

The Thesis Manual

Indiana Wesleyan University
College of Arts and Sciences
Division of Graduate Counseling

June 2019

Table of Contents

Graduate Counseling Division Chairperson	3
Committee Chair	3
Faculty Member	Error! Bookmark not defined.
Research Committee	3
The Process	4
The First Step: The IWU Institutional Review Board (IRB) Proposal	4
<i>The IRB Review Process at Indiana Wesleyan University</i>	5
Purpose	Error! Bookmark not defined.
Definitions	Error! Bookmark not defined.
Informed Consent	Error! Bookmark not defined.
Guidelines for the Preparation of the IRB Proposal	Error! Bookmark not defined.
Writing and Submitting the IRB Proposal	Error! Bookmark not defined.
Sample Forms	Error! Bookmark not defined.
IRB PROPOSAL COVER PAGE	Error! Bookmark not defined.
CONSENT FORM FOR MINORS	Error! Bookmark not defined.
CONSENT FORM FOR ADULTS	Error! Bookmark not defined.
The Product	6
Thesis Proposal & Collecting Your Data	6
Writing Your Paper	Error! Bookmark not defined.
Guidelines for Writing the Thesis	6
Specific Guidelines for the Format of Non-Qualitative Studies	Error! Bookmark not defined.
Specific Guidelines for the Format for Qualitative Studies	17
Guidelines for Reference List	20
Guidelines for Appendices	21
Guidelines for Abstract	21
Acknowledgements	22
Format for the Thesis	22
The Permissions & Printing	38
The Oral Exam	38
The Reader(s)	38
The Printing	39

The People

Throughout your research process at IWU you will work with a variety of people, each with his/her own unique role. The list below describes each person and the accompanying expectations:

Graduate Counseling Division Chairperson

The Department Chair is responsible for the oversight of the research process for all graduate counseling programs. S/he works with the Research Coordinators to make purposeful research advisor assignments, and has final approval of all research projects.

All Institutional Review Board (IRB) proposals are first submitted to the Department Chair for review. S/he will either declare a research project exempt from IRB Review, or will forward the proposal on the IRB Committee.

Committee Chair

The Committee Chair is an IWU faculty member—either full-time or part-time, and is selected by the student. S/he is paid for working with the student toward completion of the research project. S/he is responsible for ensuring the essential elements are present, the overall goals have been met, and that the project is graduate-level quality and meets the standards of the graduate counseling department. S/he works with the student to produce the IRB Proposal and a semi-final draft of the research document. The research documents are then forwarded to the Reader(s) for final corrections.

Research Committee

Several people must approve the final research product before a grade may be recorded for CNS 559:

- **Committee Chair**

See explanation above

- **Reader(s)**

The Reader(s) is an IWU faculty member, selected by student in collaboration with committee chair, and is paid for his/her work. This person typically has extensive experience in either research or professional writing, and is responsible for reviewing the research document for spelling, grammar and APA formatting. S/he will go through the document with a fine-tooth comb and forward all correction and comments to the student, who is then responsible for making the corrections as directed. Once the Reader is satisfied with the product, the document is then given back to the Committee Chair for his/her signature.

The Process

The research process itself is straightforward, and each step must be completed in order. Questions regarding the research process should be directed to the Committee or Divisional Chair.

The First Step: Select Your Committee

The Second Step: The IWU Institutional Review Board (IRB) Proposal

The IRB proposal is a vital step in the research process, and is designed to protect both the research subjects and the university from legal implications of the student research. By the time a student completes CNS 507—Research/Evaluation Methods/Practice—s/he should have acquired enough knowledge to write a strong IRB proposal. All students are required to submit an IRB proposal.

Indiana Wesleyan University is committed to the protection of the rights and welfare of human subjects in all research, class projects and related activities. The Institutional Review Board (IRB) is guided by the standards of US government agencies and ensures institutional compliance with all federal and state regulations regarding human subjects' research. ***IWU faculty, staff, students or external investigators may not execute any research involving human subjects at Indiana Wesleyan University without IRB approval. IRB approval is also required for research conducted by IWU community members (faculty, staff, students) with human subjects at locations external to the university.***

Principal Investigators (faculty, staff, students) who are conducting human subjects research are required to submit a complete proposal using the *IRB Proposal Form*. All investigators and research advisors must successfully complete the CITI Program's Human Subjects Research course (Social-Behavioral-Educational (SBE) Research Basic/Refresher). A copy of the certification of completion of the training must be included with the proposal.

Note: Students conducting research at a healthcare facility, mental health center, or organization may also be required to submit a proposal to that facility's IRB Committee for approval. Any research conducted at a school will require such approval from that school's IRB Committee.

Approval from outside agencies or facilities does **NOT** replace the requirement to submit a proposal to IWU's IRB Committee.

General Guidelines:

1. Students must work with their committee to write their proposal. Once the advisor approves and signs the proposal, three copies are to be submitted to the Department Chair.
2. Students are strongly urged to begin the IRB proposal process as soon after CNS 507 as possible since the approval process may take several weeks.

Note: Two signature are required in order to submit the IRB Proposal—the student **and** the committee chair. IRB Proposals with missing signatures will be returned to the student.

3. The Department Chair may return the proposal for corrections/revisions before submitting it to the IRB Committee. All suggestions, comments and corrections are made to help expedite the IRB approval process.
4. While awaiting the IRB approval, students may continue to work with their committee and further develop Chapters One and Two of their paper.
5. **Students may not begin collecting data until they have received approval from the IWU IRB Committee. Any data collected prior to receiving IRB approval will be excluded from the project.**
6. If you wish to follow up on your IRB proposal once it has been submitted to the IRB Committee, please contact the Graduate School Dean's Office at 765-677-2570. The Division of Graduate Counseling will **NOT** have information regarding the approval process.
7. Once IRB approval is received, the student may complete the writing of chapters 1-3 (i.e. the thesis proposal). If there is any change in the data collection process after approval by the IWU IRB Committee, **the Committee must approve the new process before data collection may be resumed.**

The IRB Review Process at Indiana Wesleyan University

Rather than reiterate here the policies, procedures, and forms related to the IRB processes at IWU, please read the contents located on the IWU IRB webpage. These can be accessed through the following links:

Research Integrity Training/IRB Webpage:

<https://myiwu.indwes.edu/employees/academics/grantresearchsupport/Pages/Research-Integrity--IRB.aspx>

IRB Documents:

<https://myiwu.indwes.edu/employees/academics/grantresearchsupport/IRB%20Documents/Forms/AllItems.aspx>

Thesis Process and Product

Thesis Proposal & Collecting Your Data

The writing of chapters 1-3 serves as the thesis proposal. These chapters are written in future tense. Once approved by your committee, verbs are moved to past tense. And it is at this point that the procedure and data collection may commence. It is important to work closely with your advisor during this process. Be sure and keep him/her informed regarding the collection process and how it is progressing.

Note: Plan ahead with your chair and reader(s) regarding how you will analyze your data. We want to ensure you have the resources you need to complete this vital piece of your research.

Guidelines for Writing the Thesis

Organization of Contents

1. Title page (counts as page i. but carries no page number; suppress pagination)
2. Abstract (page number ii appears on page; continue numbering hereafter)
3. Acknowledgments (page iii)
4. Table of Contents (page iv)
5. List of Tables (page v)
6. List of Figures (page vi)
7. Chapter 1 Introduction (page 1)
8. Chapter 2 Review of the Literature
9. Chapter 3 Methodology

10. Chapter 4 Results
11. Chapter 5 Discussion
12. References
13. Appendices (presented in order cited in text)

General Typing Guidelines

- Font should be Times Roman.
- IWU requires 12-point pitch.
- Margins must be 1” on all sides.
- The text is double spaced throughout. See *APA Manual* section 8.03 and consult with Committee Chair regarding other spacing, such as tables or quotations of qualitative data.
- No bold face type. Italics may be used in presentation of qualitative data.
- Justify margins on the left only.
- Place page number in upper right corner, 1 inch from each edge or software default.
- Numbers in text: The general rule is to use figures to express numbers 10 and above and words to express numbers below 10. See sections 4.31-4.38 for exceptions and special usages.

Seriation

See *APA Manual* section 3.04.

Pagination

Microsoft Word™ allows you to automatically format the page numbering of your document. Not that the thesis requires different types of page numbering (i.e. “i.” and “1.” as described on page 3). You will need to know how to format a section break and a page break in order to properly paginate your document. Please do **not** manually type in a header on each page.

Table of Contents

Please properly format your Table of Contents. **NOTE:** Microsoft Word™ allows you to format the tabs so that ellipses (. . .) are automatically entered. Please do **NOT** use the “.” Learn how to properly format tabs for a more professional looking document.

Microsoft Word™ also allows you to automatically create a Table of Contents by using the “Style” function. This links header styles to your table of contents, so that when you edit or modify your document, your Table of Contents is automatically updated.

All of these and other Microsoft Word™ functions can be found/learned by clicking on *Microsoft Office Word Help* under “Help” button in the menu bar and typing in the appropriate function you are seeking (i.e. table of contents, pagination, etc.).

Headings

See *APA Manual* section 3.03

Use headings throughout the paper. Proper headings assist in the organization of the manuscript and improve the flow of the narrative. Be consistent in the heading levels for all chapters. The following is an example of 4 levels of headings:

Chapter I (level 1)

Introduction (level 2)

System Variables (level 3) All words in this heading begin with an upper-case letter.

Quality of life index (Level 4) Only the first word is upper case. Text begins on the same line, after the period.

Consult the *APA Manual*, sections 3.03 for further guidelines regarding headings.

Writing Style and Grammar

See *APA Manual*, Chapter Three

1. Organized flow of thought: Write from an outline to help you organize your thoughts and content.
2. Smoothness of expression: Use transition sentences. Do not abruptly change subjects. Be consistent in the use of verb tenses.
3. Parsimony: Avoid jargon, wordiness, redundancy. Use short sentences. There must be at least 2 sentences per paragraph.
4. Clarity of expression: Use scholarly terms (“think” vs. “feel”), avoid colloquialisms (“bunch” vs. precise number, “single out” vs. “designate”). Express **precisely** what you mean by using correct terms.

Avoid passive voice. Avoid use of 1st person. The use of first person is acceptable in reporting qualitative research (e.g., in the discussion of researcher engagement and methodology).

Verb Tense

See *APA Manual*, section 3.18

Most of Chapters One through Five are written in the past or present perfect tense. Use the present tense sparingly. Do not skip back and forth between tenses in the same paragraph. Stay in the tense you have chosen.

Use past tense to report others' findings and to report on a sequence of events. Use present tense for statements that are commonly agreed on, to describe present reality, and to indicate research conclusions that are still true.

Results in Chapter Four are written in the past tense. The discussion section of Chapter Four and conclusions and implications sections of Chapter Five are likely to be in the present tense.

Quotations

See *APA Manual* sections 4.07-4.08.

Short quotations have fewer than 40 words, are enclosed in quotation marks and integrated into the text.

Long quotations have 40 or more words are indented (i.e., block quote), double spaced with no quotation marks.

The page number is provided in the reference for both short and long quotes.

Punctuation

See *APA Manual* sections 4.01-4.11.

References in text

See *APA Manual* sections 6.11-6.21 for guidelines for reference citations in the text.

If there are two authors, cite both names every time.

When there are three to five authors, cite all authors the first time; subsequent citations give surname of the first author and et al.

If there are six or more authors, use first author's name followed by et al. in the in-text reference, but provide names of all authors in the reference section.

Reminders

- Please remember to refer to yourself as “this author” or “this researcher”. “I” is not appropriate for this level of writing.
- Please write out all contractions such as “don’t” (do not), “can’t” (cannot), “isn’t” (is not), etc.
- Paragraphs must contain more than one sentence.

- Remember that web sites do not typically constitute research literature. You need to be looking in the library databases for solid sources. Part of your grade will be related to the evaluation of your sources.

Use the following information to write the various components of your paper. Please note that the required number of pages listed for each section is considered to be the bare minimum for the completed project paper.

Chapter I: Introduction (10-15 pages)

Rewrite your proposal in the past tense. The following should be included:

- Introduction
- Statement of the problem
- Significance of the problem
- Purpose of the study
- Hypotheses or research questions
- Definition of terms
- Conceptual/Theoretical framework or model
- Limitations/assumptions of the study

Introduction

See *APA Manual* section 2.05

- The introduction should introduce the subject to the reader.
- It should be written so that the reader is “caught” and will desire to read on.
- In writing the introduction the following need to be considered:
 - What is the problem and why is it important?
 - How do the question(s)/hypotheses under consideration relate to the problem?
 - What are the theoretical implications of the study?
 - How does the study relate to previous studies on the subject?
- The first section of the chapter is usually 2 to 3 pages in length and should include the following:
 - An initial paragraph which introduces the subject to the reader (include common national or world news which relates to the subject).
- A brief discussion of the literature which pertains to the problem. The literature will be discussed in more detail in Chapter II of the thesis. The reader should be introduced to the problem and learn about what others say both pro and con. Make general summary statements which would include information from several researchers.

NOTE: There should be continuity in the introduction. Remember you are introducing a subject which is very important to you and everyone else needs to be convinced of its importance.

Statement of the problem: The problem statement needs to be clear and succinct. It describes what the investigator proposes to do and gives direction to the study. There may be a suggested relationship among variables or difference between group.

Significance of the problem: Why is it an important problem to study? Will the study revise, extend, or create new knowledge? Is there a theoretical or practical implication? What dilemma provided a context for the study? Will this study clarify or simplify the issue?

Purpose of the study: Identify and discuss the purpose of the study. Make clear what you hoped to accomplish.

Research questions/hypotheses: Clearly state the research questions or hypotheses. Make certain that research questions are stated in a manner that they can be answered by the research.

Definition of terms: All terms in your problem statement which are not universally defined must be defined. Definitions should be in complete sentence form. Include both the conceptual and operational definitions.

The definitions can be anything the researcher desires but the definition must be substantiated by the literature and cited. If a term which is used is not defined in the literature, then the researcher must define it.

The terms appear in alphabetical order.

Note: This section is usually not included in qualitative studies.

Theoretical/Conceptual framework: This a brief explanation of the framework/model and how it relates to the present study follows.

Assumptions and limitations of the study: Include such things as sample size, non-random sample selection, honesty of respondents, tool being used, etc. For all these reasons finding may not be generalizable. (Note: In qualitative studies, some of these issues may be incorporated in the methods chapter).

Summary statement: You can end with a summary statement which outlines the remainder of the investigation but this is not necessary. However, it is good to summarize the introduction with a statement or two.

Chapter II: Review of the Literature (15-20 pages)

The literature review is important because it provides a link between studies that have been done and the current research study. The literature review provides a context and meaning for the study. It helps the researcher identify, clarify, refine, and confirm the research question and relate the problem to theoretical/conceptual framework.

The literature review demonstrates that the researcher has a command of and is knowledgeable in the current theoretical and empirical literature related to the proposed problem and the

theoretical/conceptual basis for the study. Literature from disciplines outside should be cited as well as nursing literature.

Articles reviewed should be **primary sources** of research studies.

The literature review is presented in essay form rather than an annotated list. It flows from subject to subject. Articles with similar findings are discussed in the same section. Avoid use of direct quotations, when possible. Emphasize findings, do not dwell on details of individual studies. Studies reviewed should be recent. A general rule of thumb is to rely primarily on sources published within the past five years. However, there are some exceptions (e. g. classic studies, historically significant studies).

The review of the literature provides an overview of the essential information that will guide the development of the study. It should include:

1. An introductory paragraph which repeats the problem or purpose of the study and outlines the organization of the related literature section.
2. A review of the literature which supports the theoretical model or framework being used and provides the background for defining and interrelating relevant study concepts. Describe the theory; cite specific studies based on the theoretical framework.
3. A review of the empirical literature which supports the variables in the research question/hypothesis. The empirical literature includes a summary and critique of previous studies related to the question/hypothesis.
4. A summary that includes a synthesis of the theoretical literature and the findings from previous research describing current knowledge of the problem. If there are gaps in the literature, this should be identified. It should be suggested how the present study is expected to contribute to the body of knowledge on the subject. The summary ties the theoretical framework to the study variables and justifies the use of the theory for the present study.

Chapter III: Methodology (13-15 pages)

See *APA Manual*, section 2.06

The purpose of Chapter Three is to describe in detail the processes involved in data collection. Typically, six sections constitute the body of this chapter.

Introduction: The first part of Chapter Three is introductory. It reorients the reader by briefly reviewing the purpose of the study and the research questions/hypotheses that guided the investigation.

Design: The design gives structure to the study. Are two groups being compared on one or more variables? Are two or more variables being correlated in one group? This structure is determined by the nature of the research questions/hypotheses. Section two identifies and describe in detail:

- The type of research (experimental, quasi-experimental, non-experimental)
- The level of inquiry (exploratory, descriptive, explanatory)
- The research design (retrospective, cross-sectional survey, non-equivalent groups, pretest-posttest control group, etc.)
- Strengths and weaknesses of this design and why it was appropriate for your study

Participants: Participants in the study, and the accessible population from which they come, should be described in as much detail as possible. Method for selecting the sample must be specified. What criteria were used for inclusion/exclusion of individuals? Exactly how many were selected?

Reference to assurances to protect subjects' rights and informed consent procedures are appropriate in this section. A note is included to "See Appendix A" to view the permission to conduct research from Indiana Wesleyan University's Institutional Review Board. Refer to any other consent you may have obtained for the study.

Instruments: Instruments represent the operational definition you have given the variables you attempted to measure. They identify what information was collected from study participants. Each instrument is described in detail including a rationale for selecting it. A description might refer to the number and format of items on the questionnaire (e. g., Were they measure on a Likert-type scale? Dichotomous responses?).

- Procedures for scoring the instruments should be presented including possible range of values.
- Reliability and validity data should be presented for each instrument. This information is usually available from the author.
- A copy of the instrument is usually included in an Appendix. Permission from authors to use instruments is included in an Appendix as well.
- If a treatment was administered to an experimental group, the nature of the treatment should be described in detail.

Procedure: The procedure section describes what steps were taken in collecting data for analysis. Describe the setting in which data collection took place, who administered tools, the method of administering the tools to subjects and collecting them. How were data managed after they were collected?

Summary: Conclude the chapter with a brief summary paragraph which links the research design with the research problem.

Chapter IV: Results (15-20 pages)

The purpose of chapter four is to present the results of the investigation. Presentation of the analysis of the data collected from the rationale for conclusions presented in Chapter Five. Typically, this chapter is written in four sections.

The first section begins the chapter with an introductory paragraph orienting the reader to the purpose of the study. Try to present this information in a creative manner that does not repeat the exact words used to begin previous chapters.

The second section is descriptive. If survey methodology was used, response rate would be presented. Mention is made of questionnaires discarded because of incomplete information or failure to meet sample inclusion criteria. Frequencies are given with percentage in parentheses. (See *APA Manual* sections 5.07-5.19 for typing a table.)

The characteristics of the sample should be described. Categorical data, such as responses to demographic questions, are often presented in table form with a column for frequencies and percentages. An example is presented as Table 1.

Each table must be named. Data presented in a table should be referred to in the text by the number of the Table. Each value from the table is not discussed in the text but the highlights are presented for the reader, i.e., outstanding values or information of particular importance. It is superfluous to provide information in both a table and written text. The author must select the most appropriate format. Every table presented in the paper must be referred to in the text. Tables are integrated in the text and not grouped at the end of the chapter.

Ratio level data may be presented in a table as well; however, it may be more useful to write this information in the text. Measures of central tendency and variability are provided. Example: The average age of participants was 43 years (SD = 4.2).

Table I
Frequency Distribution of Demographic Variables (n=78)

Variable	f	%
Ethnicity		
White	55	70.5
Black	15	19.2
Hispanic	8	10.3
Marital Status		
Married	55	70.5
Divorced	12	15.4

Single 11 14.1

The third section is the presentation of inferential statistical data.

This section is organized around the research questions or hypotheses. The question is stated followed by a description of the statistical analysis required to answer it. Begin with the first research question and answer them in the order they appear in the introduction.

Frequency distributions may be sufficient to answer some research questions. For other questions it may be necessary to present means and standard deviations of responses to specific instruments. A table format might be appropriate, in this case.

When using statistical techniques, the test is named and results are presented, but the statistical formulae are not needed. Results for each statistical test should include: the value obtained from the appropriate statistical test, degrees of freedom, and probability level for significance.

Specific statistical tests:

ANOVA	Analysis of the variance was performed to identify a difference in GPA between the three groups. The means were not found to be significantly different.	$F(2, 47) = 6.81, p < .08.$
t-tests	The mean of the treatment group was significantly higher than that of the comparison group.	$t(23) = 2.435, p < .05.$
Chi-square	A chi-square test for independence found the variables significantly different.	$\chi^2(3, n = 80) = 7.65, p < .05.$
Correlation	Pearson Product Moment Correlation techniques found the two variables to be significantly related	$r(59) = .87, p < .05$

All statistical symbols should be underlined or written in *italic typeface*. Results of statistical tests may also be displayed in a table, particularly for lengthy procedures such as ANOVA and multiple correlations. (See Tables 2 and 3). Tables should be mentioned in the text by number with an appropriate commentary.

Table 2
ANOVA for Achievement Test Scores by Major

Source of Variance	SS	Df	MS	F	p
Between group	849.551	2	424.776	5.662	.004
Within group	17179.767	230	75.021		
Total	18029.318	232			

Table 3

Correlation Coefficients for Preventative Practices, Health Locus of Control, and Health Value

	IHLC	PHLC	CHLC	HV
BPH	.392*	-.283	-.263	-.012
IHLC		-.184	-.214	.116
PHLC			.467**	.189
CHLC				-.045

n = 78

*p = < .05

** p = < .01

Results of statistical analysis that are not statistically significant are not presented in a table unless they are part of multiple techniques. Citation in the text is adequate in this case.

Section four provides a discussion of findings.

Results of the present study are compared with results of other studies described in the literature review. Similarities and differences with other studies are discussed. For example, not how findings from this investigation are consistent or inconsistent with findings from other research. Note how the results of this study support, reinforce, or refute findings from other research. It is inappropriate to introduce new studies at this point. It is important to apply the theoretical framework to the findings of your study. Discuss how the theory fits the findings.

Chapter V: Discussion, Conclusions, Implications, and Recommendations (8-10 pages)

The chapter begins with an introductory section which orients the reader to the purpose of the study. A brief summary of the study follows: design, sample, data collection, results. It is appropriate to restate research questions/hypothesis and findings for each.

Conclusions flow from the findings of the present study in light of the findings from other studies reviewed in Chapter 2. Findings are a function of data; conclusions, while based on data, give meaning to the findings. They are formed by a logical evaluation of the data but go beyond data to reflect the researcher's effort at generalizing findings. Conclusions may be drawn for each research question/hypothesis.

Implications refer to the practical interpretation given to the findings and conclusions. Findings may be statistically significant and have no practical or clinical significance, that is, no meaning for professional practice. The importance of the findings needs to be discussed along with suggestions for implementing them.

Recommendations for further research conclude the chapter. Recommendations are based on the present study and the literature review. A rationale should be provided explaining why further research is needed. A suggestion for a research study might be provided. Perhaps a larger sample might be used or a different data collection tool.

References

Appendices

Specific Guidelines for the Format for Qualitative Studies

In general, students who elect to conduct the counseling-related investigations using a qualitative approach should follow the same general guidelines set out in this publication. However, some of the guidelines for investigations using quantitative methods do not apply. Variations or exceptions are noted in the descriptions of the specific sections of the nursing investigation and below. Questions should be directed to the investigator's committee chair.

Use the following information to write the various components of your paper. Please note that the required number of pages listed for each section is considered to be the bare minimum for the completed project paper.

Reminders

- Please remember to refer to yourself as “this author” or “this researcher”. “I” is not appropriate for this level of writing.
- Please write out all contractions such “don’t” (do not), “can’t” (cannot), “isn’t” (is not), etc.
- Paragraphs must contain more than one sentence.
- Remember that web sites do not always constitute research literature. You need to be looking in the library databases for solid sources. Part of your grade will be related to the evaluation of your sources.

Chapter 1: Introduction (10-15 pages)

Chapter 1 should contain a brief description of the phenomenon, concept, population, or issue addressed in the research; the significance of the research, the purpose of the study, and the specific research question(s). A section addressing the context and or setting of the investigation and the researcher's engagement with the phenomenon or issue should also be included.

- Introduce the phenomenon/concept addressed in the research.
- Describe the context of the research and the researcher's engagement with the phenomenon/concept.
- State the aims and purpose of the investigation, and the specific research question(s) posed.

- Discussion of the theoretical/conceptual framework may be presented in either Chapter One or in Chapter Two.

Chapter II: Review of the literature (20-25 pages)

- Briefly introduce the research question and identify the relevant areas in the literature.
- Critically review the relevant conceptual, theoretical, and research literature.
- Present a synthesis of the review of the literature as it relates to the phenomenon and the specific research question addressed in the study.

Chapter III: Methodology (15-20 pages)

In the introduction to the chapter, present and briefly describe the methodological approach chosen to address the research question and the rationale for this choice.

The major content of the chapter is a **detailed description** of the various steps of the research process as they unfolded in the process of the study:

- How you gained entry to a setting or population
- Sampling strategies and processes employed
- Measures taken to assure protection of human rights
- Data collection processes
- Data transformation/analysis/interpretation processes
- Presentation of results of data analysis

Chapter IV: Presentation of the Analysis or Interpretation of the Data (20-25 pages)

In this chapter, present only the results of the data analysis. The title of the chapter may reflect these results (e.g., Stories of Figuring Out and Being Involved rather than Results). The chapter should begin with a brief overview of the findings (e.g. the major themes or narrative). There also may be a section describing the research participants. Explain how the presentation of the results is organized before presenting the actual results.

Because of the extent of the presentation of qualitative results, the Discussion is usually not included in the results chapter. The discussion may be a separate chapter or may be combined with the chapter on implications and conclusions.

Explain how the presentation of the results is organized before presenting the actual results. Be consistent in the presentation of quotations from qualitative data. To highlight supporting data, long quotations may be presented as italicized block quotes.

Chapter V: Discussion, Implications, and Conclusions (15-20 pages)

Conclusions (narrative which shows integration of components in the graduate curriculum of the project.)

The final chapter should include an examination of the findings of the study, in light of existing research, theories, and conceptual frameworks.

Interpret findings. What do they mean? What concepts, theories, or practices do they confirm or challenge? What questions do they pose?

The discussion should include an examination of the findings in light of existing research, theories, and conceptual frameworks. Discuss the implications of the results of the investigation in terms of professional practice, education, research, and theory. Do not introduce new data. Make recommendations for further research.

Guidelines for Reference List

See *APA Manual*, sections 6.22-6.26 and Chapter 7.

The purpose of the reference list is to document each source of information used in the paper. A breach of academic integrity is considered a serious offense.

Plagiarism, according to the MLA Handbook, “is the act of using another person’s ideas or expression in writing without acknowledging the source...to repeat as your own someone else’s sentences, more or less verbatim.” Graduate students are expected to submit only their own work. They are expected to give credit when borrowing from the writings of others, whether quoting or paraphrasing, using the current edition of the *Publication Manual of the American Psychological Association*, (6th Ed). Incidents of plagiarism will be investigated and judged by the Division of Graduate Counseling. The maximum penalty for an offense is dismissal from the university.

Only works cited in the paper appear on the reference list. Works read but not cited carry no reference. All works cited in the paper must appear on the reference list and **every entry on the reference list must appear in the paper.** The student is responsible to verify this agreement between text and reference list.

Accurate information in citations is essential: spelling, year, page numbers, title, etc. The student bears the responsibility for errors in reference data. Arabic numbers are used even if the original journal presented information, such as volume number in Roman numerals.

The reference list is double spaced. Entries are arranged in alphabetical order by the first author’s last name. One double space between entries, not 2 double spaces. The required format for the reference list is the hanging indent:

Burns, N. & Grove, S. (1997). *The practice of mental health research: Conduct, critique, and utilization* (3rd ed.). Philadelphia: W.B. Saunders.

Default, M. A. & Sullivan, M. C. (1999). Generating and testing pain management standards through collaborative research utilization. *Image: Journal of Marriage and Family*, 31(4), 355-356.

Guidelines for Appendices

Appendices allow the author to include details of interest to the project but distracting to the body of the paper. Information that commonly appears in an appendix includes:

- Permission from IWU to conduct research
- Permission from another agency to conduct research
- Examples of tools used to collect data
- Permission from authors to use tools

Appendices are labeled with a capital letter, A, B, C, etc. and a title. Each appendix has a title page where the Appendix letter and title is typed in the upper center of the page. They are arranged in the order in which they are mentioned in the text of the paper.

Each page, including the title page, is numbered consecutively following the reference pages.

Guidelines for Abstract

See *APA Manual*, section 2.04

The abstract is a complete succinct summary of the important points of the investigation. It should be about 120 words.

The abstract is the third page of the finished document. It follows the title page and the signature page. It carries the header Abstract and is numbered with a Roman numeral iii in the upper right-hand corner. The abstract is typed as a single paragraph with no indention other than the first line. The abstract is not entered in the Table of Contents.

If the study is a replication of another study, make mention of it in the abstract with proper reference.

Write out all abbreviations and acronyms. Type all number in digits to conserve space, unless they begin a sentence.

The abstract begins with the purpose, problem statement, research question or hypotheses. Identify the theoretical framework used for the study. Subjects should be described in number and important demographic characteristics. Methods for selecting the sample should be mentioned. Specify the study design, methods for collecting data, and tools used. Provide a statement about findings. Include the name of statistical techniques used to analyze data, statistical significance, and at what level of probability. Close with a brief statement about conclusions and implications for practice.

Acknowledgements

The acknowledgment page is optional but students may want to pay tribute to those who have contributed to the research project. It is appropriate to identify grants or other sources of funding for the project. You may wish to acknowledge those who helped collect or analyze data or in some other way contributes to the research project.

The acknowledgments page follows the abstract and is page number iv.

Format for the Thesis

An example of the format for the final copy of the thesis is provided on the following pages:

Title

Your Name

University Affiliation

Abstract

Acknowledgements

Table of Contents

Chapter I: Introduction.....
 Statement of the Problem.....
 Significance of the Problem.....
 Purpose of the Study.....
 Research Questions.....
 Definition of Terms.....
 Limitations and Assumptions.....

Chapter II: Review of the Literature.....
 Overview.....
 Theoretical Framework.....
 Variable X.....
 Variable Y.....

Chapter III: Methodology.....
 Research Design.....
 Subjects.....
 Procedure for Data Collection.....
 Tools.....
 Treatment of Data.....

Chapter IV: Results.....
 Introduction.....
 Descriptive Data.....
 Response to Research Questions.....

Chapter V: Discussion and Conclusion.....
 Discussion.....
 Summary of Study.....
 Conclusions.....
 Implications.....
 Recommendations.....

References.....

Appendices.....
 Appendix A: Permission to Conduct Research.....
 Appendix B: Permission to Use Tool.....
 Appendix C: Etc.

List of Tables.....
 Table 1: Title of Table.....
 Table 2: Title of Table, etc.....

List of Figures.....
Figure 1: Title of Figure.....
Figure 2: Title of Figure.....
Figure 3: Etc.....

Chapter 1
Introduction

Chapter II
Review of Related Literature

Chapter III
Methodology

Chapter IV
Results

Chapter V
Conclusions, Implications, and Recommendations

References

Appendix A
Permission to Conduct Research

The Permissions & Printing

You have been writing, working with your committee chair, submitting each chapter and making changes based on his/her feedback. Your advisor sends you an email and states that s/he is satisfied with your work and says you are ready for the Oral Exam.

NOTE: You are not yet done. DO NOT PRINT.

The Oral Exam

Once the committee members have read chapters one through five and the suggested corrections have been made, an Oral Exam will be schedule. The student will defend chapters four and five (i.e. the results and conclusions). The oral exam, also referred to as the “defense,” is open to faculty, students, and staff. The student first summarizes the study, including the literature review, definitions, and methodology. This is followed by a discussion of the hypotheses, results, and conclusions of the study. Questions will, then, be raised by the committee, followed by faculty and audience. The decision of pass/fail will be made following the formal defense. Typically, corrections and/or revisions to the contents of the thesis may be made as conditions for final approval.

The Reader(s)

Forward a copy of your committee chair’s email to the Chairperson, and indicate you are now ready to have the Reader(s) review your work. Your Chairperson will instruct you to email him/her/them your completed paper.

Be sure to allow plenty of time for this process. Do not expect a 36-hour turn-around time. Every attempt will be made to review your work and get feedback to you as quickly as possible. However, this is a very detailed process and you need to be patient.

You and your Reader(s) will correspond back and forth and you will need to make the requested changes with regard to spelling, grammar, APA format, etc. If you have a question about anything you are being required to do, please contact your Committee Chair.

Once your Reader(s) is satisfied with your final product, s/he will send you an email to that effect. Forward that email to your Committee Chair and Division Chairperson.

You are now ready for the final step.

The Printing

Your Committee Chair will send you an email that it is time to print your paper. Following are the guidelines to print your final research project:

1. You will need two (2) copies of your final paper. One will remain in the graduate counseling office. One will be graded and returned to you. If you wish a personal copy, you need to print more. An electronic copy will also be submitted.
2. Go to IWU Printing Department (main campus), Kinko's™, Staples™, or some other copying center to make your copies.
3. Both copies must be submitted to the Committee Chair. The Committee Chair will obtain the required signatures from your Chair and your Reader(s), and will grade one copy and return it to you. The second copy will be kept in the graduate counseling office.
4. A copy of your thesis will be submitted to IWU Jackson Library, where it will be catalogued and housed in the library. You have the option of (1) having your thesis available to the IWU community only or (2) available to both the IWU community and general population.
5. Additional bound copies can be obtained through IWU Printing Department upon request.

If you have any questions about this research process, please contact the Division of Graduate Counseling Chairperson.