

Guide for Preparation of Theses and Research Projects

Fall 2020

Graduate School

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The *Guide for Preparation of Thesis and Research Projects* is designed to assist Minot State University graduate students when writing their thesis or research project. The first two chapters discuss student and committee responsibilities and procedures, while the remainder of the manual focuses on style and format of the final writing. This guide uses the *APA Manual Publication Manual of the American Psychological Association, 7th ed* (here after referred to as the *APA Manual*). Copies of the *APA Manual, 7th ed.*, are available in the MSU Bookstore.

The guide focuses on preparation of theses. Research paper guidelines are similar, but students should consult with their committee chair for specific program requirements. The guide, itself, provides the reader an example of APA manuscript style.

Chapter 1

Responsibilities

Final Requirement Options

Early in their studies, students should discuss with their program advisor the program options for the final requirement. The options requiring a formal writing project, following guidelines from the MSU Graduate School, include the Thesis (599) and the Research Project—Applied/Action (598).

Completing a master's Thesis (599) demonstrates research competencies, involves direct research experience, and strengthens students' potential application to Ph.D. programs. While completing a master's thesis, the student learns how to research published literature in a targeted field, how to write for a scholarly audience, and how to present one's work in writing and in public forum. In addition, the student will learn more about a select topic than one would learn in a classroom. The thesis involves individual research that is more intensive and in-depth and requires a longer timeline to complete. Generally, three or more semesters are required for thesis completion. Required elements of the thesis are a proposal, paper, and formal oral defense. Students who wish to pursue a doctorate are strongly encouraged to consider the thesis option if offered by the program. The written document follows the five-chapter structure with an introduction, literature review, methodology, findings, and summary/conclusion. All these are submitted to ProQuest for archiving.

The Research Project—Applied/Action (598) is a practical, problem-solving approach often focused on immediate problems or issues within the discipline. The research project may be a client-based project resulting in confidential findings used by the client to make decisions and establish strategy. The results are usually only shared through internal reports with those

who need the results; however, they may be shared more broadly through professional conferences and trade/industry publications (e.g., case studies, articles, etc.). The research project requires more independent work than a class project but is less regimented than a thesis. Real-world applications, practice development, experiential learning, and applied research are examples of the 598 Research Project. Required elements of the research project are a proposal, paper, and final oral presentation. The written document usually follows the five-chapter structure with an introduction, literature review, methodology, findings, summary/conclusions. Students should consult with their project advisor for departmental requirements for the written document. The final copy is archived within the Graduate School and academic department and may be submitted to ProQuest. Completion of the research project generally takes two or more semesters.

The Graduate Committee

Students completing a thesis are required to form a three-member committee, and students completing a research project are required to form a two-member committee. The committee possesses both advisory and judgmental responsibilities regarding the thesis or research project. The student selects the chairperson first. The selection should be based on technical expertise and on personal compatibility. Chairpersons may be changed if the student's research interest changes, or if the chairperson and student find themselves incompatible for any reason. The composition of the committee varies with each discipline, but the chair and most members must hold terminal degrees. No more than one professional graduate faculty member OR one graduate faculty member holding a master's degree may serve on a student's committee. Thesis committees must include one faculty member outside the student's program. Committee members are typically selected by the student and the committee chairperson and must be

approved by the department chairperson and the head of the Graduate School.

The Student

The student's thesis or research project is the written record of the research conducted. It should provide evidence of the student's ability to independently perform original research. The student assumes the following responsibilities for the thesis or research project:

1. Consulting frequently with the graduate committee chairperson during all phases of the research, including planning and preliminary activities.
2. Meeting with graduate committee members and soliciting input from them.
3. Complying with MSU's Institutional Review Board (IRB) policies and procedures governing research with human subjects. Permission or waivers for the research must be obtained prior to the collection of data.
4. Preparing the document in a scholarly manner as outlined in this manual and the *APA Manual*.
5. Meeting deadlines as printed in the *MSU Graduate Catalog*.
6. Submitting the proposal to graduate committee members at least one week prior to the proposal meeting.
7. Distributing the entire document to graduate committee members at least one week prior to the defense meeting.
8. Obtaining a final review from the Graduate School prior to uploading the final paper to ProQuest.

The Graduate School will only accept papers prepared in APA manuscript style using the *APA Manual*.

The Graduate Committee Chairperson

The graduate committee chairperson and student share responsibility for the quality of the thesis or research project and for ensuring that the thesis or research project is submitted according to APA manuscript guidelines. The chairperson assumes the following responsibilities for the thesis or research project:

1. Guiding the student in the identification of a relevant research topic.
2. Aiding the student in the selection of appropriate design and methodology.
3. Ensuring that proper forms are filed with the Institutional Review Board (IRB).

Forms are available from the IRB website which can be accessed from the Graduate School website. (Note: Faculty overseeing student research are required to have current CITI training to supervise their students in research projects involving human subjects. CITI training information is available on the IRB website.

Questions may be directed to the IRB chair at irbchair@minotstateu.edu)

4. Supervising the student in the review of literature, collection of data, and analysis or interpretation of results.
5. Serving as chairperson for proposal and defense meetings. During these meetings, the chairperson should maintain a reasonable flow of questioning and conduct the proceedings in an atmosphere of professional integrity.
6. Filing proposal and defense forms in the Graduate School Office in a timely fashion.
7. Reviewing the student's final paper for thoroughness, grammatical correctness, and APA manuscript accuracy; and signing the Thesis or Research Project Checklist **before** the student submits the paper to the Graduate School Office for the final review.

8. Grading the thesis or research project at the conclusion of the term. If the student has not successfully completed the research, including the defense, the graduate committee chairperson shall award an “X” (in progress) grade. The chairperson will replace the “X” grade with an appropriate letter grade upon completion of the research project.

The Graduate Committee Members

Other faculty members serving on the Graduate Committee are usually selected for their expertise in the specific content area such as research design, data analysis, or editing.

Responsibilities of the remaining committee members may vary considerably. Overall, the other committee members assume the following responsibilities for the thesis or research project:

1. Aiding the student and the graduate committee chairperson by assisting in their areas of expertise.
2. Meeting with the student as needed and offering advice as appropriate.
3. Preparing for and attending all scheduled proposal and defense meetings.
4. Signing to indicate approval of the proposal presentation and the defense meeting.

Chapter 2

Procedures

Proposal

Prior to conducting research for a thesis or research project, the graduate student must present the proposal to their graduate committee for approval. The proposal is a draft, and typically contains a statement of the problem, a literature review, and a suggested method for examining the problem. During the proposal presentation, the committee meets with the student to discuss the proposed research, revises the plan, and approves or disapproves the research proposal. Most of the discussion will focus on the feasibility of the proposed design. In addition, the student must demonstrate familiarity with relevant literature. Committee members should assure that the problem is of reasonable scope for a graduate thesis or research project. Finally, the committee should discuss ethical implications, the availability of resources, and timelines as they pertain to the study.

When the student and the committee chair agree that the proposal is ready for the full committee to review, the student is responsible for scheduling the proposal meeting according to the timelines outlined in the Graduate Catalog and for preparing the Proposal Presentation form (available on the Graduate School website) and submitting it to the committee chair. All committee members must approve the student's proposal. Upon completion of the proposal presentation, the committee chair will indicate if the proposal has been approved or not approved, secure committee members signatures, and submit the original form to the Graduate School.

Institutional Review Board

After approval of the thesis or research project proposal, the student must obtain

approval from the Institutional Review Board (IRB) for any research involving human subjects. Typically, the IRB requirement is limited to completion of the [IRB Exempt Status Review Form](#). Exempt Status reviews are completed by the IRB chairperson or designee and are returned within 14 days. If the research involves use of identifiable information, a protected population, or potential risk to the subjects, an [Expedited or Full-Board Review](#) may be more appropriate. Expedited reviews have a 14-day review time while Full Board reviews may take more than a month, depending on the timing of the request.

Students should consult with their committee chair to determine the appropriate form. The appropriate IRB review forms are available on the IRB website. Students should submit protocols in a timely fashion. Data collection may not begin prior to approval from the IRB. The MSU Graduate School will not accept any thesis or research project involving human subjects without the appropriate IRB approval and documentation. Questions about IRB should be directed to the IRB Chairperson at irbchair@minotstateu.edu.

Defense

At the conclusion of the research and writing process, the student will schedule a defense in compliance with the Graduate School timelines. The defense is a formal process structured so that the student presents a summary of the thesis or research project. The student also describes major findings, conclusions, and recommendations for further research. Committee members pose questions to the student about the research, focusing on findings, the research process, and conclusions of the study. Editorial issues should be addressed at the conclusion of the defense. The defense is open to the public.

After the presentation, the committee members will evaluate the student's defense in the absence of the student and other audience members. The committee may approve or reject the

thesis or research project, and the decision is recorded on the thesis or research project defense form. If a committee member casts a dissenting vote, the member must sign the appropriate line on the defense form. Only one dissenting vote is allowed for the thesis or research project to pass. The student is notified immediately of the committee's decision.

After passing the defense, the student is required to make the corrections that were requested by the committee. Students are encouraged to use the Thesis/Research Project Checklist as a guideline when making final corrections. Also, the student and student's committee chair must review and sign the Final Submission Cover Sheet that accompanies the thesis or research project to the Graduate School for final review.

The Graduate School reviewer may return the thesis or research project to the student to make required changes. The Graduate School review will include only those items included on the Thesis/Research Project Checklist.

Chapter 3

Components of Theses and Research Projects

The components of a thesis or research project are the

- Title Page
- Copyright page (or blank page)
- Approval page
- Abstract
- Acknowledgments
- Table of Contents
- List of Tables (if required by program)
- List of Figures (if required by program)
- Chapter 1 Introduction
- Chapter 2 Review of the Literature
- Chapter 3 Methodology
- Chapter 4 Findings
- Chapter 5 Discussion and Conclusion
- References
- Appendices

The specific nature of some of the components of a thesis or research project will vary with the type of study, but the basic purposes of these components are standard. Students can find detailed instructions in the *APA Manual* for the Title Page, Abstract, and Appendices (Chapter 2), Tables and Figures (Chapter 7), and References (Chapters 9 and 10). An example of the Title Page is provided in Appendix A.

Copyright Page

Under the Copyright Act of 1976, an unpublished work is copyrighted as soon as it is written. Copyright protection is “an incident of the process of authorship” (U.S. Copyright Office, 1981, p. 3). An author owns the copyright on an unpublished manuscript until it is formally transferred. Inclusion of a copyright page in the thesis or research project is optional. The thesis or research project is an unpublished work; inclusion of a copyright page is not necessary to retain the copyright protection afforded authors of unpublished works. Legal action in a case of suspected infringement requires registration of the copyright.

Inclusion of a copyright page in a thesis or research project does not constitute such registration; rather, a formal procedure for registering a copyright must be followed. Nonetheless, inclusion of a copyright page in the thesis or research project does convey to anyone obtaining a copy of the thesis or research project that the author intends to retain or enforce her/his copyright protection and may help to prevent infringement.

Committee Page

The Committee Page presents the name of the student submitting the thesis or research project, the student’s graduate committee members, and the date of the thesis or research project defense. Students should follow the format shown in Appendix B for the committee page.

Acknowledgments

Writers must be sure to acknowledge assistance they have received. This section has two purposes. The first is to express appreciation publicly to persons, groups, or institutions that assisted in the performance of the research. The second is to make clear the contributions others made to the research. If the research was supported through a grant, acknowledgment of the support is usually required. The acknowledgments should include the agency or organization

that provided the grant and the serial number of the grant. Some types of support are usually not acknowledged in papers but are acknowledged in theses. Typically, the work of assistants is not acknowledged unless they made significant contributions. Personal support (i.e., family, friends, etc.) is typically not acknowledged in a paper. However, in a thesis or research project, assistants and personal support usually are acknowledged.

Table of Contents

The Table of Contents begins with listing of the Abstract; the Title Page and Approval Page are not included. The style of the text should match the level of the heading. For the preliminary parts, treat their names as level-1 headings. Headings are discussed and illustrated in Chapter 2 of the *APA Manual*. The same applies to the References and Appendices. Note that the Table of Contents is not listed in the Table of Contents.

For the chapters of the thesis or research project, you are not required to list all levels of headings in the Table of Contents. You should list the levels that will easily guide readers to the various parts of the thesis or research project. Generally, you should list at least through level-2 or level-3 headings. Whatever levels are chosen for inclusion in the Table of Contents, those same levels should be shown for each chapter (when they exist). The heading on the Table of Contents page is bold and centered. The word “Page” is italicized and aligned with the right margin. An example of a Table of Contents is provided in Appendix C.

List of Tables and List of Figures

Some programs may require inclusion of a List of Tables and/or a List of Figures. Format these lists like the Table of Contents, using the Table or Figure titles and page numbers. APA does not address List of Tables or List of Figures.

Pagination

APA 7th edition requires numbering pages using Arabic numbers beginning with the title page.

Chapter 1 Introduction

The introduction is the beginning of the paper proper. In a thesis or research project, it is the first chapter. The introduction should establish the framework for the research so that the reader can understand how it relates to other research. It should include answers to basic questions, such as who, where, when, how, and why. The writer should proceed from the more general to the more specific. A general research problem is identified, and then within this problem a specific research question (or set of questions) is presented. A background for these questions is presented from the literature (to a limited extent compared to the next chapter). Answering the research question constitutes the objective of the research.

The challenge in developing the introduction is to frame the research question in the most logical and economical manner possible. Because many write the introduction first, there is a tendency to write expansively (too much breadth) and at length, producing an introduction that is diffuse and overextended. If a broad background must be presented, it should be given in a background section that follows the introduction. Some argue that it is best to write the introduction after some of the more “concrete” parts of the thesis or research project are written. This makes some sense given that the goal of the introduction is to lay the foundation for what follows. If the introduction is written first, it must be edited carefully after the rest of the thesis or research project is written.

Chapter 2 Review of Literature

The Review of Literature chapter provides a systematic and thorough review of relevant

background information from the literature. Thus, this chapter will include numerous reference citations. APA manuscript style employs the in-text citation method (see Chapter 8 in the *APA Manual*). Much of the background will directly relate to the research problem and question, as presented in the Introduction; here it is presented with greater breadth and depth. Also, this chapter may include relevant background material that is even more general. Defining your audience is central in deciding what general background information to include.

In structuring this section, students should start with the more general background and move to the more specific. Starting with the general material will familiarize a generally literate audience with the important concepts, processes, and terms that are part of the specific field. Thus, the reader will get more out of the more specific background that follows.

Chapter 3 Methodology

The Methodology chapter of a thesis or research project is straightforward, clearly describing the methods used in the research. Here again, the audience determines the level of explanation needed. In any case, the reader should be able to use this section to duplicate the study. Below are brief descriptions of typical components of the Methodology chapter; these are not necessarily required subheadings.

Research Design

For a complex study, the Methodology chapter may begin with a description of the research design so that the reader can understand the relation of the separate procedures to the various sections of the methods, and to the research overall. In very complex studies, this may be detailed enough that a separate subheading is justified. In other cases, describing the research design may consist of an introductory paragraph that outlines what follows in the chapter.

Materials

In experimental studies, describing materials used is important. The exact state, purity, etc., of the materials may be very important. Readers who are knowledgeable in the field should not be left wondering whether the proper materials were used.

Description of Procedures

This section should describe the operations or measurements performed before and during a study. Preliminary or preparatory procedures that lead up to the main experiment or sample collection should be described. The central or experimental procedures are those that address the research question(s). Procedures range from very simple collection and testing techniques to highly specialized and complex procedures. There may be cases where a procedure is standardized such that it is not necessary to fully describe it (consider the audience). Even if it is standard, the author must decide whether the audience is going to be familiar with it. Error should be on the side of describing too much rather than too little.

Analysis of Data

Describe any statistical or computational methods used in manipulating or analyzing the data. These are an important part of the methods. Standard methods (e.g., linear regression, Student's t-test, etc.) do not need to be described in detail, but of course their use should be mentioned, and justified if appropriate.

Chapter 4 Findings

The Findings chapter of a thesis or research project presents the new findings, the observations, and measurements made during the procedures described in the methods section. In experimental papers, where the results are largely quantitative observations or measurements, the results may be rather short compared to the methods and the discussion. Such results are

typically numerical in form and may be converted to values of interest by various mathematical means. Numerical results are usually most effectively presented in the form of tables or graphs. In more descriptive studies where the results are largely not quantifiable, they are presented orally, and the results section may be much longer. Efforts are often made to attain an objective, quantitative-like form, with the words taking on a quasi-quantitative role.

Accuracy is a primary goal in writing this part of the paper. The results section is the primary and permanent record of the new knowledge. The importance of accuracy is why results must be presented separately from the methods and discussion, the latter containing interpretations. The objective in reporting results is to include all the findings in full and to present them in a systematic order. The results must deal with the research question being addressed and the hypotheses being tested. Both positive and negative results (in terms of the results anticipated or predicted by the hypothesis or hypotheses being tested) must be objectively presented. Results that do not pertain directly to the research question should be omitted.

Much of the results section may be presented in tables or graphs, but this section should not be merely a collection of tables and figures connected by a thin thread of text. The function of tables and figures is to illustrate the written text, not substitute for its substance. The tables and figures must be adequately integrated into the text, which involves more than simply announcing their presence. Writers should avoid wasted sentences that simply refer to a table or figure. Rather, they should refer to the table or figure parenthetically in a sentence that contributes to the development of the section.

In terms of structure, it is logical to organize the results in parallel with the methods described in the previous chapter. It is essential that only results are included. Do not start with

background discussion. Do not include description of methods or restate methods. Most importantly, do not include interpretations. Sentences should be declarative, factual, informative statements, not statements of explanation, interpretation, commentary, inference, and so on (i.e., discussion). Discussion may distort the results and may make it seem as though interpretations are being treated as information.

Chapter 5 Discussion and Conclusions

The Discussion and Conclusions is the final chapter of a thesis or research project. Chapter 5 is where the results are interpreted or explained to give meaning to the results and the research. The objective is to examine the results, address whether they answer the research question, compare them within themselves and to other studies, explain and interpret them, and draw conclusions or present generalizations. The discussion section may also make recommendations for applying the new results or for future research. The open-ended nature of the discussion gives the writer the freedom to speculate about the results of the research while placing it into the framework of past research. Thus, the interpretation of the results may involve synthesis across three different frameworks: (1) that of the immediate research, (2) that of related research, and (3) that of research and theory in the discipline. The importance of each of these frameworks varies with the nature of the study. They should be addressed as the research requires.

Begin the discussion with the immediate research results. Provide a discussion of similarities, differences, and trends among the observations or data considering the research question. The first level of conclusions is drawn from this discussion. These conclusions are known as the direct or immediate conclusions. They are then examined further, in themselves and in reference to the literature.

The results should be discussed in relation to other research. Emphasis may be placed on results that are new or important additions to the discipline, with an explanation of how the results add to the knowledge in the discipline. Thus, the research is integrated with other studies, to make it part of the larger framework of the discipline. Conclusions drawn here are called intermediate or indirect conclusions. The immediate or direct conclusions may have to be modified so that the intermediate conclusions are logically consistent with the relevant literature. Further, a broader review of the literature is part of presenting final or ultimate conclusions. Here, all available evidence is considered. This broader discussion is often theoretical, perhaps speculative. Such discussion must be clearly set apart so that it does not become a broad discussion built upon the narrow base of the immediate research.

In some cases, negative or discrepant results must be considered. The results may not answer the research question or support the hypothesis, or they may not be consistent with previous studies or established principles or theoretical concepts. In these cases, the writer must try to account for the differences.

Conclusions.

The conclusions in a paper are the inferences and deductions presented in the discussion. When the conclusions (primarily intermediate conclusions) are interspersed throughout a long and complex discussion, it may be helpful to restate (summarize) them in a separate section titled "Conclusions." When "Conclusions" are included, the section should be short. Its purpose is to summarize and emphasize the conclusions, not to discuss them further. Including further discussion of the conclusions, or even summarizing more than the conclusions, is a common mistake.

Recommended Applications

If the thesis or research project research leads to some specific applications of the results, a separate section titled Recommended Applications may be useful. Although the recommended applications may have already been discussed earlier in the chapter, a separate short section may help to summarize and emphasize the recommendations.

Recommendations for Further Research.

In some cases, the research questions being addressed may not have been completely answered by the research that was conducted. Even when the research questions have been adequately addressed, the research often leads to some new questions. In either case (or both cases), the study may lead to some recommendations for additional research. These can be described in a separate section titled Recommendations for Further Research.

Chapter 4

Format

Chapter 2 of the *APA Manual*, beginning with section 2.16, discusses formatting. Refer also to the Sample Paper illustration at the end of Chapter 2.

Writing Style and Grammar

Consult Chapters 4 and 5 of the *APA Manual* for review of effective scholarly writing and bias-free language. Research proposals are written using the future verb tense since the research has not been done. Theses and research papers report the research that has been completed; the research is in the past when it is written and read. The appropriate verb tense for reporting methods and results, and for drawing conclusion is past tense. Previous studies included in the literature review are also referenced using the past tense.

Appendices

Appendix A

Title Page

Thesis or Research Project Title

A Thesis
Submitted in Partial Fulfillment of
the Requirements for the Degree of
XXX

Student Name

Department of XXX

Graduate School
Minot State University
Minot, North Dakota

Semester, Year

Appendix B

Committee Page

This thesis was submitted by

Student Name

Graduate Committee:

Name, Chairperson

Name, Committee member

Name, Committee member

Date of Defense: xxx

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Appendix D

Final Thesis or Research Project Checklist

This appendix presents a checklist for review of the thesis or research project. This form can be used by students prior to and during the writing process to help gain familiarity with APA manuscript requirements. Appropriate references to the *APA Manual* and this manual are provided. This checklist can also be used by students and committee members during editorial review to ensure that the manuscript requirements have been followed. Students are responsible for following the format requirements.

After the final defense, the student should make any recommended changes and submit the thesis or research project to their committee chair for one final review and completion of the Final Submission Cover Sheet. The student and the chair will review and sign the cover sheet, and then it is the student's responsibility to submit one final electronic copy to the Graduate School. Please allow up to two weeks for the Graduate School review. Students should be aware that they may be asked to make edits based on the Final Thesis or Research Project and submit a second copy for Graduate School review.

**Minot State University Graduate School
Final Thesis and Research Project Checklist**

APA, Publication Manual of the American Psychological Association, 7th Ed
GTR, Minot State University Guide for Theses and Research Projects

Y/N	Requirement	Reference
General Format		
	Margins 1 inch on all sides (top, bottom, left, right)	APA 2.22
	Font consistent: <ul style="list-style-type: none"> • Sans serif fonts: 11-point Calibri, 11-point Arial, 10-point Lucida Sans Unicode • Serif fonts: 12-point Times New Roman, 11-point Georgia 	APA 2.19
	Text left justified with ragged right margin	APA 2.23
	First line of paragraphs indented .5 inches	APA 2.24
	Text double-spaced only (see APA for exceptions)	APA 2.21
	Headings properly formatted for each level	APA 2.27
	Page numbers in upper right corner, beginning with Title page. No Running Head	APA 2.18
	One space after period at end of a sentence.	APA 6.1
General Style		
	Past tense used where required.	APA 4.12; GTR Chapter 4
	Present tense used where appropriate.	APA 4.12; GTR Chapter 4
Conventions		
	Standard abbreviations used appropriate and where required.	APA 4.24
	Numbers < 10 spelled out (some exceptions)	APA 6.32-6.33
	Commas used for numbers >1,000 (some exceptions)	APA 6.38
	Statistical symbols and abbreviations are used correctly.	APA 6.44
Preliminary Items		
	Preliminary items in correct order	GTR, Chapter 3
	Title Page contains correct information and format	APA 2.1-2.6; GTR Appendix A
	Copyright or blank pages inserted	GTR, Chapter 3
	Committee page is signed and in correct format based on Appendix B.	GTR Chapter 3, Appendix B
	Abstract limited to 250 words, correctly formatted	APA 2.9
	Acknowledgement page	GTR, Chapter 3

Table of Contents		MS Word, Reference tab, Table of Contents; GTR Table of Contents
	Table of Contents has correct level headings.	APA 2.27 (headings); GTR Chapter 3, A
	Table of Contents has leaders connecting headings to page numbers.	MS Word
Tables and Figures		
	Tables and Figures are properly placed and referred to within the text.	APA 7.1-7.7
	Tables are properly titled, labeled, and formatted.	APA 7.10-7.7.19
	Figures are properly titled, labeled, and formatted.	APA 7.22-7.36
Citations and References		
	Citations are written in proper format.	APA 8
	References are written in proper format.	APA 9
	Reference page is labeled correctly, and references are listed in alphabetical order.	APA 9.43-9.49
	References and Citations match; for every citation there is a reference and for every reference there is a citation	APA 8.4
	Multi-line references use hanging indent format.	APA 9.43
Quotations		
	Short quotations (< 40 words) are incorporated within the text and enclosed in quotation marks.	APA 8.26
	Longer quotations (> 40 words) do not include quotations and are in block format.	APA 8.27
	Quotations without page numbers include an acceptable alternative for locating the quoted passage.	APA 8.28
	Changes to quotations include explanation, when required.	APA 8.30-8.31
	Quotations that contain citations from other works are properly formatted.	APA 8.32
Footnotes		
	Footnotes, if used, are properly formatted.	APA 2.13
Appendices		
	Appendices are placed in the order in which they are referenced in the text.	APA 2.14
	Each appendix is referenced at least one time in the text.	APA 2.14
	Multiple appendices are labeled correctly.	APA 2.14, 2.24
	Appendices are preceded by a page titled "Appendix" or "Appendices"	APA 2.14

Appendix E

MSU Graduate School Final Thesis/Research Paper Submission Cover Sheet

MSU Graduate School Final Thesis/Research Paper Submission Cover Sheet

Student: _____ **Date Submitted to Graduate School:** _____

Program: _____ **Type of final project:** _____

Committee Chair: _____

Student/Committee Chair: Please review the completed thesis/research paper for the following items, referring to the Final Thesis and Research Paper Checklist, the *Guide for Preparation of Theses and Research Papers*, and the *APA Manual*, 7th Ed. Signatures at the bottom indicate you have reviewed the final document and, to the best of your ability and knowledge, state that it adheres to the requirements of the MSU Graduate School.

General Format and Structure

- _____ Margins are 1" top, bottom, right, and left consistently.
- _____ Font is acceptable and consistent.
- _____ Text alignment is left justified and double spaced.
- _____ Page numbers are in the upper right and begin on the title page.
- _____ Arabic numerals are used throughout.
- _____ Preliminary items are correctly formatted and include
 - _____ Title page
 - _____ Copyright page or blank page
 - _____ Abstract (blocked, one page)
 - _____ Acknowledgements
 - _____ Table of Contents
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Text of paper

- _____ Verb tense is appropriate and consistent.
- _____ Headings are correctly formatted at each level and adhere to APA requirements.
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January 1, 2011