usually supplemented by PowerPoint slides). This presentation (check with Thesis Chair for expected time requirement) includes descriptions of the rationale for the study, a summation of the main topics in the literature review, and the hypotheses and/or research questions, and the methodology employed (including the research design and statistics to be used). 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 proposal is then opened to questions and comments from committee members and the audience. Students should expect committee members to ask difficult questions and receive constructive criticism and critique. The Thesis Chair may allow questions/comments from the audience as appropriate and timely.

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 proposal and what changes are needed for the thesis. The student and the audience must temporarily exit the room until the executive session is finished and will be called back in when ready.

e. The thesis committee reconvenes and informs the student of its decision and thesis changes.

f. It is not uncommon (but certainly not required) for the proposing student to provide light refreshments at their proposal and defense meetings.

7a. Once a Thesis Proposal is successfully completed, a thesis title page signed by all three Thesis Committee members will be given to the department's Administrative Specialist (by the Thesis Chair) to be filed in their graduate folder (as evidence they have successfully completed the Proposal meeting). School psychology students need thesis committee members to sign the Approval page. All appropriate Thesis Committee revisions should be incorporated into the thesis document with the supervision of the Thesis Chair. A Thesis Committee member may choose to NOT sign off on the Thesis Proposal until AFTER they have seen the revisions made (a Thesis Proposal is NOT considered successful until all three Thesis Committee signatures are obtained on the title page).

7b. After the thesis proposal is approved, the student applies for permission to collect the data from either Emporia State University's Institutional Review Board (IRB) OR Institutional Animal Care and Use Committee (IACUC) AND, if necessary, any other agency (e.g., mental health center, school district) prior to data collection. Applications for both the IRB and IACUC are available on the ESU website. It may take up to three weeks to receive written permission. 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. Once all permissions are obtained the student may conduct their research, collect their data, and analyze it. Conduct your study EXACTLY as it was described in the proposal. Note that the data collection and analysis process is likely to take many months to complete.

8. After data collection and data analysis, the student and Thesis Chair again work together to prepare the thesis for the Thesis Defense (another oral hearing) usually involving several more drafts and feedback. This step is exactly the same as Step 4 above but now applies to preparing for the Thesis Defense meeting and will focus more on the Results and Discussion sections of the thesis.

9. The semester BEFORE you expect to graduate (which may or may not be the same semester that you defend), you should have a Degree Plan on file and submit an Intent to Graduate form to the Graduate Office. The student MUST also submit a completed Thesis and Dissertation Declaration Form (pg. 42) to the Graduate Office the semester BEFORE they expect to graduate. It would also be prudent to check with the Graduate Office to make sure you have completed all the necessary requirements for graduation at this time.

10. Once the thesis is just about ready for the Defense meeting, the student is again responsible for identifying the day and time for the oral proposal hearing that the committee members agree to and then scheduling the room with the department's Administrative Specialist. Once the Thesis Defense date is set, the committee members are given a print copy of the thesis at least seven (7) days prior to the oral proposal hearing to read and critique.

Additionally, the student must also prepare a Thesis Defense Approval Form (*see pg. 37*) and place copies in all faculty and graduate teaching assistant mailboxes have it posted by the department Administrative Specialist on all department bulletin boards at least seven (7) days before the Thesis Defense date.

Lastly, the student should acquire a Final Exam form from the department Administrative Specialist to bring to the Defense meeting. All thesis defenses in the Department of Psychology, Art Therapy, Rehabilitation, and Mental Health Counseling are open to attendance by the university community and general public.

11. The defense meeting is conducted exactly like the proposal meeting (Step 6 above), except during the presentation, the student will now focus more on the study's Results and Discussion sections, whether the hypotheses were supported, and how the research questions were answered.

12a. Once a Thesis Defense is successfully completed, the Final Exam form is signed by all three Thesis Committee members and will be given (by the student) to the department's Administrative Specialist. All appropriate Thesis Committee revisions should be incorporated into the final thesis document with the supervision of the Thesis Chair. A Thesis Committee member may chose to NOT sign off on the Final Exam form until AFTER they have seen the revisions made (a Thesis Defense is NOT considered successful until all three Thesis Committee signatures are obtained on the Final Exam form).

12b. If a Thesis Defense is NOT successful, the student will need to meet with their Thesis Chair and go over what needs to be done prior to setting up another Thesis Defense at a later time, returning back to Step 8.

13. If the defense is successful, the student makes all final revisions required by their Thesis Committee and Thesis Chair. Once the final copy of the thesis is approved by the Thesis Chair, the student gives the thesis to the department chair (who approves the thesis for the Psychology Department) along with the completed *Psychology Thesis Checklist II* (*see pg. 41*). This copy of the thesis and the signed *Psychology Thesis Checklist II* MUST be given to the department chair in adherence of Thesis Due Dates to graduate on time (*see pg. 2*).

14. 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). It is EXPECTED that the student and their Thesis Chair will have sufficiently proofread the final draft to ensure minimal errors. The department chair expects only to do LIGHT editing to improve readability.

If the thesis has NOT been sufficiently prepared and proofread it will be returned by the department chair to the student to redo; it is possible that an insufficiently prepared thesis may cause the student to miss their thesis due dates. My careful scrutiny of your thesis requires time; I will not be rushed through this important responsibility.

Also note that the final thesis copy must be turned in to the department chair by the appropriate semester due date in order to graduate on time. No guarantee exists for theses submitted after the deadline and a student is likely to have wait another semester to graduate.

15. When the department chair approves the thesis for the department, he/she will then forward it to the Dean of Graduate Studies and Research for approval by the Graduate Council.

16a. Once reviewed at the Graduate level, the thesis will then be returned to the student with any additional revisions indicated to be corrected and must be returned by the date specified by the Graduate Office (request a specific date from Dr. Spotswood if your final copy may not be complete before the first week in December). The student should make sure that the Psychology Department and Graduate Office has their current address, e-mail, and phone number to contact them when the thesis is ready.

16b. Once the Dean of Graduate Studies gives final approval on the thesis, the student will prepare final copies and give them to the department for final signatures by the Thesis Chair, department chair, and Graduate Dean. The Graduate Office will include instructions on preparing the thesis in regard to bindings, photocopying, and fees.

16c. The student needs to e-mail an electronic copy of their final thesis draft to the Dean of the Graduate School and Distance Education.

17a. The student should ask their Thesis Chair or faculty advisor to submit Change of Grade forms for their now completed Thesis hours.

17b. If a 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.*

Selecting a Thesis 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 ESU 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 must be from your discipline area and 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 with.

After you have chosen a topic and developed your thesis proposal, 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 from outside the candidate's discipline. For example, a clinical psychology student can have a maximum of two clinical psychology faculty members on their thesis committee (one of which is their Thesis Chair); the third committee member would be a faculty member from outside of the discipline (i.e., I/O, School, or Experimental Psychology) or from another program outside the Psychology department (such as Business, Mental Health Counseling, Art Therapy, etc.)

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.

Organization, Pagination, and Description of Thesis Parts

The parts of the thesis are ordered as follows:

Abstract - page not numbered and not included in page numbering (first page)

Title Page - page not numbered but counts as page i in Roman numerals

Approval Sheet - page numbered ii, centered at bottom of the page (continue this pagination format until end of List of Figures)

Acknowledgments

Table of Contents

List of Tables

List of Figures

Chapter 1 - Introduction - start page numbering with 1 in upper right hand corner of the page (and continue this pagination format until end of Appendices)

Chapter 2 - Methods

Chapter 3 - Results

Chapter 4 - Discussion

References

Appendices

Permission to Copy – not in Table of Contents and no page number (last page)

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 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. Several hypotheses and/or research questions 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.

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 current edition of the *Publication Manual of the American Psychological Association*, 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. Please note that these Guidelines are subject to change and the most current Graduate Studies and Research Guidelines can be found at their website.

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. 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."
17. The thesis **MUST** be written in Times New Roman font.

APA FORMAT: SYNOPSIS OF 6th EDITION
(Page numbers are from the *Publication Manual*)

The below is just a short synopsis of common APA requirements. Students are expected to have read, reviewed, and be knowledgeable about APA format for writing their thesis and NOT expect faculty to proof it for them. If a paper has more than minimal APA format errors, it will be returned unreviewed until the errors are corrected.

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** Left justify the paper. Do not justify the right margin.
- Indentation** Indent each paragraph with a five-to-seven-space indent. For consistency, use the tab key.
- Spacing** Double space between all lines of manuscript.
- Spacing II** 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. 87-88).
Exception: Do not space after internal periods or abbreviations, (e.g., a.m., U.S.).
- Quotation** Short quotations of fewer than 40 words should be incorporated into the text and enclosed by double quotation marks (""). (pp. 91)
- Quotation II** Display long quotations of 40 or more words in a double-spaced, block style with no quotation marks. (pp. 92).
- Quotation III** 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.
- Punctuation** Hyphens -- use no space before or after (e.g., trial-by-trial analysis)
Minus signs -- type as a hyphen with space on both sides (e.g., a - b)
Dashes -- type as one dash or two hyphens with no space before or after (e.g., Studies--published and unpublished--are). (pp. 97-98).
Parentheses – No back to back parentheses in sentence (pg. 94).

General Instructions for References (pp. 193-224)

- Format Use hanging indents for the first line of each reference entry as for paragraph.
- Underlining Do NOT underline anywhere; 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 (up to 7 authors; see pg. 198 for more than 7 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*, 9(2), 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 (pp. 174-179)

- 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 6th ed. *Publication Manual of the American Psychological Association*

| | |
|------------------|-------------------------|
| Quotations | pp. 170-173 |
| Numbers | pp. 111-114 |
| Statistical Copy | pp. 116-123 |
| References | pp. 174-179 and 193-224 |
| Tables & Figures | pp. 127-161 |

When putting a “Note” at the bottom of your table. It should be in italics and end with a period.

Exceptions to APA Style (Do NOT follow APA format under these circumstances:)

- Present each table and figure on a separate page immediately following the page of text which first makes reference to the table or figure.
- Running head and page headers are not included in the thesis.
- Left margin should be 1½"; top, bottom, and right margins should each be 1".
- Start numbering with page 1 of Chapter 1, put 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. The Permission to Copy page is the last page in the thesis but is not numbered.
- Each reference in the Reference section should start and end on the same page (don't begin a reference at the bottom of one page and continue at the top of the next page).
- Headings are an exception to the APA style (see below).

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

End of Example.

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

End of Example.

SAMPLE PAGES of THESIS PARTS

The next several pages provide samples of what key pages/parts of your thesis should look like. The pages should appear “exactly” like the samples in regards to the format, changing only the information that would be specific to YOUR thesis (like names, dates, thesis title, page numbers, etc.).

Also, note that in the upper left of each sample page, I’ve listed the general name of the page in *red italics*. This is just to clarify the title of the page; you do NOT actually type anything from the red italics on the page itself when writing up your thesis.

On your Abstract page (pg. 22), third underline, where you report your discipline, the possible options are:

Psychology (for Experimental and I/O Psychology)

Clinical Psychology

School Psychology

Example of Proposal Title Page (to be signed by Thesis Committee after Proposal meeting)

AN EXAMINATION OF THE RELATIONSHIP BETWEEN
MOOD AND PERFORMANCE APPRAISAL ACCURACY

—————
A Thesis Proposal

Presented to the Department of Psychology

EMPORIA STATE UNIVERSITY

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

—————
by

Jane R. Doe

December 2010

—————
Committee Member

—————
Committee Member

—————
Committee Member

Example of an Abstract Page

AN ABSTRACT OF THE THESIS OF

Rebecca E. Becker for the Master of Science

in School Psychology presented June 29, 2010

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.

Example of Master of Science Title Page

AN EXAMINATION OF THE RELATIONSHIP BETWEEN
MOOD AND PERFORMANCE APPRAISAL ACCURACY

A Thesis

Presented to the Department of Psychology

EMPORIA STATE UNIVERSITY

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

John S. Doe

May 2010

Example of a Specialist in Education (School Psychology only) Title Page

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

A Thesis

Presented to the Department of Psychology

EMPORIA STATE UNIVERSITY

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education

by

Rebecca E. Becker

August 2010

Example of a Master of Science Thesis Approval Sheet

Approved for the Department of Psychology

Approved by the Dean of the Graduate
School and Distance Education

Example of a Specialist in Education (School Psychology only) Thesis Approval Sheet

Approved for the Department of Psychology

Committee Member

Committee Member

Committee Chair

Approved by the Dean of the Graduate
School and Distance Education

Example of an Acknowledgments page (NOTE: you are free to re-phrase the Acknowledgments paragraph how you like and make it as long as you like)

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 my sincere gratitude to my wife Jacqui who was an inspiration and supported me throughout the past two years. Finally, I'd like a special "thank you" to my children, parents, brothers, and sisters for their support, prayers, and encouragement.

Example of a Table of Contents page

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Table for a 2 x 3 Analysis of Variance (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> |
|-----------------------------|----------|----------|-----------|
| Inclusive Setting | | | |
| 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 |
| Noninclusive Setting | | | |
| 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.

* $p < .05$

** $p < .01$

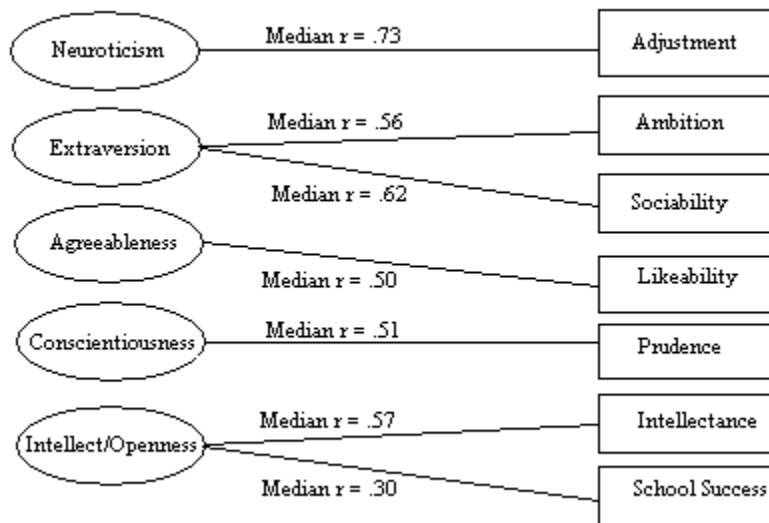
Simple Figure

Figure 2. Relationships between HPI Scales and the Big Five Personality Scales

Example of an 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)

THIS PROJECT HAS BEEN REVIEWED BY THE EMPORIA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD FOR TREATMENT OF HUMAN SUBJECTS.

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I, _____, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Signature of Author

Date

Title of Thesis

Signature of Graduate Office Staff Member

Date Received

Thesis Defense Approval Form

Thesis Defense Approval Form

_____ is scheduled to defend his/her thesis titled:
student's name

thesis title

on _____ at _____ in _____.
date time room

Approved: _____
Thesis Chair's signature date

Thesis Defense Approval Form

_____ is scheduled to defend his/her thesis titled:
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date time room

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(check with the Graduate Office for the most current information)

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THESIS CHECKLIST I

Once you have selected a Thesis Chair, read this Checklist thoroughly, initial each item, sign and date, have your Thesis Chair sign and date, and submit a copy to the Department Chair

I, _____, understand all of the following:

___ I must be enrolled for at least one credit hour the semester that I plan to graduate. I must also file an “Intent to Graduate” form, file a Thesis Committee Declaration Form, and have a Degree Plan on file with the Graduate Office the semester BEFORE I plan to graduate.

___ I CANNOT collect ANY thesis data until AFTER I have had a successful Thesis Proposal meeting **and** AFTER I have received official written IRB and/or IACUC approval. I will have included a completed copy of my IRB and/or IACUC application as an Appendix in my Thesis Proposal draft. I must complete my research EXACTLY as I proposed it.

___ I must submit a completed THESIS CHECKLIST II to my department chair with my final thesis copy on or before the semester due date of the semester that I plan to graduate.

___ Department faculty are under NO obligation to perform any thesis duties during the summer semester. It may take weeks before faculty return drafts to me during any given semester irrespective of my personal/academic deadlines and I will not try to rush them.

___ “I” am responsible for being fully knowledgeable about the Psychology Thesis Preparation Guide, the Graduate Office thesis guidelines, and the current edition of the APA Publication Manual. My thesis must be written to be compliant with all three documents and that ALL proofreading is the responsibility of me and my Thesis Chair. Failure to properly proofread my paper and/or comply with all three document guidelines may cause delays in meeting deadlines and/or graduation.

___ When my Thesis Chair tells me that it’s ok to Propose and/or Defend my thesis, I must arrange the day and time with my thesis committee, arrange the room with the Psychology office, complete a Thesis Proposal Approval form a week before my defense, submit print copies of my thesis to all my committee members at least a week before the meeting, and bring a Proposal Title Page (for Proposal) or Final Exam card (for defense) to the meeting.

Signature of Student

Date

Signature of Thesis Chair

Date

THESIS CHECKLIST II

Once you have successfully defended your Thesis and are submitting the final print copy of your thesis to the Department Chair, read this Checklist thoroughly, initial each item, sign and date, have your Thesis Chair sign and date, and submit a copy of it to the Department Chair with your thesis (as the very top page); your Thesis will NOT be accepted without it.

I, _____, understand all of the following:

___ A copy of my official IRB and/or IACUC permission letter (and any other required permissions) and a copy of my Informed Consent Document are both included as Appendices in my final thesis draft.

___ My Permission to Copy page is completed and filled out as the last page of the thesis. This Thesis Checklist II and my Abstract page will be the first two pages atop my final thesis draft.

___ I should make sure that both the Psychology Office and the Graduate Office have my current contact information (e.g., address, phone, e-mail) on file as well as all necessary paperwork for graduation.

___ I, along with my Thesis Chair, have fully proofed this document and made sure that it is also compliant with the Psychology Thesis Preparation Guide, Graduate Office guidelines, and current APA Publication Manual format. If I have not done this adequately, my thesis will be returned to me to be redone and this may cause me to miss other deadlines and/or my graduation.

___ I have made sure that all the page numbers listed in my Table of Contents page align with the actual page numbers that each section/chapter starts with. I have also made sure that every citation in the body of my thesis appears in my Reference section and every reference in my Reference section also appears at least once in the body of my thesis.

___ I understand that is customary to ask if my Thesis Chair would like a bound copy of my thesis for his/her efforts (at my expense).

Signature of Student

Date

Signature of Thesis Chair

Date



Graduate School

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| Expected Graduation Term: | |

The Graduate Thesis or Dissertation Committee* affirms that the candidate listed above has proposed an acceptable research topic and has the academic and professional background to address this topic.

| | Name (please print) | Signature | Date |
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