

Postsecondary Technical Education Master's Degree Project*/Thesis Policies & Procedures

Department of Educational Foundations and Leadership

Total of 6 credits required

*This document will refer to a master's project which is called a "problem" in the schedule.

698 MASTER'S PROBLEM 3 credits

May be repeated for a total of six credits. In-depth study of an instructional or curricular problem in workforce education or training. Student must be able to demonstrate critical, analytical, and problem-solving skills.

699 MASTER'S THESIS 3 credits

May be repeated for a total of six credits. Opportunity to conduct research on a problem in workforce education or training. Student must be able to demonstrate needed analytical, evaluation, and basic research skills. Credit/noncredit

July, 2009

**Postsecondary Technical Education Master's Degree Project/Thesis Policies and Procedures
In The Department of Educational Foundations and Leadership**

TABLE OF CONTENTS	Page
Purpose and Rationale	2
Enrolling	2
Academic Honesty	2
Protection of Participants	2
About The Project	3
Forms of a Project	4
Publishing the Project	6
Proposal and Project Assessment	7
A Few Words About Assessment Rubrics	7
The Project Proposal	8
Master's Project Proposal Assessment	9
Master's Project Proposal Assessment Rubric	10
Assessors' Comments about the Proposal	14
Project Assessment	15
Project Assessment Rubric	16
Assessors' Comments about the Project	21
Figuring Letter Grades	22

Master's Degree Project/Thesis Policies and Procedures in The Department of Educational Foundations and Leadership

PURPOSE AND RATIONALE

In order to demonstrate competence with the Postsecondary Technical Education content, the master's degree candidate will successfully complete a capstone project or thesis. The project/thesis provides the candidate with an opportunity to synthesize deeply held and establish new knowledge that is useful to the candidate and/or to the professional postsecondary/adult learning community.

ENROLLING

The candidate must enroll in either, "Master's Problem" (5400:698) OR "Master's Thesis" (5400:699) for three (3) credit hours each over two semesters or six (6) hours for one semester. A candidate must check to see that her or his advisor (and a second assessor, if one is used) will be available during the time of the study. Plan for the project/thesis as early as possible to be sure of availability. With advisor approval, the student will be registered. Students can not register for this course themselves. Both courses are offered each semester, including summer sessions.

The candidate needs to select a topic, review project/thesis types and processes, and prepare a proposal for the project/thesis. The pre-requisites for these courses are: 1. Permission of the advisor, and 2. Successful completion of at least 21 hours of the candidate's Postsecondary Technical Education Program courses and "Techniques of Research" (5100:640). Usually, both courses run mostly as independent study courses, with the advisor serving as the instructor in grading (along with any second assessor) the proposal and project. At the end of the course, all candidates *may be* required to meet and present their projects to other candidates and to any public who might be present. The grading of the project/thesis is not public.

Please note that a project/thesis proposal can be submitted, reviewed, and accepted prior to a candidate's enrolling in "Master's Proposal" (5400:698/699). In fact, early work on a project/thesis is encouraged and could be started in the candidate's first semesters of her or his master's program. For example, work in "Advanced Curriculum Design: Needs Assessment and Evaluation" (5400:605) or other coursework, could be tailored to some extent to meet the initial needs for the development of a proposal and project/thesis. The official acceptance of the proposal is done by the advisor. Still, both courses must be taken formally, as described above.

ACADEMIC HONESTY

Policies about academic honesty, as described in [The University of Akron Graduate Bulletin](#) (See page 57 of this document) in effect when a candidate is admitted to the graduate program, are in effect for this project. For more information on academic honesty and integrity, go to Bierce Library's website on the topic at <http://www.uakron.edu/ogc/docs/plagiarism.pdf>.

PROTECTION OF PARTICIPANTS

Every project must get approval(s) from the University of Akron Compliance Committees, including the Institutional Review Board (IRB) <http://www.uakron.edu/research/orssp/compliance/IRBHome.php>. All candidates including

instructors/trainers/instructional designers intervening with their own learners in their own learning environments must get approval. Additionally, projects/theses involving people (learners, instructors, etc.) besides those at the University of Akron require prior approval from a person responsible for those people. If the responsible person uses a formal approval process or form, the candidate must get written approval from that responsible person (Dean, CEO, Supervisor, Director, etc.). In most cases, the University approval process is not tedious, and it protects everyone involved in the project. Acquire the necessary University forms, including the “Application for Review of Research Involving Human Subjects,” from the Office of Research Services and Sponsored Programs (Polsky Bldg, <http://www.uakron.edu/orssp>. 330-972-7666). The application should be turned in to your advisor for approval before beginning your study or research. All students conducting research must successfully complete the certification tutorial at <http://www.uakron.edu/research/orssp/compliance/IRBGuidelines.php>.

Documentation of all approvals must be submitted to the candidate’s advisor before project work may begin. Start the approval process as soon as possible. Failure to provide documentation of appropriate approvals for a master’s project/thesis at the required time will constitute a serious breach of ethics and will result in the application of policies and procedures from [The University of Akron Graduate Bulletin](#) (See page 57).

ABOUT THE PROJECT/THESIS

The project/thesis is an in-depth experience associated with a candidate’s Postsecondary Technical Education graduate program. The project/thesis can address a goal/problem/issue/task of local, regional, or global concern. The finished project/thesis may be in any of several forms: changed learners, or changed/new policies or curricula, for example. A project/thesis can be created in any appropriately selected medium (a live presentation with a written summary, compact disk, computer-based program, paper, video, for example). The thesis has a prescribed format; see page 22 for further details. The thesis is a published research paper submitted electronically and in bound format. The master’s project is not published by The University; however, outstanding projects will be posted on our website. Master’s candidates are highly encouraged to publish their studies in such journals as:

- American Technical Education Association (ATEA) Journal <http://www.ateaonline.org/>
- Ohio Two Year College Association Journal <http://www.oatyc.org/>
- Workforce Education Forum http://voc.ed.psu.edu/general/PPDC_publications.html
- Journal of Industrial and Technical Teacher Education
<http://www.coe.uga.edu/naitte/publications.htm>
- Techniques <http://www.acteonline.org/>
- Human Performance Improvement <http://www.ispi.org/>

All finished projects will be turned in to the Department and stored digitally. Candidates are to submit their projects in digital format and a hard copy. Theses are published by The University and must follow the prescribed guidelines provided at the end of this document or found on the Graduate School website <http://www.uakron.edu/gradsch/gdlnThesDiss.php>.

All projects, even if their primary forms are not written (e.g., video), will include a written portion that unifies and explains the entire problem. Any form of project must refer to other authoritative works where possible in order to help explain and strengthen aspects of the project.

Mostly, projects should come from the candidate's interest in doing something personally and professionally interesting that could change postsecondary technical education/training, whether the change is intended for one learner, a group of learners, policy makers, or everyone in an organization or in an entire state or country.

The master's candidate must write to an intended audience. The master's candidate might even state the intended audience in written documents or oral presentations. The advisor and others who grade the finished project may be the primary audience, but it is just as likely that others are, also. The project might be for instructors, trainers, instructional designers or for nationwide scholars. Sometimes, the results of the project are submitted to education-related publications.

Some say the difference between a proposal and a completed project is that the verb tense changes from future to past! That is too simple and not always true, but perhaps it helps to know that having completed a well-written and otherwise good proposal is a great start toward a completed and satisfactory project.

Please consider, too, that a narrowly focused project sometimes has a higher quality outcome. It can be more easily managed under typical master's project circumstances and, so, it can be more clearly and strongly reported. Of course, a project that is somehow big *and* manageable and important can also be well done. A candidate, working with her or his advisor, will have to make a decision on this issue.

FORMS OF A PROJECT

There are many possible project forms, some of which are briefly described here. Do not be misled--these are not the only forms a project can take. For example, projects may take the forms of CDs, curricula, policies documents, conferences, on-line instruction, and so forth. For projects using many visuals or audio materials, the Instructional Design and Visual Design outcome and assessment is especially pertinent. Please remember that the form of a project is best if it emerges from the purpose and contexts of the project. It would not be unusual for a project/thesis to focus on a question or goal related to changed instruction and/or learning, regardless of the form. Once you have a goal/topic/problem in sight, refer to research texts, course materials, or other sources to see what form will work best.

MASTER'S THESIS

A thesis appears in written form, and it may be in quasi-experimental or biographical or ethnographic research, for example. It may be less likely to include elements such as video. Typically, it consists of the following organization and sections:

- Introduction: Tell and explain the research problem or question. Tell why the project is important. Throughout this section, tell and explain what the most pertinent academic researchers and/or other authorities have said/written in relation to the problem/question.
- Literature Review: Summarize all pertinent and influential works associated with all aspects of the thesis identified in the "Introduction." The review should have a summary introduction and closing. All aspects of the summary statements should be justified by the literature.
- Method(s): Explain the detailed design for answering the question. Include all pertinent information such as research methods and their justifications, how and when the project parts will be evaluated, timelines, locations, expenses, permission slips, media and

- materials needed, letter to relevant people, and so on. Cite authorities where possible and necessary.
- **Results:** Tell what happened. Display any statistics, quotations, pictures, sounds and so on that “show” the outcomes/results. In other words, give the reader evidence of the results related to the thesis question. Tell what, if anything, went “wrong,” or where hypotheses were not met. Where applicable, tell in what ways people who were involved related to the project.
 - **Discussion and Conclusions:** Summarize the results. Mostly, explain how the results came to be. How can the results be interpreted? Authorities cited earlier can be cited again to help with the explanation, and/or cite new authorities. Candidates should use their own knowledge to explain the results. State, show, and explain any new problems or knowledge of any sort that emerged in relation to the project. Tell what could be done next and why it should be done. Summarize the whole thesis, especially for what it contributes to whom.

In terms of the technical aspects of a thesis, refer to [Guidelines For Preparing A Thesis Or Dissertation](#), which is available by clicking here or in the graduate office in the College of Education (<http://www.uakron.edu/gradsch/gdlnThesDiss.php>).

TYPES OF MASTER’S PROJECTS

Action Research

The purposes and forms of this kind of research may be addressed in the “Master’s Proposal”. A basic aim of action research is to change some aspect, usually instructional or curricular (but sometimes social, political, or economic), of postsecondary technical education/training/instructional design. The focus often is on local change of a student, group of students, or parents, for example. Action research often does not begin with a pre-set form--the form emerges based on the intent of the research and the events that occur as a result of the intent. Results of action research might include better governance by teachers, approved environmental curricula, more money for technology access and study, or formal professional development opportunities for improving instruction.

Commonly, the final form of action research is written and includes graphics. Like the thesis noted above, it may include: Introduction, Literature Review, Method(s), Results, and Discussion and Conclusions. However, the form can be altered to fit the project. For example, the literature might be reviewed fully in the Introduction so a separate section for the review is not necessary. Recommended reading for this type of research: Stringer, E., (2007). *Action Research*. 3rd ed. Los Angeles, CA: Sage

Case Study

A case study often focuses on inquiry around a single instance or situation and attempts to identify systematically the interactive processes and products at work in the situation. The investigator studies an important instance: the use of a instructional methodology in one course, a change of program scheduling, the offering of help-sessions for technical proficiency testing, the use of a new technology in a learning environment, etc. The results and discussion of a case study must be generalized, as far as possible, to other studies and generally accepted practice related to the case at hand. This approach is common to master’s project/thesis work. Recommended reading on case studies: Gillham, B., (2000). *Case Study Research Methods*. NY: Continuum.

Experimental Research

A project could be experimental research in which the candidate attempts to control all elements of the research, including selecting the problem, hypotheses, participants, data analysis techniques, interpretations of the results, and so on. Efforts are made to control for extraneous variables and to have comparison groups be as equal as possible, except for the treatment. Often, statistical techniques are used to understand the outcomes of an experiment.

Commonly, the final form and organization of experimental research is written and includes graphics. Like the thesis noted above, it may include the following sections: Introduction, Literature Review, Method(s), Results, and Discussion and Conclusions.

Recommended Reading: Gall, Borg, Gall, (2008). *Educational Research: An Introduction*, 8th ed. New York: Longman. And Gall, Gall & Borg, (2005). *Applying Educational Research: A practical Guide*, 5th ed. New York: Longman.

Narrative Inquiry

Narrative inquiry seeks to understand lived, full experiences as presented in the stories of people (in postsecondary technical education/training). The narratives/stories take place in several dimensions: personal and social, time, and place. A story can be from a student who is new to a teacher education program, a teacher struggling with standards, a student finding great success in a middle-level foreign language course. The inquirer must put her- or him in the midst of a story and attempt to make meaning from the data by analyzing and theorizing and by referring to theory and practice. Often, the meaning-making is collaboration between the inquirer and the storyteller.

Recommended Reading: Gall, Borg, Gall, (2008). *Educational Research: An Introduction*, 8th ed. New York: Longman. And Gall, Gall & Borg, (2005). *Applying Educational Research: A practical Guide*, 5th ed. New York: Longman.

Note the 6th edition of the APA style guide must be used for your research unless your professor gives you explicit permission for another style manual.

PUBLISHING THE PROJECT

As required by accrediting agencies for our college and department, a copy of the finished and approved project (including all materials of any form associated with the project), must be submitted to and kept by the department. The copy should be saved to a computer medium that is compatible with the department's storage system. Usually, the project is saved as a Microsoft Word file (Windows or Mac version) or a Rich Text File and submitted on a Zip Disk, CD, or DVD. Three dimensional or over-sized materials should be copied digitally (e.g., with a digital camera) and included in the Word file. Any other materials should be copied and submitted in a package with the disk. Original materials can be submitted but become the property of the department and may not be returnable to the graduate. Label all materials clearly with the graduate's name, student number, contact information, project title, year completed, and advisor's name.

Whatever its original purpose, form, and final grade, a project could be developed further into a written article that is submitted to a publisher. This is not a requirement of the project, but it is

strongly recommended because it can provide a motivation and an audience that are positive for the candidate. If the work is published, that is even better. The candidate could find an appropriate education journal, web site, magazine, or book-in-progress to submit the project. The article will conform to the requirements of the publisher. Submission to a refereed publication is commendable.

PROPOSAL AND PROJECT ASSESSMENT

Please note that the master's candidate and/or advisor may develop an individualized rubric by which to assess the candidate's specific proposal and/or finished project/thesis. The size and length of the proposal and project/thesis, in and of themselves, make no difference whatsoever to their assessment.

Having a second assessor of the proposal and the project is highly recommended, but is not a requirement. A second assessor must be selected and used upon the request of the candidate. A second assessor or committee will be needed for all master's thesis. If the advisor wishes to include a second assessor for the project, this can be done with the approval of the candidate. The second assessor must have knowledge of the project content and agree, at the request of the candidate and on approval of the advisor, to serve. The second assessor needs to be a member of the University of Akron faculty. Also, at reasonable points in the development of the project, and in timely fashion, decisions made by an assessor(s) must be communicated to the candidate.

Proposal

An assessment rubric for the proposal appears later in this document. The proposal is assessed by the candidate's advisor and by second assessor, if one is included.

The proposal itself will be given an "IP" or an "F." The "IP" (In Progress) grade enables the candidate to continue. A proposal will receive an "F" if it receives one or more "unacceptable" marks for any outcome or sub-outcome. If a candidate receives an "F" in the proposal course and wishes to make another attempt at it, and if the assessors permit the second attempt, the candidate must re-enroll in it and re-start it.

Project

An assessment rubric for the project/thesis appears later in this document. The project/thesis is assessed by the candidate's advisor and by any second assessor. A second assessor must be the same person as in the proposal process. It is assumed you will work with your project advisor with drafts of your project/thesis prior to your final formal submission.

A project/thesis (follow deadlines for submission to the graduate school for thesis) may be formally submitted only once during a semester, though the advisor and any second assessor may offer recommendations about the project throughout the semester. The project itself is graded with a letter of "A," "A-," "B," "C," or an "F." If a project receives an "F" (or receives a "C+," "C," "C-" grade that means the candidate fails to receive the degree), and if the candidate wishes to re-enroll to try to replace the "F," and if the assessors permit his or her re-enrolling, the candidate must re-enroll and re-start the project course. The candidate may re-enroll in this course only once, may not re-enroll the next immediate semester (including the full summer semester) after receiving the "F" or "C" grades, and must finish the project within the outer time limit set by her or his initial enrollment date. A project from a re-enrolled candidate must be submitted to the

same graders--or to graders determined by the Department Chair if one or both of the original graders is not available.

In addition to grades sent by the university registrar, any criteria/rubrics and grades completed by faculty graders shall be copied to the candidate if the candidate requests them. Disputes in grading will be appealed to the Chair of the Department.

A FEW WORDS ABOUT ASSESSMENT RUBRICS

For student protection, assessors must follow the letter, intent, and spirit of the rubrics and policies herein. To allow for the possibility of making the outcomes and criteria/rubrics more project-specific, two changes are possible.

First, at the request of a candidate, and before the proposal is approved, the advisor and second assessor (if a second one is used) are required to permit the candidate to write outcomes and/or assessment rubrics related to a project's exact content (e.g., technical variables), forms (e.g., college or organization curriculum forms), participants (e.g., the actual instructors and their descriptions), writing requirements (e.g., APA formats), instructional designs (e.g., andagogy, based learning, etc.), authorities, and so on. The advisor has final approval over any new and specific outcomes and assessments.

Secondly, if the advisor (and second assessor, if one is used) chooses to do so, and with candidate approval to do so, the advisor (and second assessor) may develop specific outcomes and rubrics. The advisor must share this development with the candidate before the project proposal is approved.

THE PROJECT/THESIS PROPOSAL

A project/thesis proposal must be in writing. The proposal is submitted to and approved by the candidate's advisor and a second assessor (if one is used) or course instructor (when no advisor is officially assigned). Thesis format must follow Graduate School guidelines (shared later in this document), but should also include items listed below for the master's project.

A project proposal must include the following sections; which are explained later, in the rubric.

- A Heading (Master's Project in Postsecondary Technical Education Program)
- Project Title
- Candidate Information
- Project Abstract
- Introduction (Purpose, Need, Originality)
- Method
- Compliance committees' approvals. (See <http://www.uakron.edu/research/orssp/compliance/IRBGuidelines.php> or call 330-972-7666.) These approvals may take a few weeks to receive.

MASTER'S PROJECT/THESIS PROPOSAL ASSESSMENT

Regardless of the specific content and form of a candidate's proposal, the following outcomes may be found in any master's degree project proposal. The advisor (and any second assessor, if one is used) will assess the outcomes, or a version of them that is approved by the advisor.

The size and/or length of a proposal makes virtually no difference to its receiving an approval. The approval will be based on the clarity of the proposal and thoroughness of the information provided. The closer to the final product the proposal is the more likely the advisor will accept the proposal. Seek advisor input as to what is most likely to be accepted for a given project.

Outcomes

The proposal is assessed according to the following outcomes, each of which is made explicit in the rubric itself. The outcomes are Candidate Information, Abstract, Purpose, Need, Originality, Method, Writing, Instructional and Visual Design, Design/Methods for Instruction, Design for Diversity of Learners, and Ethics.

Proposal Assessment Rubric

Directions to Assessors:

1. For each outcome and sub-outcome, an advisor (and second assessor, if one is used) must put a check mark under “unacceptable,” “acceptable,” or “target” in the space provided. If any assessor marks any outcome “unacceptable,” the project proposal must be resubmitted so that all parts of the rubric are at least marked acceptable. Underline the words in the “unacceptable” description that are most pertinent to the reason for that selection, and make a short explanation of the “unacceptable” in the “Assessor’s Comments” section at the end of this assessment.
2. Make any necessary other written comments in the “Assessor’s Comments” section.
3. Sign the rubric, and submit it to the advisor--who will forward an “F” or an “IP” to the Department administrative assistant in charge of projects and grades.

Master's Project/Thesis PROPOSAL Assessment Rubric			
Outcomes	Unacceptable	Acceptable	Target
Candidate Information	The proposal does not include all Target information for this outcome and is, therefore, unacceptable.		The proposal includes: candidate's name, student number, email, phone numbers, addresses; advisor's name and contact information; the name and contact information of any second assessor; master's candidate's expected date of graduation; academic terms wherein the proposal and project are to be developed and completed.
advisor			
second assessor, if one is used			
Abstract	The proposal does not include all Target information for this outcome and is, therefore, unacceptable.		A very brief statement (usually a paragraph) summarizes the project purpose, need, method, and all other pertinent information.
advisor			
second assessor			
Ethics	The proposal does not conform or the project will not conform to ethical standards set forth in U.A. documents, by professional societies such as the National Education Association or American Educational Research Association or International Board of Standards for Training, Performance, or Instruction (IBSTPI) or in legal codes. One or more ethically questionable aspects are proposed.		The proposal conforms and the project will conform to ethical standards set forth in U.A. documents, by professional societies such as the National Education Association or American Educational Research Association and in legal codes. There are no ethically questionable aspects to the project.
advisor			
second assessor			
Introduction			
Purpose	The proposal does not clearly include all Target information for this outcome and is, therefore, unacceptable. A few or more pieces of content are omitted, wrong, or not related to the purpose or other elements of the project.	The proposal names and fully explains the project purpose. Very few pieces of content are omitted, unclear, questionable, wrong, or not related to the purpose or other elements of the project.	The proposal names and fully explains the project purpose (goal, problem, question, etc.). That is, it tells exactly and fully what the project will do. All content, whether that which will be generated or that which exists currently, will be/is related to the purpose and other elements of the project.
advisor			
second assessor			
Need	The project would not be useful or meaningful--or	The proposal tells why the project would be necessary; it	The proposal clearly tells why the project would be

	would be of little use or meaning--to the candidate, students, or professional education community members. There is little, if any, potential to improve the educational lives of anyone. Authorities in the project area indicate the lack of need.	tells how it would be useful to the candidate and/or education community. Where possible, the need for the project is indicated by claims from pertinent authorities.	necessary and important and to whom, as indicated where possible by claims from authorities in the field or by obvious omissions in the area or by claims from someone in the pertinent education community.
advisor			
second assessor			
Originality	Many aspects (goals, methods, etc. <i>and</i> context) of the project are that of someone else. Or, the project will not even apply existing knowledge in a new context.	The project mostly will use existing goals, methods, results, analyses and discussions to replicate and confirm existing results, conclusions, or theories. Or one or more of the foregoing elements will be new. At a minimum, the specific context in which the project is carried out will be new, even if existing/foregoing elements are not new.	The project will create new goals or methods or analytic tools and/or create new results, or conclusions, and/or knowledge.
advisor			
second assessor			
Method	The method/plan for accomplishing the goal (or solving the problem or answering the question...) is not clear. It lacks many supporting details such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts will be evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter(s) to relevant people, and so on.	The plan for accomplishing the goal (or solving the problem or answering the question...) is clear. It includes virtually all, but not all, pertinent information such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts will be evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter(s) to relevant people, and so on. Most relevant authorities in the field support the method/plan.	The method/plan for accomplishing the goal is clear. It includes all pertinent information such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts will be evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter(s) to relevant people, and so on. The plan is supported by all relevant authorities in the field or is completely original.
advisor			
second assessor			
Writing			
Audience	The question of audience is needlessly raised by the written proposal. Audiences are difficult or impossible to determine, or they change needlessly.	The question of intended audience arises only occasionally.	Throughout, the question of intended audience does not arise, even if the audience changes or is not directly addressed.
Organization	One or more major and necessary sections are absent or not placed in a sensible and/or necessary order.	All major and necessary sections are present, and virtually all, but not all, are sensibly placed.	All major and necessary sections are present and placed in a logical and/or necessary order.

Coherence	Occasionally, or more often, the proposal does not make sense because of unclear, illogical connections and transitions between and among words, sentences, paragraphs, and major sections.	Almost always, the proposal makes sense because of clear and logical connections and transitions between and among words, sentences, paragraphs, and major sections.	The proposal always makes sense because of clear and logical connections and transitions between and among words, sentences, paragraphs, and major sections.
Surface Features	Spelling, punctuation, and grammar errors impede meaning often enough that a reader/viewer/hearer has to repeat or re-configure the content, statements, etc. for him- or herself a few times or more.	Spelling, punctuation, and grammar errors rarely occur and almost never impede reader/viewer/hearer meaning acquisition.	Spelling, punctuation, and grammar errors are non-existent.
Academic Form	American Psychological Association or other accepted professional formats are not used or used with errors that impede meaning a few times or more. When available, a few or more current and pertinent works and authorities are not used to introduce, support, or otherwise explain major points of the proposal.	American Psychological Association or other accepted professional formats are used and used with few errors. When available, nearly all current and pertinent works and authorities are used to introduce, support, or otherwise explain major points of the proposal.	American Psychological Association or other acceptable professional formats are used and used virtually without errors. Throughout the proposal, and where available, current and pertinent other works and authorities are used fully to introduce, support, and otherwise explain all major and secondary points of the proposal.
advisor			
second assessor			
Instructional and Visual Design Elements	Several visuals of any type do not or will not conform to APA or other professional formats and/or are not or will not be easily understood because they do not conform to principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage or will engage tactile, auditory, or olfactory senses do not or will not conform to professional standards and formats or support the message of the proposal. Media will contribute little to the enhancement of the project, are unnecessary, or even impede getting meaning from the project. Proposed media are not selected based on explicit, sensible, and, where available, professional/authoritative recommendations and principles.	Virtually all, but not all, visuals of any type conform to APA or other professional formats and/or are or will be easily understood because they conform to principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage or will engage tactile, auditory, or olfactory senses conform to professional standards and formats and support the message of the proposal. Proposed media are selected based on explicit, sensible, and, where available, professional/authoritative recommendations and principles. Media are virtually always, but not always, transparent/unobtrusive when they are intended to be.	Visuals of any type conform to APA or other professional formats and/or are or will be easily understood because they conform to good, cultural, conventional, and acceptable principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage or will engage tactile, auditory, or olfactory senses conform to professional standards and formats and support the message of the proposal. Proposed media are selected based on explicit, sensible, and, where available, professional/authoritative recommendations and principles. Media will enhance acquisition of meaning from the project. Media are always transparent/unobtrusive when they are intended to be.
advisor			
second assessor			

Design/Methods for Learning	Some or all proposed or designed instruction is not based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from authorities, the proposal does not clearly explain what the design is or why it is likely to work. Instructional technology tools are not appropriate to the project or research being undertaken.	Proposed or designed instruction is based largely on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from support of authorities, the instructional design is explained clearly and fully. Some aspects of the use of instructional technology is appropriate, however available instructional technology resources would have served the project better.	Instruction is or will be based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from support of authorities, the instructional design is explained clearly and fully. Excellent choice of instructional technologies appropriate to the problem/research being done.
advisor			
second assessor			
Diversity of Learners	Some or all proposed or designed instruction is not based on principles of instructional design and development for diverse postsecondary learners. Aside from authorities, the proposal does not clearly explain what the design is diverse postsecondary learners or why it is likely to work. Appropriate strategies for instruction of diverse postsecondary learners are not appropriate to the project or research being undertaken.	Proposed or designed instruction is based largely on professional/authoritative recommendations and principles of instructional design and development for diverse postsecondary learners. Aside from support of authorities, the instructional design for diverse postsecondary learners is explained clearly and fully. Some aspects of the use of instructional techniques is appropriate, however available instructional/curricular resources would have served the project better.	Instruction is or will be based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development for diverse postsecondary learners. Aside from support of authorities, the instructional design for postsecondary learners is explained clearly and fully. Excellent choice of instructional techniques for diverse postsecondary learners is appropriate to the problem/research being done.
advisor			
second assessor			

See "Comments" page, please.

PROJECT/THESIS ASSESSMENT

Regardless of the specific content and form of a candidate's project/thesis, the outcomes discussed below may be found in any project/thesis. The advisor and second assessor, if a second assessor is used, will assess the outcomes, or an approved version of them.

Outcomes

The project/thesis is assessed according to the following 12 outcomes, each of which is made explicit in the rubric itself: Compliance Committees' Approvals, Candidate Information, Abstract, Introduction (purpose, need, and originality), Method, Results, Discussion and Conclusions, Writing, Instructional and Visual Design, Design/Methods for Instruction, Diversity of Learners, Ethics, and Deeply Held Knowledge.

Project/thesis Assessment Rubric

Directions:

1. For each outcome, an advisor and any second assessor must put a check mark under "unacceptable," "acceptable," or "target."
2. Underline the words in an "unacceptable" description that are most pertinent to the reason for that selection, and make a short explanation in the "Assessor's Comments" section of the assessment.
3. Make any other necessary written comments in the "Assessor's Comments" section.
4. Sign the rubric, and submit it to the advisor--who will sign off on it and submit it to the Department administrative assistant in charge of projects.

FINAL Project/Thesis Assessment Rubric			
Outcomes	Unacceptable	Acceptable	Target
Compliance Committees Approvals	The project does not include all Target information for this outcome and is, therefore, unacceptable.		The approvals are all presented to the advisor.
advisor			
second reader, if one is used			
Candidate Information	The project does not include all Target information for this outcome and is, therefore, unacceptable.		The project includes: candidate's name, student number, email, phone numbers, addresses; advisor's name and contact information; the name and contact information of the second assessor; candidate's expected date of graduation; academic terms wherein the proposal and project will be developed and completed.
advisor			
second reader			
Ethics	The project/thesis does not conform to ethical standards set forth in U.A. documents, by professional societies such as the National Education Association or American Educational Research Association or ibstpi Ethical Standards and in legal codes. There are one or more ethically questionable parts to the project.		The project/thesis conforms to ethical standards set forth in U.A. documents, by professional societies such as the National Education Association or American Educational Research Association or ibstpi Ethical Standards and in legal codes. There are no ethically questionable parts to the project.
advisor			
second reader			
Abstract	The abstract is missing or is not brief. Or the statement omits two or more of the following: purpose, need, method, results, conclusions, and all other major, pertinent information.	In a brief statement (one paragraph) summarizing the project, only one omission occurs from among the purpose, need, method, results, conclusions, and all other major, pertinent information.	A brief statement (one paragraph) completely summarizes the project purpose, need, method, results, conclusions, and all other major, pertinent information.
advisor			
second reader			

Introduction Purpose, Need, Originality	Changes of purpose, need, and/or originality from their accepted proposal versions are not connected to and Necessitated by the actual events of the project development. Or, the content/subject matter often is incomplete and inaccurate.	Changes of purpose, need, and/or originality from their accepted proposal versions are connected to and Necessitated by the actual events of the project development. And the content/subject matter is mostly complete and accurate.	The project has a good or great purpose, need, and originality, as indicated by an approved proposal. All Changes of purpose, need, and/or originality from their accepted proposal versions are connected to and necessitated by the actual events of the project development. The content/subject matter is complete and accurate.
advisor			
second reader			
Method	The method/plan for accomplishing the goal is not clear and/or is not implemented well. It lacks many supporting details such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts were evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter to relevant people, and so on. Or the method was changed from the proposal and does not work well. Justifications for changes in method from the proposal version are not presented or explained well.	The plan for accomplishing the goal is clear and it was well implemented. It includes virtually all, but not all, pertinent information such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts were evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter to relevant people, and so on. Authorities in the field support the method/plan. Changes in method from the proposal version are virtually always, but not always, well justified and explained.	The method/plan for accomplishing the goal is well implemented and clear. It includes all pertinent information such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts were evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter to relevant people, and so on. The plan is supported by authorities in the field or is original. Any changes in method from the proposal version are always well justified and explained.
advisor			
second reader			
Results	One or more outcomes and evidence for it is not completely displayed in terms of statistics, quotations, pictures, sounds, examples, and so on. Some or all unexpected results/outcomes are not reported and explained. Results are not valid and reliable, in the context of the research or project type.	Virtually all, but not all, outcomes and evidence for them are displayed in terms of statistics, quotations, pictures, sounds, examples, and so on. Virtually all, but not all, unexpected results/outcomes are reported and explained. Results are valid and reliable, in the context of the research or project type.	Outcomes and evidence for them are completely displayed in terms of statistics, quotations, pictures, sounds, examples, and so on. All unexpected results/outcomes are reported and explained. Results are valid and reliable, in the context of the research or project type.
advisor			
second reader			
Discussion and Conclusions	This section does not clearly and completely restate the outcomes and or fully and accurately explain how the outcomes came to be. Only a few or no new and pertinent goals, problems, knowledge, people, and/or future activities are included and explained clearly. Impertinent issues are	This section virtually always, but not always, clearly and completely restates the outcomes and fully and accurately explains how the outcomes came to be. Almost all new and pertinent goals, problems, knowledge, people, and/or future activities are included and explained	This section clearly and completely restates the outcomes and fully and accurately explains how the outcomes came to be. All new and pertinent goals, problems, knowledge, people, and/or future activities are included and explained clearly. Impertinent issues are not

	included. Appeals to authorities often are not used or never used when available to clearly support explanations.	clearly. Impertinent issues are not included. References to authorities are virtually always, but not always, used when available to clearly support explanations.	included. References to authorities are always used when available and are used to clearly support explanations.
advisor			
second reader			
Writing			
Format and Organization	One or more major and necessary sections are absent or not placed in a sensible and/or necessary order.	Virtually all, but not all, major and necessary sections are present, and virtually all, but not all, are sensibly placed.	All major and necessary sections are present and placed in a logical and/or necessary order.
Audience	The question “Who is the audience of this work?” is raised more than occasionally. Audiences are difficult to determine, or they change needlessly.	The question of intended audience arises only occasionally.	Throughout, the question of intended audience does not arise, even if the audience changes or is not directly addressed.
Coherence	Occasionally, or more often, the project does not make sense because of unclear, illogical connections and transitions between and among words, sentences, paragraphs, and major sections.	Almost always, but not always, the project makes sense because of clear and logical connections and transitions between and among words, sentences, paragraphs, and major sections.	The project always makes sense because of clear and logical connections and transitions between and among words, sentences, paragraphs, and major sections.
Surface Features	Spelling, punctuation, and grammar errors impede meaning enough that a reader/viewer/hearer has to repeat or re-configure the writing more than occasionally to understand it.	Spelling, punctuation, and grammar errors occur once in a while and rarely impede reader/ viewer/hearer meaning acquisition.	Spelling, punctuation, and grammar errors are virtually non-existent.
Academic Form	American Psychological Association or other acceptable professional formats are not used or used with errors that impede meaning a few times or more. When available, a few or more current and pertinent works and authorities are not used to introduce, support, or otherwise explain major points of the project.	American Psychological Association or other acceptable professional formats are used and used with few errors. When available, nearly all, though not all, current and pertinent works and authorities are used to introduce, support, or otherwise explain major points of the project.	American Psychological Association or other acceptable professional formats are used and used virtually without errors. Throughout the project, and where available, current and pertinent other works and authorities are used fully to introduce, support, and otherwise explain all major and secondary points of the project.
advisor			
second reader			
Instructional and Visual Design	Several visuals of any type do not conform to APA or other professional formats and/or are not easily understood because they do not conform to principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage tactile, auditory, or olfactory senses do not conform to professional standards and	Visuals of all types conform to APA or other professional formats and/or are easily understood because they conform to principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage tactile, auditory, or olfactory senses conform to professional standards and formats and	Visuals of any type conform to APA or other professional formats and/or are easily understood because they conform to good, cultural, conventional, and acceptable principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage tactile, auditory, or olfactory senses conform to

	formats or support the message of the proposal. Media contribute little to the enhancement of the project, are unnecessary, or even impede getting meaning from the project. Media are not selected based on explicit, sensible, and, where available, professional recommendations and principles.	support the message of the proposal. Media are selected based on explicit, sensible, and, where available, professional recommendations and principles. Media are virtually always, but not always, unobtrusive when they are intended to be.	professional standards and formats and support the message of the proposal. Media are selected based on explicit, sensible, and, where available, professional recommendations and principles. Media enhance acquisition of meaning from the project. Media are always unobtrusive when they are intended to be.
advisor			
second reader			
Design/Methods for Learning	Regardless of the success or failure of the instruction (as indicated by post-instruction supporting data such as test scores, expert assessment, pictures produced, etc.), two or more of the learning outcomes are not explained by evidence or are not explained clearly, fully, or coherently. Some or all of designed instruction is not based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from authorities, the project does not clearly explain what the design. Instructional technology tools are not appropriate to the project or research being undertaken.	Regardless of the success or failure of the instruction (as indicated by post-instruction supporting data such as test scores, expert assessment, pictures produced, etc.), virtually, though not all, outcomes are explained clearly, fully, and coherently. Designed instruction is based largely on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from support of authorities, the instructional design is explained clearly and fully. Some aspects of the use of instructional technology is appropriate, however available instructional technology resources would have served the project better.	Regardless of the success or failure of the instruction (as indicated by post-instruction supporting data such as test scores, expert assessment, pictures produced, etc.), all, outcomes are explained clearly, fully, and coherently. Instruction is or will be based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from support of authorities, the instructional design is explained clearly and fully. Excellent choice of instructional technologies appropriate to the problem/research being done.
advisor			
second reader			
Knowledge is Deeply Held By Candidate	The candidate is not mostly able to engage in a full, cooperative, and honest learning conversation with the advisor and second assessor about all aspects of the project, especially aspects related to improving the project or going beyond it in the future. The candidate is not mostly able to indicate feelings for the project and related topics. The candidate is not mostly able to connect the project to other ideas in and out of education/training. The candidate does not agree that a year or so after graduation she or he will	The candidate is virtually always, though not always, able to engage in a full, cooperative, and honest learning conversation with the advisor and second assessor about all aspects of the project, especially aspects related to improving the project or going beyond it in the future. The candidate is virtually always, though not always, able to indicate feelings for the project and related topics. The candidate is virtually always, though not always, able to connect the project to other ideas in and out of education. The	The candidate is able to engage in a full, cooperative, and honest learning conversation with the advisor and second assessor about all aspects of the project, especially aspects related to improving the project or going beyond it in the future. The candidate is able to indicate feelings for the project and related topics. The candidate is able to connect the project to other ideas in and out of education. The candidate agrees that a year or so after graduation she or he will return a questionnaire in which she or he reflects on the

	return a questionnaire in which she or he reflects on the master's project/thesis experience.	candidate agrees that a year or so after graduation she or he will return a questionnaire in which she or he reflects on the master's project /thesis experience.	master's project/thesis experience.
advisor			
second reader			
Diversity of Learners	Some or all project/thesis or designed instruction is not based on principles of instructional design and development for diverse postsecondary learners. Aside from authorities, the proposal does not clearly explain what the design is diverse postsecondary learners or why it is likely to work. Appropriate strategies for instruction of diverse postsecondary learners are not appropriate to the project or research being undertaken.	Proposed or designed instruction is based largely on professional/authoritative recommendations and principles of instructional design and development for diverse postsecondary learners. Aside from support of authorities, the instructional design for diverse postsecondary learners is explained clearly and fully. Some aspects of the use of instructional techniques is appropriate, however available instructional/curricular resources would have served the project better.	Instruction is or will be based on explicit, sensible, and, where available, professional/ authoritative recommendations and principles of instructional design and development for diverse postsecondary learners. Aside from support of authorities, the instructional design for postsecondary learners is explained clearly and fully. Excellent choice of instructional techniques for diverse postsecondary learners is appropriate to the problem/ research being done.
advisor			
second assessor			

FIGURING LETTER GRADES

To receive a grade noted below, every bulleted item for that grade must be met.

A	<ul style="list-style-type: none"> All assessors mark all outcomes as “target.”
A-	<ul style="list-style-type: none"> All assessors mark the first three outcomes (Compliance Committees Approvals, Candidate Information, and Ethics) as “target.” Each assessor marks “target” for any 8 of the other 9 outcomes (Abstract, Introduction, Method, Results, Discussion and Conclusions, Writing, Instructional and Visual Design, Diversity of Learners, Design/Methods for Learning, Knowledge is Deeply Held By Candidate). The assessors do not have to agree on the same 8 outcomes. Each assessor marks all remaining outcomes as “acceptable.”
B	<ul style="list-style-type: none"> All assessors mark the first three outcomes as “target.” Each assessor marks “target” for any 5, 6, or 7 of the other outcomes. The assessors do not have to agree that the same outcomes are “target.” Each assessor marks all remaining outcomes “acceptable.”
C	<ul style="list-style-type: none"> Both assessors mark the first three outcomes as “target.” Each assessor marks “target” for 4 or fewer of the remaining outcomes and “acceptable” for all remaining outcomes. (This means that if both assessors mark every outcome as “acceptable,” the project receives a “C.”)
F	<ul style="list-style-type: none"> Any “unacceptable” mark, regardless of marks for other outcomes.

Students must earn a “B” or better to pass the master’s project/thesis requirement.

Thesis submission guidelines and due dates for the Graduate School can be found at <http://www.uakron.edu/gradsch/gdlnThesDiss.php>.

Note: These guidelines were adapted from C & I Studies Master’s Project Guidelines (2005, May) originally developed by Dr. Randy Nichols, The University of Akron, College of Education.

CHECKLIST BEFORE * FINAL SUBMISSION TO THE GRADUATE SCHOOL *THEESIS ONLY!

Double check with the graduate school for the most current guidelines!

*All theses and dissertations must submit a hard copy of the manuscript for a format check at least once on or before the posted preliminary deadlines.

<http://www.uakron.edu/gradsch/docs/deadlines.pdf>

*All students submitting a thesis or dissertation to the Graduate School should act in accordance with the *Guidelines for Preparing a Thesis or Dissertation*.

<http://www.uakron.edu/gradsch/docs/gdln.pdf>

WHAT TO SUBMIT: THESIS

_____ One copy of the thesis submitted electronically to OhioLINK.

Including a copy of the Letter of Approval from the University of Akron Institutional Review Board for Protection of Human Subjects, as an appendix, if applicable.

_____ One perfect copy of the signature page, bearing all signatures except that of the Dean of the Graduate School and the date.

Accompanied by a note with the author's name, telephone number, and email.

_____ Cashier's receipt for UMI submission.

Microfilming* (\$55) Optional for theses.

*May microfilm via UMI without copyrighting via UMI.

Copyrighting* (\$65) Optional for theses.

*Cannot copyright via UMI without also microfilming.

GUIDELINES FOR PREPARING A THESIS

The University of Akron

Graduate School

REVISED AUGUST 2007

All students submitting a thesis or dissertation to the Graduate School must act in accordance with the *Guidelines for Preparing a Thesis or Dissertation*. <http://www.uakron.edu/gradsch/docs/gdln.pdf>
Check this website for the most current submission requirements. The website might contain more current information.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
STYLE.....	1
Style Manuals.....	1
PAGE FORMAT	2
Margins.....	2
Widow/Orphan Protection	2
Spacing.....	3
Typeface.....	3
Justification.....	3
Centering.....	3
Paragraphing	3
Page Numbering.....	3
Subheadings.....	4
Direct Quotations.....	4

MANUSCRIPT ORGANIZATION	4
PREPARATION OF MANUSCRIPT.....	5
Copyright Notice.....	5
Title Page	5
Signature Page	6
Abstract.....	6
Dedication.....	7
Acknowledgements.....	7
Table of Contents.....	7
List of Tables, List of Figures, etc.	7
Text.....	8
Tables, Figures and Illustrative Material in the Text.....	9
End Notes.....	9
Bibliography (or References or Literature Cited).....	9
Appendices.....	10
Human Subjects Approval	10
Other Approvals.....	11
Index	11
SUBMISSION TO THE GRADUATE SCHOOL	11
Deadlines.....	11
What to Submit	12
Final Approval	13
ELECTRONIC SUBMISSION PROCEDURES	14

Delaying Electronic Publication of a Thesis or Dissertation	15
ADDITIONAL INFORMATION.....	15
Binding Copies of a Thesis or Dissertation	15
Plagiarism	15
Use of Copyrighted Materials.....	16
APPENDICES	17
APPENDIX A. SAMPLE COPYRIGHT NOTICE	18
APPENDIX B. SAMPLE TITLE PAGE.....	19
APPENDIX C. SAMPLE SIGNATURE PAGE (THESIS).....	20
APPENDIX D. SAMPLE SIGNATURE PAGE (DISSERTATION).....	21
APPENDIX E. SAMPLE TABLE OF CONTENTS.....	22
APPENDIX F. SAMPLE LIST OF FIGURES.....	23
APPENDIX G. SAMPLE MULTIPLE APPENDICES.....	24
APPENDIX H. CHECKLIST (PRELIMINARY SUBMISSION).....	25
APPENDIX I. CHECKLIST (FINAL SUBMISSION).....	26
APPENDIX J. REQUEST TO DELAY PUBLICATION OF THESIS OR DISSERTATION	27

INTRODUCTION

Every thesis or dissertation accepted for an advanced degree is a mature piece of original research. As such, it is made available to the scholarly community and worldwide through OhioLINK. Just as the research must be precise and complete to meet departmental standards, the presentation of that research must be equally precise and complete to meet Graduate School standards.

The purpose of these guidelines is to ensure that every thesis or dissertation that will carry the name of The University of Akron meets the same high standards of presentation. These standards are Graduate School standards and are applied consistently to all departments and programs. It is important that students read and understand the guidelines before preparation of final copy. The Graduate School will not accept manuscripts that do not follow these guidelines.

Do not rely on previously accepted theses and dissertations. While they may have met guidelines in force at the time of their submission, they may not meet current guidelines. It is the responsibility of each student to meet current guidelines exactly. The Graduate School is the final authority on what is acceptable. The Dean of the Graduate School will not approve any thesis or dissertation that fails to meet these guidelines.

STYLE

A thesis or dissertation is a formal research presentation. It should be written in formal style appropriate to the discipline (e.g., active voice, impersonal style). Adopt the past tense throughout ("Results of the experiment demonstrated . . .") and avoid slang and colloquialisms. Technical terms should be used where appropriate, but avoid using obscure words and phrases when a simpler vocabulary will do just as well.

Style manuals

Different disciplines use different forms for such items as source citations and bibliographic entries. Students should follow the forms in the style manual adopted or preferred by their department in establishing basic style, except where the manual conflicts with these guidelines. Where conflict occurs these guidelines take precedence over style manuals. It is important that whichever manual or style is adopted that the manuscript be consistent throughout.

The departments listed below have specified the use of particular style manuals. Where no manual is specified, Turabian and APA are good standard guides. In every case use *only* the most recent edition.

Communication: APA or MLA
 Counseling: APA
 Dance, Theatre and Arts Administration: MLA
 Economics: MLA
 Education: APA
 English: MLA
 History: Turabian
 Nursing: APA
 Psychology: APA
 Public Administration and Urban Studies: APA; other with committee approval
 Sociology: ASA; Turabian with permission

PAGE FORMAT

A major purpose of these guidelines is to assure that all theses and dissertations present a consistent appearance. Therefore, it is essential that the specifications below be followed exactly.

Margins

Correct margins are: Left side 1.5 inches (different than APA; for binding purposes)

Right side 1.0 inch

Top 1.0 inch

Bottom 1.0 inch

In running text, these margins should be followed exactly. However, there are certain necessary variations.

Top margin: Pages that carry major headings, such as preliminary pages (Table of Contents, etc.,) and chapter titles must have a 2.0-inch margin.

Bottom margin: When a one-inch margin would leave a sub-heading or a single line of print on a page (see widow/orphan, below), then a margin of *no more than* 2.0 inches may be left and the text continued on the following page.

Illustrations, figures, and tables must have the correct margins.

Widow/Orphan Protection

At least two lines of a paragraph must appear together at the top and bottom of every page. In word processing programs this is usually referred to as "widow and orphan protection."

Each subheading must be followed by at least 2 lines of text.

Spacing

Text material is double spaced, on the basis of six single spaces per inch or 66 spaces per eleven-inch page. Single spacing may be used in notes, long quotations, statement of hypotheses, the bibliography, and in certain situations involving titles and sub-titles.

Typeface

Font size must be 10 or 12 point. Nearly all types of font face are acceptable. However, unusual fonts styles such as Script, Italic, Orator, Block Letter Gothic, OCR-A and OCRB are not acceptable. If other fonts are used, it is recommended that the student submit a sample to the Graduate School for approval. Proportional spacing is acceptable. Do not use bold font for major titles, figure legends, or table titles.

Justification

Justification refers to whether or not the side margin presents a straight or ragged line. On this page the left margin is justified; the right is not. In the manuscript left margins *must* be justified; right margins may be justified if that style is acceptable to the department or college. If right justification is used, the manuscript must conform to all other aspects of these guidelines. Right-justified margins in manuscripts containing long technical and scientific words may result in unsightly white spaces between words that are not acceptable.

Centering

Centered items must be centered between the text margins rather than between the paper edges. As the left margin is 1.5 inches, while the right is 1.0, centering will place text approximately a quarter inch to the right of the center of the page.

Paragraphing

Indent the first line of every paragraph consistently, so that each paragraph is indented the same number of spaces.

Page Numbering

Page numbering should follow standard publishing practice. Pages before the first page of Chapter I (“preliminary pages”) are numbered with lower-case Roman numerals (i, ii, iii, iv, v). The title page, which is page "i," does not have a number placed on it; actual numbering begins with the next page (the signature page), which is "ii." All pages beginning with the first page of Chapter I should be numbered with Arabic numerals (1, 2, 3, 4, 5). That numbering continues consecutively to the end of the manuscript, including text, illustrations, figures, tables, notes, bibliography, appendices, etc. Page numbers must not be followed by a period or any other symbol. Embellished page

numbers, such 10a, 10b, etc., are not acceptable.

The page number should be placed at the bottom of the page, centered under the text, and as the last line of text above the one-inch margin. (This is different than APA formatting.)

Subheadings

Subheadings within chapters are not necessary, but may be used. A subheading must be followed by at least two lines of a paragraph. Subheadings should be placed as specified in the style manual consulted and should be consistent throughout. Double space before and after subheadings. It is permissible to triple space before the subheading and double space between the subheading and beginning of text if that form is used consistently throughout the document.

If subheadings are used, they should be referenced in the Table of Contents (TOC). Only first level subheadings must be referenced in the TOC. Second level and beyond may be referenced provided they are done so consistently. That is, if some second level subheadings are referenced in the TOC, all second level subheadings should be referenced, and so on for all levels.

Direct Quotations

Prose: Short, direct prose quotations of three typewritten lines or less should be incorporated into the text, enclosed in quotation marks. Prose quotations that exceed three lines should be set off from the text, indented from the left margin, and single-spaced. If the quotation includes the beginning of a paragraph, then the first line of the paragraph is indented further.

Poetry: Quotations of poetry that are two lines or longer should normally be set off from the text, line for line as in the original, single spaced, and centered between the side margins.

MANUSCRIPT ORGANIZATION

Every thesis or dissertation must follow the same basic organization. Below is the only acceptable order in which the different parts of the manuscript should be arranged.

Preliminary Pages (numbered with lower-case Roman numerals)

Copyright Notice, if copyright is sought (page is neither counted nor numbered)

Title Page (counted, but not numbered)

Signature Page (page ii)

Abstract (mandatory in dissertations, optional in theses, but students should check for departmental requirements)

Dedication (optional)

Acknowledgements (optional)

Table of Contents

List of Tables (as needed)

List of Figures (as needed)

List of Illustrations (as needed)
 List of Schemes (as needed)
 Chapters of Text Material (begin Arabic page numbering)
 Summary/Conclusion
 End Notes (if placed at end of manuscript)
 Bibliography/References/Literature Cited (select most appropriate)
 Appendices (including Human Subjects Approval and/or other approvals as required)
 Index (if required)

PREPARATION OF THE MANUSCRIPT

Copyright Notice

A sample copyright notice appears as APPENDIX A. Copyright notice, if copyright is sought, appears in front of the title page, and is neither counted as a page nor assigned a page number.

Copyright is recommended. Under United States Copyright Law, duplication without a notice of copyright ordinarily results in dedication of the work to the public domain, which may defeat any later attempt to gain copyright protection.

Copyright must be secured from the Registrar of Copyright, Washington D.C., with the fee paid directly to that office. The copyright form and any other additional information may be obtained from the Copyright Office at (202) 707-3000 or www.loc.gov/copyright.

Title Page

A sample title page appears as APPENDIX B. The title must be centered between the text margins, with a two-inch top margin and must be typed in ALL capital letters (except for certain biological terms). The title page is counted as page "i" but the number does not appear on the page. The date on the title page must be the month and year in which the actual graduation ceremony will take place (May, August or December), not the date the manuscript is submitted.

Signature Page

Sample signature pages appear as APPENDIX C (thesis) and APPENDIX D (dissertation). The approval, or signature, page must be signed by those approving the manuscript. As with the Title Page, the title must be centered between the text margins, with a two-inch top margin and is to be typed in ALL capital letters. For a **master's thesis**, the Faculty Advisor, Faculty Co-Advisor (if any), Faculty Reader, Committee Members (if the department requires a committee), Department Chair, Dean of the College and Dean of the Graduate School must all sign the approval page. For a doctoral dissertation, the Faculty Advisor, Faculty Co-Advisor (if any), Faculty Reader (if any), Committee Members, Department Chair, Dean of the College, and Dean of the Graduate School must sign.

The names of those signing the manuscript must be typed a single space below their titles. Titles are not required but may be used provided they are used consistently. If titles are used and not all signers are “Dr.,” type “Mr.” or “Mrs.” (or appropriate title) before other signers.

The Graduate School copy must bear original signatures. The last person to sign is the Dean of the Graduate School who also fills in the date, which becomes the official acceptance date.

The electronic copy should not bear signatures The electronic copy of the manuscript submitted to OhioLINK will contain an unsigned signature page.

Abstract

An abstract is a mandatory part of each dissertation; it is optional in theses, although some programs may require one. OhioLINK requires an abstract to submit any manuscript. This does not necessarily need to be a part of the manuscript (for those theses students not required to include an abstract).

The abstract gives a succinct account of the thesis or dissertation. It must not exceed 350 words (two pages), must not include diagrams, and should not include mathematical formulae unless essential. The heading ABSTRACT is typed in capital letters without punctuation, centered between the text margins, leaving a two-inch top margin.

Dedication

This optional section gives the author an opportunity to dedicate the manuscript to an individual or group.

The heading DEDICATION is typed in capital letters without punctuation, centered between the text margins, leaving a two-inch top margin.

Acknowledgements

This optional section gives the author the opportunity to thank those who have provided help during the research and writing of a thesis or dissertation.

The heading ACKNOWLEDGEMENTS is typed in capital letters without punctuation, centered between the text margins, leaving a two-inch top margin.

Table of Contents

A sample Table of Contents appears as APPENDIX E. Chapter headings, other main headings such as Bibliography/References/Literature Cited, and if desired, chapter subheadings, are all listed in the Table of Contents. All entries in the Table of Contents,

including wording, punctuation, capitalization and spelling, must be *exactly* as they are in the text; page numbers must also correspond exactly. Be sure that all major headings (such as chapter titles) in the Table of Contents are typed in ALL capital letters; do not type subheadings in all capital letters.

The Table of Contents is double-spaced, with the exception of entries that require more than one line (carry-over lines) which are to be single-spaced. The title page, abstract, and any other pages that appear before the Table of Contents, including the Table of Contents itself, are *not* included in the list.

Indenting in a Table of Contents is done on a consistent basis. For example, under CHAPTER the numbers are indented two spaces, and subheadings two spaces more. Chapter numbers must use Roman numerals. Note in the example that the Roman numerals indented two and are left aligned.

The title TABLE OF CONTENTS is typed in capital letters without punctuation, centered between the text margins, leaving a two-inch top margin. List of Tables, List of Figures, etc.

A sample List of Figures appears as APPENDIX F Additional lists showing tables, figures, illustrations, schemes or other items that appear in the text should be listed in the preliminary pages.

Each list requires a separate page with capitalization and top margins the same as the Table of Contents page. The rules for indentation and spacing of these lists are the same as for the Table of Contents. All entries in the List of Tables and/or List of Figures, etc. must be exactly as they are in the text including wording, punctuation, capitalization and spelling.

Arabic numerals must be used in the list and in the text. Only the first complete sentence of a table/figure title is required to be listed in the List of Tables/Figures, but it must match the List of Tables/Figures *exactly*. Further, letters and numbers cannot be used in combination for table/figure designation numbers (except in appendices). However, subtitles within a table/figure are acceptable. "Table" or "Figure" must be typed above the respective designation number column; do not type this heading before every entry. "Page" must be typed above the page number column.

Tables, figures, illustrations, schemes or other items that appear in the Appendices are not required to be listed in the List of Tables, etc. but may be listed if done so consistently. If items are listed numerically, the numbering should continue through the appendices. If items are listed corresponding to chapter (Table 4.1 appearing in Chapter IV, 5.1 in Chapter V, etc.) such numbering may continue through the appendices (A.1, A.2 etc.). The title LIST OF TABLES (or FIGURES, SCHEMES, etc.) is typed in capital letters without punctuation, centered between the text margins, leaving a two-inch top margin.

Text

The text, or body of a thesis or dissertation, begins with Arabic page 1 and is divided into multiple chapters, following the natural division points in the manuscript, i.e. the chapter is the appropriate of sub-unit of a thesis or dissertation. The first page of a chapter is organized as follows:

1. The heading CHAPTER I is typed in capital letters without punctuation, centered between the text margins, leaving a two-inch top margin.
2. The chapter title (all chapters must be titled) is typed in capital letters two spaces below the heading, centered between the text margins. Additional lines in the chapter title, should they be necessary, are also double-spaced.
3. The text of the chapter begins *three spaces* below the chapter title.
4. If a subheading follows a chapter title, it is placed three spaces below the chapter title. Text then begins two spaces below the subheading. All text is double spaced within the prescribed margins, except for certain quotations. At least two lines of a paragraph must appear at the top and bottom of each page.

Tables, Figures and Illustrative Material in the Text

Figures and tables are to appear on the pages immediately following the page where the figures and/or tables are cited in the results. Figures and tables may be imbedded in the text (text above and below). However, text may not wrap around figures and tables. There are instances when it is appropriate to place large numbers of figures/tables at the end of each chapter or in an appendix at the end of the manuscript.

Each type (table, figure, map, illustration, etc.) of non-text entry must be numbered consecutively in Arabic numerals, matching the numbering in the contents section. All material must fit within the prescribed page margins. All wording in reduced images must be clear and readable.

Figure titles are to be placed on the figure page below the figure and table titles are to appear at the top of the table.

Do not type table/figure titles in bold font.

Photographs and graphic displays may be included. Color is acceptable and encouraged. Audio-visual material may also be submitted as part of a thesis or dissertation. Such items can be linked into the manuscript provided the links fall within the formatting guidelines for page margins etc.

End Notes

Notes may be in the form of footnotes, placed at the bottom of each page, or endnotes, placed at the end of each chapter or at the end of the work. If at the end of the work pages are numbered in Arabic numerals consecutively with the text.

There is no single approved style for notes; use the style most common within the discipline and delineated in an approved style manual. The Graduate School requires that the format used is recognized and accepted within the discipline and that it be used consistently. Notes should be single spaced with double spacing between notes.

Bibliography (or References or Literature Cited)

The Bibliography/References/Literature Cited lists all sources used in the work. Page numbering continues in Arabic numerals. Each bibliographic entry should be singlespaced with double spacing between entries. The style adopted should follow an accepted format and be used consistently.

The first page of the bibliography should be set up as a chapter-title page. The word BIBLIOGRAPHY is typed in capital letters without punctuation, centered between the text margins, leaving a two-inch top margin.

If many sources are used, the bibliography may be divided into sections, such as "Manuscripts," "Primary Sources," "Books and Articles," etc. Sections should be separated by three spaces with the title of the section flush with the left margin, underlined, with only the first letter of each word capitalized.

Note: "Bibliography" refers to all sources read for research, including material not cited in the manuscript. "References: refers only to those sources cited in the manuscript. Students should contact their department to see which they should use.

Appendices

A sample appendices entry in the Table of Contents appears as APPENDIX G. Supplementary material may be placed in one or more appendices. This may include primary data, personal communications, primary documents, statistical analyses, or other material that would clutter the text but be useful to readers in understanding, evaluating or replicating the study.

If there is only one appendix, then the material must be set up as a new chapter with the word APPENDIX typed in capital letters without punctuation, centered between the text margins, leaving a two-inch top margin. Text will follow on the same page as with the initial page of a chapter. A half-title page is not used.

When there is more than one appendix, a half title, or division page, must precede the

first appendix. On this page, the word APPENDICES is centered between the margins slightly above the center of the page. The page number is centered between the text margins one inch from the bottom of the page, as with the first page of a chapter. Be sure to add this listing (“APPENDICES”) to the Table of Contents.

Then the appended material should be divided into logical divisions, each titled as a separate Appendix using letters (A, B, C, etc.) to designate each new appendix. Set up the first page of each appendix as a chapter title page, with "APPENDIX A" etc., typed in capital letters without punctuation, centered between the text margins, leaving a two-inch top margin. The appendix title is then typed in capital letters two spaces below the heading. Be sure to add the heading (“APPENDIX A”) and its title (typed in ALL capital letters) to the Table of Contents.

Human Subjects Approval

Any project that uses human subjects or their by-products (e.g., tissue, blood samples) requires review and a letter of permission from the Institutional Review Board for the Protection of Human Subjects before research is conducted. The permission letter *must* be included in the thesis or dissertation as an appendix. The letter should be scanned and inserted into the manuscript with reduction as necessary so it fits within the prescribed margins. The reduced page should then receive a sequential page number.

Other Approvals

Projects involving animals, hazardous materials, radiation, or affecting general campus safety, may require review of the research design by, and a letter of permission from, one of the following committees:

Animal Welfare Committee
Radiation Committee
Biohazard Committee
Safety Committee

Students who believe their projects may require such review should check with their advisors and with the Office of Research Services. Letters of permission *must* be included as an appendix (see Human Subjects Approval, above).

Index

An index, if included, follows the appendices with continued Arabic page numbers. The first page of the index should be set up as a chapter-title page. The word INDEX is typed in capital letters without punctuation, centered between the text margins, leaving a two-inch top margin.

SUBMISSION TO THE GRADUATE SCHOOL

Deadlines

Preliminary Format Checks

All Theses & Dissertations

All students (thesis and dissertation) must submit at least one preliminary check before uploading the final electronic copy. Students are encouraged to submit a hard copy of the thesis or dissertation as early as possible for a preliminary check. It is also strongly recommended that students submit multiple preliminary checks until they are advised that no further formatting corrections are required. (Check with the graduate school for dates of submission so that graduation is not delayed.)

Manuscripts are not required to have been defended (or even completed) before being submitted for a preliminary format check. Students should submit as much of the manuscripts as is completed no later than the preliminary deadline.

Doctoral Dissertations

It is required that all doctoral students submit a hard copy (unbound) of the dissertation on or before the preliminary dissertation deadline (which is usually four weeks before the final copy submission deadline). Submit the copy of the dissertation with the student's name, contact telephone numbers, email and the dissertation advisor's name.

Doctoral students who miss the preliminary dissertation deadline for a given term will not graduate until the next scheduled commencement.

Master's Theses

It is required that all masters thesis students submit a hard copy (unbound) of the thesis on or before the preliminary thesis deadline (which is usually ten days before the final copy submission deadline). Submit the copy of the thesis with the student's name, contact telephone numbers, email and the dissertation advisor's name.

Masters thesis students who miss the preliminary thesis deadline for a given term will not graduate until the next scheduled commencement.

Final Submission

The deadline for uploading error-free theses and dissertations to OhioLINK is approximately one month prior to commencement. The Graduate School checks the formatting of each submission. Manuscripts returned for corrections must be corrected, resubmitted and approved before graduation. The exact deadline date may be obtained at <http://www.uakron.edu/gradsch/gdlnThesDiss.php>.

Students who miss the Graduate School deadline for any given term will not graduate until the next scheduled commencement.

Departments may also have their own deadlines in order to allow the committee sufficient time to read the manuscript and to allow the student sufficient time to make corrections after the defense. Generally speaking, a thesis or dissertation must be ready for the committee at least a full month before the deadline for submission to the Graduate School.

What to Submit

A thesis or dissertation is not considered as officially submitted to the Graduate School unless all items are included as follows.

Master's Thesis

One copy of the thesis submitted electronically to OhioLINK.

- Including a copy of the Letter of Approval from the University of Akron Institutional Review Board for Protection of Human Subjects, as an appendix, if applicable.
- The signature page on the electronic submission will be unsigned.

One perfect copy of the signature page, bearing all signatures except that of the Dean of the Graduate School and the date.

Accompanied by a note with the author's name, telephone number. and email.

Doctoral Dissertation

One copy of the thesis submitted electronically to OhioLINK.

- Including a copy of the Letter of Approval from the University of Akron Institutional Review Board for Protection of Human Subjects, as an appendix, if applicable.
- The signature page on the electronic submission will be unsigned.

One perfect copy of the signature page, bearing all signatures except that of the Dean of the Graduate School and the date.

Accompanied by a note with the author's name, telephone number. and email.

A correctly completed copy of the "Survey of Earned Doctorates."

The form can be found in the Graduate School, online at the Graduate School Thesis/Dissertation webpage or via the attached link.
<http://www.uakron.edu/gradsch/docs/DocSurvey.pdf>
 Final Approval

The Graduate School will check each thesis and dissertation for conformity to these guidelines and other errors. If corrections are required, the Graduate School will notify the student and/or the student's department. Therefore, it is important for students to inform the Graduate School and their departments on how they may be reached at all times. The correction of errors is the responsibility of the student.

When the manuscript is error-free and otherwise acceptable, the signature page will be signed by the Dean of the Graduate School and notice sent to the Registrar that the student has met this degree requirement. All corrections to formatting must be made before the Dean of the Graduate School will approve and sign the manuscript.

ELECTRONIC SUBMISSION PROCEDURES

The student may make an appointment with the Graduate School to convert the document to PDF and submit it electronically. Students who prefer to convert and submit the document on their own should follow the procedures outlined below.

1. The manuscript must be submitted to the Graduate School in hard copy form for at least one preliminary formatting check before it can be submitted electronically.
2. Once the manuscript has been deemed by the Graduate School to have no further formatting corrections required, the student is permitted to submit electronically.
3. The final approved and formatted manuscript must be converted to a PDF. The Graduate School recommends using Adobe Acrobat Distiller.
4. Go to the OhioLINK website for electronic submission, and follow the steps to submit the “complete, finalized ETD.” <http://www.ohiolink.edu/etd/submit/>
5. Select the option for: “I am submitting: My paper’s bibliographic information, abstract, and full text in PDF format.”
6. Read the terms and click on the box to agree and continue.
7. Select the school: University of Akron. Continue.
8. Complete “Item 1: Information about you.”
9. Complete “Item 2: Information about your degree and paper.”

Note: OhioLINK requires an abstract to be entered here even if one does not appear in your manuscript.

Note: OhioLINK allows you to select subject headings and keywords relating to your manuscript. The Graduate School highly recommends that you utilize these options. Entering keywords will allow people to find your manuscript via search engines without requiring that they know your complete title.

10. Complete “Item 3: UMI Release Form” by selecting the option for:

Master’s Theses: “NO, OhioLINK should not submit paper to UMI. I retain the option of submitting the paper to UMI myself.”

Doctoral Dissertations: “YES, I agree to the statement above, and I request that OhioLINK submit the *full text* of my paper to Proquest/UMI. At this time, I am *not* requesting that Proquest/UMI register my copyright.”

11. Complete “Item 4: Fulltext Upload.”

The Graduate School recommends using the alternate submission method offered at this point.

12. Click to “preview your record before submitting it.”

13. Click to “SUBMIT MY PAPER NOW.”

14. A page will appear stating, “Submission Completed.”

15. Students will be sent an email confirmation from OhioLINK that the manuscript was received and another once the Graduate School has approved it.

Delaying Electronic Publication of a Thesis or Dissertation

In some circumstances, a student may wish to delay the electronic publication of a thesis or dissertation. While the University generally promotes the timely publication of theses and dissertations, it is recognized that under certain specific circumstances, a delay is warranted. These include: when the student wishes to publish an article from the thesis or dissertation in a journal whose policy is not to publish anything that has already been published electronically; when the student wishes to publish the thesis or dissertation with a publisher whose policy is not to publish anything that has already been published electronically and; when the student is in the process of applying for a patent on research contained in the thesis or dissertation and does not wish to disclose its contents until the patent application has been filed.

Graduate students can apply to the Graduate School for a delay in the electronic

publication of a thesis or dissertation for up to a five year period (renewable). Requests must be supported by evidence from the journal or publisher to show that publication policy requires no previous electronic publication. (For the NEOMFA program in creative writing, the advisor's endorsement is sufficient.) Evidence of intent to file patent materials is also required. The request for delay form must be signed by the student's thesis or dissertation advisor. The request will be reviewed by the Graduate School before it is granted. Extensions may be requested with appropriate documentation. APPENDIX J is the Request to Delay Publication of Thesis or Dissertation form.

ADDITIONAL INFORMATION

Binding Copies of a Thesis or Dissertation

The Graduate School does not accept personal copies of a thesis or dissertation. Students may directly contact the bindery used by the University of Akron for a discounted rate. <http://www.uakron.edu/gradsch/docs/Binding.pdf>. Students may also seek other commercial binderies and/or printing services to have personal copies of the manuscript bound.

Plagiarism

University Rule 3359-42-01 prohibits plagiarism. A definition of plagiarism along with methods on how to avoid it can be found at the Office of General Council website. The site covers such topics as how to detect plagiarism, why it is wrong and what can result from it. Please review this site carefully. <http://www.uakron.edu/ogc/PreventiveLaw/plagiarism.php>

Use of Copyrighted Materials

Plagiarism and copyright infringement are not the same thing. Copyright provides the owner exclusive right to copy the protected materials. Copyright infringement is copying without the owner's permission and is a variety of theft. Plagiarism is passing off someone else's work as your own and amounts to fraud. Thus, improper use of another's work could be copyright infringement, plagiarism, or both. Sources used or referenced by student-authors must be properly cited and referenced according to disciplinary specific usual practices; otherwise this might constitute plagiarism (see page 22 of graduate bulletin). However, just because something is cited properly does not mean a student has followed copyright rules. In some cases, such as reprinted figures, drawings, tables, graphs, and extensive quotations, students may be required to obtain copyright permission and to display copyright permission prominently in relation to such work. It is the responsibility of the student-author to ascertain if and where such copyright permission is required legally and/or according to disciplinary-specific usual practice, and to obtain and appropriately display these permissions in accordance with disciplinary-specific publishing usual practices and all copyright laws. Where copyright permission is required, it is the responsibility of the student-author to obtain this permission in written form and s/he must be able to show this documentation upon

request. Neglect of these responsibilities, i.e., failure to properly cite, attribute, account for or reference non-original work, misuse of others' work, may violate plagiarism rules, copyright laws, or both.

Links to Graduate Bulletin and the Office of General Council website for copyright compliance:

<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>

<http://www.uakron.edu/ogc/PreventiveLaw/copyright.php>

The following are useful websites dealing with copyright issues:

<http://www.copyright.gov/>

<http://www.alpha.org/alpha/ισσυεσαδπογαχψ/χοπψριγητ/ινδεξ.χφμ>

<http://www.librarψ.υντ.εδυ/ρεσεαρχη-τοολς/συβφεχτ-γυιδεσ/χοπψριγητ/?σεαρχητερμ=χοπψριγητ>

<http://www.librarψ.υντ.εδυ/ρεσεαρχη-τοολς/συβφεχτ-γυιδεσ/χοπψριγητ/?σεαρχητερμ=χοπψριγητ>

<http://www.templetons.com/brad/copymyths.html>

<http://www.utsystem.edu/ogc/intellectualproperty/ccmcguid.htm>

<http://www.stfrancis.edu/cid/copyrightbay/>

<http://www.apa.org/about/copyright.html>

<http://www4.law.cornell.edu/uscode/17/ch1.html>

APPENDICES

APPENDIX A. SAMPLE COPYRIGHT NOTICE

© Year
AUTHOR'S NAME
ALL RIGHTS RESERVED

APPENDIX B. SAMPLE TITLE PAGE

TITLE

A Thesis or A Dissertation

Presented to

The Graduate Faculty of The University of Akron

In Partial Fulfillment

of the Requirements for the Degree

Master of _____ or Doctor of Philosophy or Doctor of Education

Author's Name

Month, Year

APPENDIX C. SAMPLE SIGNATURE PAGE (THESIS)

COMPLETE TITLE
 THAT MAY REQUIRE

THREE LINES

Author's Name

Thesis

Approved:

Accepted:

Advisor
 Name

Dean of the College
 Name

Co-Advisor or Faculty Reader
 Name

Dean of the Graduate School
 Name

Department Chair or School Director Date
 Name

ii

(page number will be at 1-inch bottom margin)

APPENDIX D. SAMPLE SIGNATURE PAGE (DISSERTATION)

COMPLETE TITLE
 THAT MAY REQUIRE
 THREE LINES

Author's Name
 Dissertation

Approved:

Accepted:

Advisor
 Name

Department Chair
 Name

Co-Advisor/Committee Member
 Name

Dean of the College
 Name

Committee Member
 Name

Dean of the Graduate School
 Name

Committee Member
 Name

Date

—

Committee Member
 Name

APPENDIX E. SAMPLE TABLE OF CONTENTS

TABLE OF CONTENTS

Page

LIST OF TABLES (if any)	ix
LIST OF FIGURES (if any)	x
CHAPTER	
I. INTRODUCTION (IF MORE THAN ONE LINE IS REQUIRED, SINGLE SPACE AND INDENT TWO SPACES)	1
Statement of the Problem	3
Importance of the Study	5
II. BACKGROUND OF THE STUDY	7
Historical Survey of Previous Work in the Area	9
Second-level Subheading	11
III. DESCRIPTION OF WORK OF THE WRITER	13
First-level Subheading	13
Second-level Subheading	15
IV. SUMMARY	25
First-level Subheading	27
Second-level Subheading	29
END NOTES (if any)	35
BIBLIOGRAPHY (if any)	37
APPENDIX (if any)	39
INDEX (if any)	50

APPENDIX F. SAMPLE LIST OF FIGURES

LIST OF FIGURES

Figure Page

1.1 Regression analysis	12
1.2 Comparison of the family therapy data to the individual therapy data	18
4.1 IR spectra (top) during the Step switch from He to 1%NO in He at 538 K. MS Response of effluents from the IR Cell, on (a) 4 wt% Pt/Al ₂ O ₃	50
(b) 4 wt% Tb-Pt/Al ₂ O ₃	51
4.2 Infrared spectra depicting the band growth during the pulse and flow chemisorption of NO at 323 K following reduction at 673 K on (a) TbO _x (b) 2 wt% Tb-Pt.....	64

APPENDIX G. SAMPLE OF MULTIPLE APPENDICES

Multiple appendix entries must have the heading “APPENDICES” typed above them in the TOC. Each appendix entry must include the heading “APPENDIX” and its title must be typed in all capital letters. For example:

APPENDICES	100
APPENDIX A. APPLES	101
APPENDIX B. ORANGES	102

APPENDIX H. CHECKLIST (PRELIMINARY SUBMISSION)

CHECKLIST

BEFORE SUBMITTING A PRELIMINARY COPY OF A THESIS OR DISSERTATION TO THE GRADUATE SCHOOL

WHAT TO SUBMIT:

Bring a preliminary copy of the manuscript to The Graduate School in the Polsky Building, Room

469. Submit by the posted deadlines for thesis or dissertation. Do not bind, staple, or hole-punch the document.

BE SURE YOUR MANUSCRIPT FOLLOWS THE REQUIRED FORMAT

Read the *Guidelines* before submitting the manuscript for a preliminary format check.

Areas to Watch in Formatting:

_____ Specified widths of margins are mandatory (top, bottom, right and left) on all material, including photographs, etc.

_____ Pages must be in numerical sequence.

_____ Copy must be organized in sequential order prescribed in *Guidelines* . . .

_____ Abstract (mandatory for dissertation) must not exceed 350 words.

_____ All titles (chapter, figure, table etc.) in the body of the text must read exactly as they do in the preliminary pages.

Title Page:

_____ Title must be typed in full capitals, double-spaced.

_____ Degree designation must be accurate.

_____ Degree date must be month and year Commencement held.

_____ Title page counts as page *i*, but number does not appear on page.

Signature Page:

_____ Title must be in full capitals, double-spaced.

_____ Must have all the required signature lines including signers' names (does not need to be signed for a preliminary check)

NOTE--If human subjects, animals involved: Evidence of approval of Human Protection Committee of The University of Akron. Letter should be included in Appendix.

NECESSARY FOR GRADUATION:

_____ Applied for Advancement to Candidacy (Departmental Office).

http://www.uakron.edu/gradsch/docs/ATC_masters.pdf (masters)

http://www.uakron.edu/gradsch/docs/ATC_doctoral.pdf (doctoral)

_____ Applied for Graduation (Registrar's Office).

<http://www.uakron.edu/gradsch/docs/Graduation.pdf>

APPENDIX I. CHECKLIST (FINAL SUBMISSION)

CHECKLIST BEFORE FINAL SUBMISSION TO THE GRADUATE SCHOOL

WHAT TO SUBMIT

THESIS

_____ One copy of the thesis submitted electronically to OhioLINK.

Including a copy of the Letter of Approval from the University of Akron Institutional Review Board for Protection of Human Subjects, as an appendix, if applicable.

_____ One perfect copy of the signature page, bearing all signatures except that of the Dean of the Graduate School and the date.

Accompanied by a note with the author's name, telephone number, and email.

DISSERTATION

_____ One copy of the thesis submitted electronically to OhioLINK.

Including a copy of the Letter of Approval from the University of Akron Institutional Review Board for Protection of Human Subjects, as an appendix, if applicable.

_____ One perfect copy of the signature page, bearing all signatures except that of the Dean of the Graduate School and the date.

Accompanied by a note with the author's name, telephone number, and email.

_____ A correctly completed copy of the “Survey of Earned Doctorates.”

The form can be found in the Graduate School, online at the Graduate School Thesis/Dissertation webpage or via the attached link.

<http://www.uakron.edu/gradsch/docs/DocSurvey.pdf>

APPENDIX J. REQUEST TO DELAY PUBLICATION OF THESIS OR
DISSERTATION

THE UNIVERSITY OF AKRON
GRADUATE SCHOOL
Request to Delay Publication of Thesis or Dissertation

Student Information:

Name _____

Program/Department _____

Graduation Date: _____

Street Address: _____

Phone Number _____

Email Address _____

I hereby request a delay in the electronic publication of my thesis or dissertation.

Title of thesis or dissertation: _____

Reason for requesting delay: ___ Patent Pending (signature of UA patent officer required)

Signature: _____

Title _____

___ Publisher Policy or NEOMFA in creative writing

(policy of journal or publisher must be attached if not NEOMFA)

Desired Delay End Date ____ / ____ / ____ (no greater than five years)

(Renewal requests are the responsibility of the student. They will not be made automatically)

The delay of publication request and the time of the delay period are appropriate.

Advisor Signature: _____ Printed Name _____ Date _____

Student Signature: _____ Date _____

Graduate School Signature: _____ Date _____

Date manuscript due to be released on OhioLINK: ____ / ____ / ____

BINDING YOUR THESIS OR DISSERTATION

Library Copies

Library copies are no longer required or accepted. However, some departments may request a bound copy for their records. Students should check with their departments to see if a thesis or dissertation needs to be bound for the department.

Personal & Departmental Copies

Should students want or need to have additional copies of a thesis or dissertation bound, they may submit manuscripts to a professional bindery or printing service. The University of Akron has a contract with The HF Group that allows students to submit manuscripts for binding at a discounted rate. Should students wish to use The HF Group, they will submit directly to the bindery.

See the following page for the The HF Group.

The HF Group - Ohio

8844 Mayfield Rd.

Chesterland, OH 44026

440-729-9411

440-729-9415 Fax

custservice-ohc@thehfgroup.com

BINDING PERSONAL COPIES OF THESES, TREATISES, AND DISSERTATIONS

INFORMATION AND TRANSMITTAL FORM

For \$25.00 per copy, students can order volumes bound in black with their names and date of graduation in gold lettering on the spine.

The HF Group will mail the bound copies directly to the student.

ALL SHIPMENTS FROM THE BINDERY MUST BE MADE TO AN U.S. DOMESTIC STREET ADDRESS.

International students and students leaving the country upon graduation must make arrangements to provide a domestic U.S. address.

Typical delivery schedules for binding require from 4 to 6 weeks from the date that the binder receives the manuscript

Please complete the form below, including a check or money order, and ship to:

The HF Group

8844 MAYFIELD RD

CHESTERLAND, OHIO 44026

DATE: _____ # of copies _____ x \$25.00 = \$ _____

Return Postage..... FREE

Amount Enclosed =\$ _____

Mailing Address (U.S. domestic only. Please indicate in care of addressee as appropriate.)
Copies cannot be delivered to post office boxes!

YEAR OF GRADUATION _____

(To be printed on spine – Example: 2005)

NAME _____

Print Legibly Please – (This will be printed on the spine)

ADDRESS _____

PHONE NO.

*** FRONT COVER LETTERING IS \$10.00 PER THESIS**
*** PLEASE NOTE THERE IS A \$10.00 FEE PER THESIS FOR**
RUSH
PROCESSING (Please mark the outside of box or envelope
“Rush”)

Academic Dishonesty

Students at The University of Akron are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. The University community is governed by the policies and regulations

contained within the Student Code of Conduct available at www.uakron.edu/student/aff/osd, in Carroll Hall 305, or by calling Student Judicial Affairs at 330-972-7021.

The University of Akron considers academic integrity an essential part of each student's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at The University of Akron.

It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A student who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

Source: *2008-2009 Graduate Bulletin* (2008), p. 22