



College of Education & Behavioral Sciences

Graduate Student Thesis/Specialist Project Guide

Fall, 2014

Note: Revisions to the guide were made through the efforts of CEBS Thesis committee members: Cynthia Mason (Counseling and Student Affairs), Kristin Wilson (Educational Administration, Leadership and Research), Carl Myers (Psychology), and Nancy Hulan (School of Teacher Education).

Any questions or comments regarding its contents should be directed to Jacqueline Pope-Tarrence, Associate Dean, Accountability & Research.

A Note to the Reader

This guide was created to help graduate students as they develop a thesis or specialist project. Although the purpose of the CEBS committee was to develop a helpful guide, it is by no means the only tool available for developing an effective thesis. For example, the following College of Education & Behavioral Sciences web link provides hints and tips related to theses/specialist projects: http://www.wku.edu/cebs/programs/graduate/thesis_project_guidelines.php

Furthermore, as a guide, it includes *guidelines* (rather than *musts*) for successful completion of the thesis. The only portion of this document that *must* be followed are the guidelines developed by the *Graduate School*. As you will see throughout this document, you and your thesis Chair should work together to determine what portions of this guide should be followed closely and what portions may not be as useful based on the type of research or study you are conducting.

Please keep in mind that this guide is a working document. As you use it, we invite you to provide us feedback regarding what parts of the guide were most helpful, what parts were not especially helpful, and what additional information you would have liked to have seen in this document.

We wish you success as you work to complete your thesis or specialist project!

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Introduction

*The fundamental principle of science, the definition almost, is this:
the sole test of the validity of any idea is experiment.*

-- Richard P. Feynman, Nobel Prize Laureate

*Research and education are two faces of the same coin...
indivisible at any moment in time*

-- Anonymous

The ability to read, understand, interpret, and conduct research has long been a cornerstone in graduate education. Cohen (2005) asserted the following:

We need to make clear to our policy makers that the higher education issues they do support—undergraduate education, workforce development, and academic research—do not exist separately from graduate education. . . . Graduate education is also a critical driver for academic research, a crucial initial stage in the development of technologies and processes that, once commercialized, can help spur economic development, create the industries and jobs of the future, and improve national defense and homeland security.

A thesis is a scholarly document reporting the structure and analysis of a research study in a particular field. Theses are required in graduate programs to allow students to demonstrate the ability to conduct a legitimate research project under the supervision of a qualified university faculty member. The final document should be a presentation of the study's (a) purpose, (b) relationship to current and past research, (c) specific approach and research strategy, (d) results, and (e) implications for practice in the field and for future research efforts.

A thesis is a scholarly contribution to the knowledge base of a particular field or area of study and should present new information on a subject or contribute by providing a unique analysis of data that already exist. The academic exercise of preparing and defending a thesis should develop in the student a broader understanding of the knowledge in a field and an enhanced appreciation for the efforts of researchers who have gone before.

The thesis is the capstone piece of evidence demonstrating the student's ability to apply the knowledge acquired during the program within the context of a research project. It should be submitted in both a format and writing style of such quality that it meets the scholarly standards set by the profession. The final document, or some version of it, should be worthy of publication within a professional journal. The thesis stands as a representative sample of the professional quality of the student, the Chair, members of thesis Committee, the program/department, the academic college, and the university.

Roles, Responsibilities, and Expectations

Graduate Student Advisor

The graduate student advisor and the thesis Committee Chair *may or may not be* the same individual. The graduate student advisor is the faculty member assigned to students when they are admitted to a specific program (Master's or Specialist). The graduate student advisor provides the designated program overview and advises the candidate on curriculum requirements and choices while providing current information on all thesis policies, guidelines, timelines, and deadlines. The graduate student advisor may also assist the student with the selection of the Thesis Chair who will agree to assume the responsibilities outlined in this section for the Thesis Committee Chair.

The Student

The student's minimum responsibilities and expectations for the thesis are as follows:

- Work with your Chair at all times.
- Be responsible for arranging all meetings with the Chair/Committee.
- Work with the Chair to decide on and develop your thesis topic.
- Complete the required CITI training through the Institutional Review Board
- Comply with the Institutional Review Board rules and regulations (http://www.wku.edu/compliance/irb_procedure.php)
- Assume primary responsibility for your research and your progress through the program.
- Acquire a copy of the most recent edition of the *Publication Manual of the American Psychological Association*.
- Complete and submit a signed copy of the CEBS College *Thesis and Specialist Project* checklist ()
- Write in a clear and correct form (e.g., organization, sentence structure, paragraphing, punctuation, spelling, grammar, capitalization, and abbreviations) as indicated in the most recent edition of the *Publication Manual of the American Psychological Association*.
- Assure correct form and accuracy of information in quotations, footnotes, tables, reference citations, reference lists, and other illustrative material as outlined in the most recent edition of the *Publication Manual of the American Psychological Association*.
- Adhere to the expectations of the scholarly community to document all sources appropriately and conform to university standards for academic integrity. This includes avoiding plagiarism, giving credit to the words and ideas of others, whether quoted directly or paraphrased, and reporting data accurately and completely.
- Meet the Graduate School submission deadline dates for thesis copies and other required documents each semester.
- Make thesis corrections as indicated by the Thesis Committee and the College Reviewer.

Questions to Consider When Selecting a Thesis Chair

- Is the professor knowledgeable in the area of research you plan to pursue?
- Will the professor work collaboratively with you to select a thesis topic?
- How long has the professor been at the university and how accessible is he/she for appointments (spring, summer, fall)?
- What are the graduation rates and placement records for this Chair's students?
- Does the professor encourage student professional organization membership and conference attendance?
- Does the professor encourage student conference presentations and are joint presentations with the professor a possibility?
- Does the professor encourage student publications and are joint publications with the professor a possibility?
- Does the professor assist students with obtaining research funding?

Tips for a Successful Committee Selection

- Choose Committee members who will maximize the assistance needed to complete the thesis.
- Choose Committee members who have an active interest in the research and who will be readily available for assistance during the projected thesis period.
- Your best sources of information are your fellow schoolmates who are working on or have recently completed their theses.

The Committee

The student must include individuals who possess expertise in conducting research, preferably in the content area. The Committee comprises three members, including the Chair. The student in conjunction with the committee chairperson selects at least two additional graduate faculty members. Typical Committee and member responsibilities would include:

- Thesis Chair
 - Works directly with the candidate throughout all phases of the research project and is the student's primary consultant, advisor, and advocate throughout the thesis process.
 - Assists and advises student about the graduate school requirements and deadlines.
 - Requires student to use the *Publication Manual of the American Psychological Association* as the authoritative source for formatting.
 - Oversees the Institutional Review Board (IRB) process and requires the candidate to meet all deadlines and requirements.
 - Assists student in selection of qualified Committee members.
 - Reads and approves all documents submitted by the candidate before distributing to Committee members.

- Leads and directs all thesis Committee meetings.
 - Serves as conduit and recorder of Committee information and recommendations throughout thesis process.
 - Ensures Committee’s recommendations are addressed.
 - Protects student during work and from personality conflicts.
 - Conferences with and prepares student for defenses, debriefs the process, and advises student on protocol.
 - Prepares candidate for the thesis defense and meets with student afterward.
 - Assists student with preparation for submitting document to the College Reviewer.
 - Ensures candidate has properly completed all documents/forms required by the graduate school.
- Methodologist (if deemed necessary by Chair)
 - Contributes expertise and guidance in quantitative or qualitative methodologies.
 - Follows guidelines for “Each Committee Member.”
- Each Committee Member
 - Reads submissions by student (approved by Chair) and provides timely feedback.
 - Attends all meetings or, in case of absence, confers with Chair both pre- and post-meeting.
 - Remains independent in assessments, feedback, and votes.
 - Acts as a resource on various sections of the thesis.
 - Ensures quality of the work that is approved and signed.

Procedural Steps

A number of procedural steps are involved in completing the thesis or specialist project. The time it takes to complete each step can vary greatly, depending on such things as the speed and quality of a student’s writing, the time it takes for the thesis Chair to provide feedback on written drafts, or the length of time needed for data collection. In general, however, developing a quality thesis is time-consuming work and typically takes a year or two to complete.

A first step is to select a research topic and a thesis Chair. Some graduate students develop their own research ideas and then find a thesis Chair who is willing to guide the research process. Other students pick a thesis Chair first who either assists the student with finding an appropriate topic or provides the student with a research topic, typically based on the faculty member’s research interests. It is important for the student to discuss with the Chair in which course to enroll to obtain credit for the thesis or specialist project and when to enroll. Typically, a grade of IP (In Progress) is given during a session in which the student enrolls in a thesis course, and a grade is changed when the thesis is entirely completed. Theses and specialist projects are graded on a Pass/Fail basis.

A second step is to develop the research topic by completing a review of the literature. The literature review provides the student with familiarity on various aspects of the topic and helps formulate the problem to be addressed. That is, by determining what research already has been completed on a topic, the student will have a better idea on what research questions still need to be answered. At some point early in the thesis process, the student, in conjunction with the thesis Chair, picks two other faculty members to be on the thesis Committee. All Committee members must have Graduate Faculty status. Some thesis Chairs and potential Committee members may want a prospectus to be developed by the student. The prospectus contains a brief overview of the intended research project that faculty can review and then decide whether they want to serve on the thesis Committee.

While reviewing the literature, organizational strategies are needed to keep track of information about the related research studies (e.g., brief description of each study and results) in order to be able to sort and organize the information when writing the literature review. Typically, the literature review starts broadly (e.g., general issues related to the topic), gradually becomes more specific (e.g., critical reviews of closely related research studies), and finally brings the reader to the need for the student's particular research topic. The student should expect multiple revisions to the literature review based on feedback from the thesis Chair.

The proposal phase of the thesis or specialist project requires not only a well-developed Literature Review, but Research Questions and/or Hypotheses, a detailed Method section, Data Analysis section, References. Different thesis Chairs have different preferences for how the research questions should be addressed. Some Chairs may want the student to form specific questions to be answered by the student's research project. Others will require hypotheses to be made about the expected results. Some Chairs may require both. The Method section explains exactly what the research project will entail. Three parts or headings are typical for the Method section: Participants, Instruments, and Procedure. Finally, a Data Analysis section, typically written in future tense, is included in the proposal in order for the student and Committee members to understand how the obtained data will be analyzed or interpreted. (Note that, after the proposal, the Data Analysis section is converted to past tense and becomes the basis for the Results section of the thesis.) The important aspect for all parts of the thesis proposal is detail. The sections must be written very clearly so that anyone will easily understand what is planned.

At this point, the student's thesis proposal is complete and ready to be defended and the student distributes copies of the proposal to the Committee members. A specific date, time, and room for the proposal meeting also need to be arranged by the student with all Committee members. Typically, the Committee members need at least one to two weeks between the time they receive the document and the proposal defense. At the meeting, the student presents a brief overview of the Introduction/Literature Review, the Research Questions/Hypotheses, the Method section, and the Data Analysis. The Committee members provide feedback on all aspects of the written product and the planned research.

Once the Committee has accepted the proposal, the student must seek Institutional Review Board (IRB) approval. The application needs to be completed well in advance of the student's intended data collection (irbnet.org). Applications are typically due by the first day of the month in order to be considered for the monthly meeting of the review board. If funding is

needed to support the research project, the student can also apply for funding through the Graduate School Office once IRB approval is given. *Currently, up to \$2000 is available for graduate student research* (http://www.wku.edu/graduate/aid/research_grant.php)

Once all approvals for the project have been obtained, data collection may begin. Upon completion of data collection, the student writes the Results and Discussion sections of the thesis. Again, multiple revisions should be expected. Students must follow the graduate school guidelines to ensure proper formatting (e.g., page numbering, margins, type of font, order of sections) of the thesis.

At this point, the student can begin to plan for the thesis defense. Again, the Committee members are to receive the completed thesis at least one to two weeks before the scheduled meeting, depending upon the committee members preferences. In addition to the main sections of the thesis (e.g., Introduction/Literature Review, Method, Results, Discussion, References), the complete thesis also includes preliminary pages (i.e., title page, signature page, acknowledgements, table of contents, lists of tables and figures, abstract) and appendices (e.g., IRB approval letter, data collection forms). The thesis given to the Committee members should be a polished edition of the student's work, not a rough draft. The student presents the research project and the Committee members comment and question the student about the work. It is suggested that the student have a copy of the signature page for the Committee members to sign upon successful defense of the thesis. The Graduate School also requires Form E with signatures from the Committee members. Additionally, the student must complete and submit the copyright permission form/college reader approval form for the Graduate School.

After the thesis defense, the student, in consultation with the Chair, is expected to make the corrections and revisions suggested by the Committee members. Once the corrections are made, a copy is submitted to the CEBS Dean's office for review. Theses/Specialist projects are due to the CEBS college reviewer (Dean's Office) two weeks prior to the graduate school due dates. Again, corrections indicated by the Dean's office are to be made by the student. It is the student's responsibility to ensure that all additional forms required by the Graduate School Office are submitted with the thesis/specialist project.

A Visual Guide to Completing the Thesis

1. Committee Formation Phase

- Select Research Topic
- Select Thesis Chair
- Complete Form G and submit to the graduate school

2. Literature Review/Prospectus Phase

- Develop **Introduction** and begin **Literature Review** (begin process of properly formatting document and continue throughout the thesis project)
- Develop Prospectus (if requested by Chair)

3. Proposal Phase

- Complete **Introduction** and **Literature Review**
- Develop **Research Questions/Hypotheses**
- Develop **Proposed Method Section**
- Develop **Proposed Data Analysis**
- Complete preliminary **Reference List**
- Set meeting for proposal defense
- Provide proposal to Committee members
- **DEFEND PROPOSAL**

4. Data Collection and Analysis Phase

- *Complete the Institutional Review Board (IRB) application and wait for approval BEFORE beginning to collect data*
- Seek Graduate School funding (if desired)
- Collect and analyze data
- Revise earlier thesis pieces to read PAST tense versus FUTURE tense
- Complete **Results** and **Discussion**
- Complete preliminary pages and **Appendices**
- Continue to work with Chair to revise thesis until it is well-polished

5. Thesis Defense Phase

- Set meeting for Thesis Defense
- Provide Committee members polished copy of thesis well in advance of defense
- **DEFEND THESIS**
- Bring **Signature Page** and Graduate School copyright/college reader approval form to be signed by Chair and Committee members

6. Post-Defense Phase

- Make final corrections/revisions requested by Committee
- Submit thesis to CEBS college reviewer, along with the signed college thesis/specialist project checklist and the graduate school copyright permission/college reader approval form
- Make final corrections/revisions requested by Dean's Office
- Submit thesis to the graduate school

Thesis Content Guidelines

In final form, the thesis resembles a publication in a scientific journal, but it is usually longer and more detailed than most journals will publish. It is arranged in three main sections: prefatory materials, text, and appendices (optional). The number of parts within these sections may differ depending on the design of the thesis.

Prefatory Materials

Title Page – A page number does not appear on the Title Page in the thesis but it does count as page "i" of the prefatory materials. All of the information contained on this page is centered and every letter of every word in the title is capitalized. Genera and species names appearing in the title are italicized. Inclusion of the authority for scientific names is optional. The full legal name of the author of the thesis is used to ensure proper identification. If the title is long, a shorter title may have to be prepared for embossing on the spine of the binder. The title should be no more than two lines long. APA suggests an inverted pyramid formation of the title, if possible.

Signature Page – A page number does not appear on the Signature Page in the thesis but it does count as page "ii" of the prefatory materials. After successful defense of the thesis, the signatures of the examining Committee will be entered on the page along with the date of the thesis defense.

Acknowledgments – This optional page is numbered "iii" and the number is centered at the bottom of the page. All other prefatory sections follow this same page numbering rule. Acknowledgments of help received from others are indicated in this section. It is appropriate to mention help, suggestions, and criticisms that you may have received from your Advisor, Committee, and others. Other acknowledgments may include mention of help with photography, illustrations, equipment, laboratory work, fieldwork, and financial support.

Table of Contents – This page should list major Headings and Subheadings using the same wording and capitalization as appear in the text. The first page numbers where each Heading/Subheading appears should be provided. Note that as revisions and edits occur through the thesis process the Table of Contents page may need revising as well.

List of Tables – This list should use the same wording and capitalization of each table as they appear in the text. The page number where each table appears should be provided. Note that as revisions and edits occur through the thesis process this page may need revising as well.

List of Figures – The list should use the same wording and capitalization as appear in the text. Note that headings for figures in the document are formatted differently from headings of tables. Follow APA formatting. The page number where each figure appears should be provided. Again, note that as revisions and edits occur through the thesis process this page may need revising as well.

Abstract – The abstract is summary in nature and should not exceed the specified word count according to the Graduate School. It includes the purpose of the study, the topics investigated, the methods used, the results obtained and their significance, and the major conclusions from the research.

Suggested Outline for Text

Several Points to Note: a) *The first three chapters are typically developed for the proposal defense.* b) *Some thesis Chairs may request that Chapters 1 – Introduction and 2 – Literature Review be combined into one Chapter.* c) *The outline below works best with theses based on quantitative analysis; students writing theses based a more qualitative approach may follow a modified outline under the direction of their thesis Chair and Committee.*

Chapter 1: Introduction (Beginning with pg. 1, centered at the bottom of the page)

- A. Provide a general introduction to the issue or research topic.
- B. State the problem and provide background information. Explain why the problem is significant.
- C. Briefly cite literature that highlights how the most recent research has addressed the problem and note similarities, differences, and/or limitations in Method or findings that have drawn you to study or research the problem. Definitions of key terms for and known limitations to your study may be noted here or in the Literature Review.
- D. Give specific reasons why your proposed research is important and how it will contribute to the discipline.

Chapter 2: Literature Review

- A. Historical Background – Put things in perspective. This is more than just a chronology. What are the major issues and/or controversies that impact your study? Include the background on all relevant variables. This background can be brief or longer, depending on your study and the wishes of your Committee.
- B. Theory or Discipline Relevant to Research Questions and Hypotheses – Your study rarely takes place in a theoretical vacuum. Describe the theoretical framework or discipline that forms the basis for your problem and that will guide your study.
- C. Current Literature Relevant to Research Questions and/or Hypotheses – This is a critical analysis and synthesis of the literature, not just a listing of current research. Include in this section an organization of the literature relating to similar concepts or theories, or a historical analysis of the research field. Be sure to incorporate discussion of strengths of method in previous studies on which you are building or the weaknesses you are hoping to avoid.

- D. Include descriptions of information that is not available to you but that is important in explaining the outcome of the study. For example, are you using data from a test where you must assume that the test was administered in a standardized fashion? If so, include this information here. On the other hand, if you are administering the test yourself or will have control over the examiners, then you do not have to make this assumption. Instead, you will write about how you will deal with standardized test administration in your Procedure section.
- E. Major Research Questions and/or Research Hypotheses
1. Some Committees/Chairs prefer either research questions or hypotheses. Some may wish for you to include both.
 2. Hypotheses and/or Research Questions should be written using constructs (e.g., hypothesizing gender differences in depression) rather than tests/measurements (e.g., hypothesizing gender differences on the *Beck Depression Inventory*).
 3. Hypotheses and/or Research Questions do not include reference to statistical significance.
 4. Hypotheses are not simply restatements of your research questions in testable form. Research questions are typically more general; hypotheses are more specific.
- F. Summary and Transition to Chapter III

Chapter 3: Method

- A. Provide a brief restatement of the purpose of the study.
- B. Research Design
1. Include a general description along with possible threats to internal/external validity.
 2. Include operational definitions of all variables—dependent and independent.
 3. It is often useful to include a diagram/figure of the design (especially for experimental studies).
- C. Description of Participants
1. Be sure to inform the reader that proper approval from the Institutional Review Board was obtained.
 2. Subjects should be described in enough detail so that the reader can visualize the subjects.
 3. The method used to select the sample should be described in detail. If a sample of convenience is used, this should be explicitly stated.
 4. If there were attrition, state the number of subjects who dropped out, the reasons for the attrition, and information about the dropouts.
 5. If a survey is used, the rate of the return should be stated along with a description of procedures used to follow-up and a description of nonresponders.

- D. Description of Procedure – The procedure you followed in gathering data should be described in enough detail that it could be replicated by any future researcher.
- E. Description of Instrumentation/Measurement Procedures
1. If an unpublished instrument or new measurement technique is used, describe it in detail.
 2. Published instruments or techniques that have been used before should be referenced appropriately.
 3. Briefly describe the traits measured, the format, scores, and direct observation technique employed.
 4. Evidence of reliability and validity related to each instrument/measurement procedure should be stated explicitly. If this information is not available from prior studies, piloting of the instrument/procedure should be conducted prior to data collection for the study, unless piloting is the purpose of the thesis itself.
 5. If an observation or interview process is used, the process should be fully described.
- F. Data Analysis and Display Procedure
1. A rationale for choosing statistical or other analyses, as well as alpha level(s) for statistical comparisons, if appropriate, should be provided.
 2. For a qualitative study, describe procedures used to build trustworthiness of the findings.
- G. Additional Sections – Information as prescribed by the Chair to fit the method of the study and the problem studied.

Chapter 4: Results

- A. Restatement of Research Questions (Hypotheses)
- B. Description of Results
1. Use an outline to organize results.
 2. Each research question/hypothesis is restated followed by the results of the data analysis that provides answers to that question/hypothesis.
 3. Suggested order of presentation of results (may vary depending on nature of analyses):
 - a. Descriptive statistics (includes means, standard deviations, etc.)
 - b. Primary inferential statistical analyses
 - c. Post hoc and other secondary analyses
 4. Data - Organize data into tables or graphs where appropriate. Each table/graph must be referenced in the text. All tables should be self-explanatory. *Tables and graphs should be embedded within the body of the document.*

Chapter 5: Discussion

A. Review of the Results

1. Describe the results for each research question/hypothesis briefly and in non-statistical terms.
2. Integrate your results with your Literature Review – Point out consistencies and inconsistencies with those reported in the literature cited earlier.
3. It is appropriate to speculate on the meaning of the results; however, care must be taken not to overgeneralize the implications of the results.

B. Limitations – A limitation is either a weakness or handicap that potentially limits the validity of the results or a boundary to which the study is confined (Pyrzczak & Bruce, 1992). Often limitations include a statement about generalizability of results or other controls that may be impossible to meet. For example, if you had to use intact groups rather than randomized selection, what impact did this likely have on your results? *All studies have limitations; just acknowledge them.*

C. Recommendations for Future Research and/or Practice – Provide specific guidance as to why the proposed research or change in practice is needed and what form such research/practice should take.

D. Conclusions – Provide a final summary paragraph of your study and its implications.

References – The APA style manual calls for a listing of only those references that were cited **within the pages** rather than a complete bibliography. Be sure to follow APA format for these references.

General Suggestions:

- a. The *Publication Manual of the American Psychological Association* should be used to provide guidance. Remember, the *Manual* is for not only reference citation form, but provides suggestions for format, style, etc. For disagreements in style, however, the graduate school document supersedes APA style. Remember, APA is generally for journal articles, but there is a chapter in the *Manual* that relates to theses.
- b. Make generous use of divisions and headings to help organize your writing. Students seem to have the greatest difficulty with transitions from one idea to another. Have someone else read your work and provide feedback as to the flow of ideas. Proof for ideas as well as mechanics.

THESIS/SPECIALIST PROJECT SUBMISSION CHECKLIST

(To be completed and submitted to the college reviewer, along with an electronic copy of the thesis/specialist project no later than two weeks before the graduate school due date)

STUDENT NAME _____ WKU ID _____

For each statement below, check the box to the right if you have completed it.	<input checked="" type="checkbox"/> if “Yes”
1. I have used <i>Word’s</i> “Spelling & Grammar” feature to review and correct all mechanical /grammatical errors in the text.*	
2. I have verified that all citations appearing in the <i>References</i> section appear in the text and all citations appearing in the text appear in the <i>References</i> section.	
3. I have conducted a final review of my paper to verify that the spelling of authors’ names and citation years are consistent within the text and in the <i>References</i> section.	
4. I have reviewed the text to ensure all references adhere to the <i>basic citation styles</i> indicated in the current APA manual (Table 6.1 of the 6 th edition of <i>APA’s Publication Manual</i>)	
5. I have reviewed the current <i>APA Publication Manual</i> and to the best of my ability completed each citation in the <i>References</i> section according to its guidelines.	
6. I have verified that all mandatory sections of the document (e.g., title page, signed signature page, table of contents, abstract, etc.) are present, formatted correctly, and appear in the correct order.	
7. I have verified that the <i>Abstract</i> is no longer than 350 words.	
8. I have verified that the document font is correct (Times New Roman, Arial, or Courier), margins meet guidelines, (Left, 1.5 in; Top, Bottom, Right, 1.0 in), and layout of standardized pages (e.g. title, abstract) is correct.	
9. I have verified that Roman and Arabic numerals appear on the appropriate pages and numerals appear at the bottom center of each appropriate page, and that the page number font is the same as the narrative font.	
10. I have verified that all page numbers listed on the <i>Table of Contents</i> and other “ <i>List of ...</i> ” [†] pages are correct.	
11. I have verified that the Degree, Department, and Date of Graduation on the title page are correct.	
12. I have verified that all boilerplate language (e.g. title page, abstract headings) and section headings are spelled correctly.	
13. I have verified that the title appears on the title page, signature page, and abstract page in all CAPITALS and identically on each page.	
14. I verify that I followed the graduate school guidelines for thesis/specialist projects. http://www.wku.edu/graduate/students/	
15. I affirm that this paper is based on my own work/ideas and any ideas I have borrowed from others have been properly cited in the text and <i>References</i> section.	
By my signature, I attest that I have completed and reviewed each of the above items with my chair.	

Student Signature _____ Date _____

To the best of my knowledge, the student has completed each of the above items.

Chair Signature _____ Date _____

**Note: When using this feature, be sure that the “check grammar” box is activated.*

†List of Figures, List of Tables, List of Illustrations

References

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- Lunenburg, F.C., & Irby, B. (2007). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin.