

# Thesis and Non-Thesis Manual

**(APA 7<sup>th</sup> Edition Formatting and Style Guide)**

**Office of Graduate Studies  
Alcorn State University**

**Engaging Possibilities, Pursuing Excellence**

**REVISED June, 2022**

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## **FOREWORD**

Alcorn State University Office of Graduate Studies requires that all students comply with the specifications given in this document in the publication of a thesis or non-thesis research project.

Graduate students, under faculty guidance, are expected to produce scholarly work either in the form of a thesis or a scholarly non-thesis research project.

The thesis (master or specialist) should document the student's research study and maintain a degree of intensity and academic integrity.

The purpose of this manual is to assist the graduate student and the graduate thesis and non-thesis advisory committee in each department with the instructions contained herein. This is the official approved manual by the Graduate Division.

Formatting questions not addressed in these guidelines should be directed to the Graduate School staff in the Walter Washington Administration Building, Suite 519 or by phone at 601.877.6122 or via email: [graduatestudies@alcorn.edu](mailto:graduatestudies@alcorn.edu) or in person.

The Graduate Studies  
Thesis & Non-Thesis Advisory  
Committee

(Revised Summer 2022)

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## INTRODUCTION

This manual has been prepared by the Office of Graduate Studies Advisory Committee at Alcorn State University to provide uniform standards and guidance to students in the preparation and formatting of the thesis or non-thesis research project to complete requirements for graduation.

Graduate students, under faculty guidance, are expected to produce scholarly work either in the form of a thesis or a scholarly project. This expectation is achieved through the enrollment in six (6) credit hours in Thesis or Scholarly Project. Thesis and Non-Thesis requirements will be addressed in this document which have been prepared to help graduate students prepare their research thesis or project for acceptance by Alcorn State University. The guidelines contained within have been updated and, in some cases, clarified for the benefit of students, faculty advisors, departments, reviewers, and the Graduate School. Appendices have been expanded to give students models to guide the production of their finished product for review. Any questions about the contents of this guide should be directed to the Graduate Studies staff. It is the Advisor's responsibility to make certain that any thesis or research project submitted in partial fulfillment of a graduate degree at Alcorn State University conforms to the regulations outlined in this guide. Responsibility for the content of any manuscript remains with the student and the faculty advisor(s).

The updated Thesis and Projects Manual captures changes and additions of the APA 7<sup>th</sup> edition Style Guide to direct the formatting of research manuscripts. It also includes University expectations for research documents.

The Graduate School recommends the following book as a supplement to the information provided in this manual. The Graduate Studies Office houses copies for reference purposes.

Publication Manual of the American Psychological Association. 7th ed. American Psychological Association: Washington, DC, 2020.

## SELECTION AND APPOINTMENT OF RESEARCH ADVISORY COMMITTEE (RAC)

A research advisory committee (RAC) is selected prior to commencing any thesis or non-thesis work by the student. (See Section B)

### Advisory Committee (RAC) and Process: THESIS

- Select thesis topic and committee chair.
- Committee Chair and student develop a timeline to guide completion of the thesis to meet submission timelines established by the Office of Graduate Studies.
- Following approval of the research topic, select committee members.
- Submit a copy of the Thesis or Non-Thesis Advisory Committee Form to the department chair (This form is kept on file in the academic unit.)
- Develop draft of Thesis Proposal (first three chapters).
- Finalize thesis proposal.
- Present proposal defense to TAC and receive approval to continue.
- Obtain Alcorn State University (ASU) Institutional Review Board (IRB) approval and external institution approval if needed.
- Attach copy of the IRB approval letter as an Appendix in the final copy of the thesis.
- Implement study, collect data.
- Analyze data.
- Develop final two chapters.
- Submit thesis only after the final approval has been sanctioned by the thesis (non-thesis) advisory committee. **Only the committee chair can submit the manuscript to Graduate Studies for review.**

### Advisory Committee (RAC) and Process: NON-THESIS

- Select non-thesis topic and committee chair.
- Committee Chair and student develop a timeline to guide completion of the project to meet submission timelines established by the Office of Graduate Studies.
- Following approval of the research topic, select committee members.
- Submit a copy of the Non-Thesis Advisory Committee Form to the department chair (This form is kept on file in the academic unit.)
- Develop draft of the Non-Thesis Proposal (first three chapters).
- Finalize thesis proposal.
- Present proposal defense to RAC (if required) and receive approval to continue.
- Obtain Alcorn State University (ASU) Institutional Review Board (IRB) approval and external institution approval if needed (**if Human Subjects are used in the study**).
- Attach copy of the IRB approval letter as an Appendix in the final copy of the non-thesis, if applicable.
- Submit non-thesis only after the final approval has been sanctioned by the non-thesis advisory committee. **Only the committee chair can submit the manuscript to Graduate Studies for review.**

The approved copy that has been reviewed by the RAC is the final copy that the committee chair should submit to the Graduate Office electronically in pdf format. Consequently, the

original signature pages (4) must be submitted to the Graduate Office which are included in the manuscript. Only after all corrections have been made to the thesis or non-thesis will approval be given by signing the signature pages. After the document is reviewed and approved, only then can the student proceed to prepare the requested number of bound copies.

The student who anticipates graduating in a timely manner needs to adhere to the following schedule of activities:

Early topic selection

### **Selection of Committee Chair**

The committee chair must be a member of the graduate faculty in your discipline. A time line should be developed with the guidance of the committee chair.

The thesis/non-thesis committee members should be selected under the guidance of the committee chair (a minimum of two members in addition to the chair).

### **Selection of Thesis and Non-Thesis Committee Members**

Thesis and non-thesis members should hold a minimum of a doctoral degree. Two of the three RAC members should be in your discipline, including the chair.

A third member may be chosen from any qualified Alcorn State University faculty, or a qualified community member who holds a master's degree or higher. If a student selects a member outside of the university, a letter of explanation regarding why this individual outside of the university was chosen needs to be sent to the Associate Provost of Research, Innovation and Graduate Education, along with the proposed member's curriculum vita. A letter of approval for the proposed committee member should be obtained from the Associate Provost of Research, Innovation and Graduate Education before proceeding with the involvement of this individual in the research study.

### **Appointment of Research Advisory Committee Form**

An "Appointment of Research Advisory Committee" (RAC) form with committee member signatures should be completed and turned in to your committee chair. (See Appendix P)

The student should issue an invitation to prospective committee members in writing and following their acceptance, complete and submit the RAC form.

The RAC committee selection will be submitted to the Department Chair of the student's discipline and maintained on file in the department.

The RAC chairperson is responsible for student guidance regarding scheduling of activities for thesis and non-thesis development. Although the student is ultimately responsible for his or her own work, all RAC members are accountable for the quality of the thesis or non-thesis.

## CHOICE OF SUBJECT

Students have the autonomy to self-select a topic of interest that will be best suited for a research study. This topic should be discussed with your committee chair to ensure a comprehensive approach is possible in the investigation. The length of the manuscript depends on the magnitude of the investigation and the time given to thoughtfully and thoroughly discuss the topic under study.

In this guide, the page requirement for a thesis is 40-80 pages in content and 20-30 pages for non-thesis research projects. References and Preliminary pages are not counted in this page requirement. All work of the student should be under the supervision and advisement of the thesis chair and thesis committee.

## APA 7<sup>TH</sup> Edition Thesis & Projects Quick Reference Guide

Topic	APA 7th	
<b>Student Paper Layout</b>		
Student paper-title page layout	<p><b>Components of title page:</b></p> <ul style="list-style-type: none"> <li>• <b>All pages - no running head</b></li> <li>• All pages - double spaced, 1" borders</li> <li>• All pages - page number, flush right</li> <li>• Paper title (centered, mid page, double spaced, all below)</li> <li>• Paper author</li> <li>• Author affiliation (or school)</li> <li>• Course name &amp; number</li> <li>• Instructor's name</li> <li>• Due date</li> </ul>	<p><b>The University allows a 1.5-inch left margin for binding and a 2" top margin for the Cover Page. All other margins are expected to follow the 1" requirement.</b></p> <p><b>University Requirements for Thesis and Non-Thesis:</b></p> <ul style="list-style-type: none"> <li>• Thesis/Non-Thesis title Centered, upper and lower letters</li> <li>• Title page - double spaced</li> <li>• Paper Type (Thesis, Non-Thesis)</li> <li>• Degree Program</li> <li>• Paper author and previous degrees earned (B.S., M.S.)</li> <li>• Academic School (i.e. School of Business)</li> <li>• City and state</li> <li>• Date of Graduation</li> </ul> <p><b>Format:</b></p> <p><b>Refer to Appendix B p. 27 in this guide</b></p>
Margins and page numbers	<ul style="list-style-type: none"> <li>• Left aligned paragraphs and leave the right edge ragged (not "right justified")</li> <li>• Indent first line of each paragraph 1/2 inch from left margin</li> <li>• Page numbers formatted in upper right margin on each page</li> </ul>	
Signature page	<ul style="list-style-type: none"> <li>• No page number appears on this approval page</li> <li>• Signature lines for committee members and approvers</li> </ul>	<b>Refer to Appendix C p. 28 in this guide</b>
<b>Mechanics of Style</b>		
Fonts allowed	<ul style="list-style-type: none"> <li>• 12 pt. Times New Roman</li> <li>• 10 pt. optional for Tables and Figures</li> <li>• Calibri 11 pt.</li> <li>• Arial 11 pt.</li> <li>• Lucida Sans Unicode 10 pt.</li> <li>• Georgia 11 pt.</li> </ul>	The University prefers 12 pt. Times New Roman
Text Format	<ul style="list-style-type: none"> <li>• Double-space and align text to the left</li> <li>• Use active voice</li> <li>• Don't overuse technical jargon</li> <li>• No periods after a web address or DOI in the References list.</li> <li>• Spell out long organization names and add the abbreviation in parenthesis, then just the abbreviation</li> <li>• Spell out numbers one through nine</li> </ul>	

Topic	APA 7th	
	and use a number for 10 or more	
Punctuation at the end of a sentence	One space after a period and all other punctuation used.	
Singular pronoun	Use the word “they” as a singular pronoun to replace reference to he or she;	
Non-Human relative pronouns	In referencing animals and inanimate objects use pronouns such as “that” and “which”.	
Quotations	<ul style="list-style-type: none"> <li>• Include short quotations (40 words or less) in-text with quotation marks</li> <li>• For quotes more than 40 words, indent the entire quote a half inch from the left margin and double-space it with no quotation marks</li> <li>• When quoting two or more paragraphs from an original source, indent the first line of each paragraph a half inch from the left margin</li> <li>• Use ellipsis (...) when omitting sections from a quote and use four periods (....) if omitting the end section of a quote</li> </ul>	(Shayden, 2016, p. 202)  (Miller et al., 2016, p. 136)
Quotation marks around linguistic examples	“F” instead of F; “agree” instead of agree	
<b>Headings</b>		
Level 1	Centered, Boldface, Title	Text begins as a new paragraph
Level 2	Flush Left, Bold, Title	Text begins as a new paragraph
Level 3	Flush Left, Bold, Title	Text begins as a new paragraph
Level 4	Indented, Bold, Title, End with a Period	Text begins on the same line and continues as a regular paragraph
Level 5	Indented, Bold Italic, Title, End with a Period	Text begins on the same line and continues as a regular paragraph
<b>Tables and Figures</b>		
Format	<p>Title, number, and notes are consistent for both formats. Major words are capitalized. Tables and Figures labeled in consecutive order i.e.</p> <p><b>Figure 1 Bold &amp; double spaced</b></p> <p><i>Just the Two of Us (Italicized)</i></p>	<p>Tables and Figures can be presented in the text of the manuscript or after the reference list on separate pages.</p> <p>Wherever possible keep the whole table or figure on one page.</p>
<b>References</b>		
In-Text Citations	Citation in Parenthesis Format	Citation Non-Parenthesis Format
How many authors:	Barbour, (2020)	Barbour (2021) stated...
Two authors	(Bennet & Miller, 2019)	Bennet and Miller (2019) concluded that...
Three + authors	(Jones et al., 2020)	Jones et al. (2020) shared two different...
20+ authors	List the first six, ...	
A group or	(East Carolina University, 2020)	East Carolina University (2020) found...

Topic	APA 7th	
<b>organization as an author</b>		
APA References Formatting	<ul style="list-style-type: none"> <li>• <b>References</b> should be centered and bolded at the top of a new page</li> <li>• All entries should be double-spaced and have a hanging indent (where the first line is on the left margin and the following lines are indented a half inch from the left).</li> <li>• Entries should be alphabetized by last name of the first author, followed by the first and middle initials of the author's name.</li> <li>• Capitalize only the first word, the first after a colon or em dash, and proper nouns</li> <li>• Make sure all reference data is accurate and complete.</li> <li>• Don't capitalize the second word of a hyphenated compound</li> <li>• No quotation marks around titles of article</li> </ul>	<p>Nugent, P., &amp; Vitale, B. (2018). <i>Test success: Test taking techniques for beginning nursing students</i> (8th ed.). F. A. Davis Company.</p> <p>Stewart, P., Greene, D., &amp; Coke, S. (2018). Effects of a peer evaluation technique on nursing students' anxiety levels. <i>Nurse Educator</i>, 43(4), 219-222. <a href="https://doi.org/10.1097/NNE.0000000000000474">https://doi.org/10.1097/NNE.0000000000000474</a></p> <p>Refer to the APA 7<sup>th</sup> Edition for formatting for journals, books, newspapers, etc.</p>
<b>Appendices</b>		
Appendix	Use this wording if there is only one appendix, Appendix A	
Appendices	<ul style="list-style-type: none"> <li>• If you have two or more appendices, label them "Appendix A", "Appendix B" and so forth as they appear in the body of your paper</li> <li>• Every appendix must have a title and numbered to include the letter of the appendix.</li> <li>• Put each appendix on a separate page and align left</li> </ul>	

## ADDITIONAL FORMATTING AND STYLE STANDARDS

Formatting the manuscript according to APA specifications enhances clarity and readability. These additional instructions will assist the writer in preparing a well-prepared document.

### Page Layout

Ensure every page in your document is US Letter size 8.5" x 11" with margins of at least 1" on all sides except the left margin which is 1.5". Other than the title page, and signature page, all pages of the thesis should be numbered correctly including the appendices at the back.

**Text**

All text should have flush left justification so text has a ragged, unjustified right edge. The first line of all paragraphs should be indented by 0.5". The only exception is the first paragraph of the abstract. Pages should be balanced to avoid windows and orphans. This means no single line of text should appear alone at the top or bottom of a page. The thesis and non-thesis should be double spaced throughout, even in block quotes and references.

No words should be hyphenated and there should be one space after end-of-sentence punctuation. Italics should never be used for emphasis.

Lists or seriation should be separate sentences identified by an Arabic numeral followed by a period. The first word is capitalized, and the sentence ends with a period. If bullets are used, then these should be small squares or circles. Commas should separate each item in a series, even before the conjunction *and*, i.e. the serial, or Oxford, comma is required.

**Alignment** - Text should align evenly on the left margin but ragged on the right margin. The first line of each entry should align with the left margin.

**Line Spacing** - Double space between all text lines of the manuscript. Double-space after every line in the title, headings, quotations, references, and figure captions. Never use single-spacing or one-and-a-half spacing except in tables or figures. No widows- this is when a paragraph carries over only one line to the top of the next page; No orphans-this is when a heading or subheading occurs at the bottom of a page and is not followed by text.

- Single space table of contents
- One space between words
- Indent at beginning of each paragraph
- Direct quotations greater than 4 lines, single space and offset by 4 spaces.

**Line length and alignment** – The length of each typed line is a maximum of 6 ½ in. Do not justify lines. Use the flush-left style, and leave the right margin uneven, or ragged. Do not divide words at the end of a line, and do not use the hyphenation function to break words at the ends of lines. Let a line run short rather than break a word at the end of a line.

**Paragraphs and indentation** – Indent the first line of every paragraph. For consistency, the writer can use the tab key to automatically indent the same amount of characters to begin each paragraph. The remaining lines of the manuscript are uniform and should be flushed evenly with the left margin. The only exceptions that do not follow this formatting are abstract, titles and headings, table titles, figure captions, and block quotations.

**Pagination** - All page numbers using Arabic numerals should be 1 inch from the top right edges of the page and appear sequentially throughout the manuscript. Every page should be assigned a number with the following exceptions, the title page and the Approval (Signature) page, which are counted, but not numbered. The Title Page is considered as page 'i' and the Approval (Signature) page 'ii'. Page numbers centered on these pages using small Roman numerals (i.e., "iii", "iv", etc.): Dedication page, Acknowledgements, Abstract, Table of Contents, List of Tables, and List of Figures.

Beginning with Chapter 1, pages are numbered with Arabic numbers 1” from top of page and 1” from right margin and continuing throughout the manuscript.

**Font** - The standard font for student papers is **Times New Roman size 12**. Do not use underlining or all capitals unless specified in this manual. Use boldface for headings and captions with discretion. Keep the font the same throughout the paper; mixing various font styles is not acceptable.

- Use *italic* font only for book or journal titles or special emphasis. Use *italics* as specified in APA Manual 7<sup>th</sup> ed for headings as specified.
- Tables and figures may have 10 point

## Headings

If a heading appears on the bottom of a page, there must be at least two lines of text following.

Refer to *Publication Manual of the American Psychological Association* (7<sup>th</sup> edition) for the selection of headings to use. Consistently use Level 1 for the title of each major section

## Preliminary Pages

Typically, the title and signature pages are counted but not numbered. The remaining preliminary pages are then all paginated with lower case roman numerals. It is very common for each University to have their own format for the title page and signature pages. Therefore, your document should be formatted according to Alcorn’s example included in the Appendices.

**If you include an abstract then the first paragraph is the only one that is not first line indented.**

## PARTS OF THE MANUSCRIPT – PRELIMINARY PAGES

A thesis or non-thesis ordinarily has three main parts: preliminary pages, the text, and supplementary material. The information included in this section lists the order of the content and gives guidance as to the style and formatting of each section.

### Thesis Plan

<b>Preliminary pages (in the following order)</b>		
Title Page	Required	Page i, Not numbered
Approval Page (Signatures of Committee members)	Required	Page ii, Not numbered
Copyright Page	Optional	No page number
Dedication Page	Optional	Page iii
Acknowledgements	Optional	Page iv
Abstract	Required	Page v (Do not indent)
Table of Contents	Required	Page vi
List of Tables	If Needed	Page vii

List of Figures	If Needed	Page viii
<b>Text (sections in the following order)</b>	Required	
Chapter 1 - Introduction		Starts with page 1
Chapter 2 – Review of Literature		
Chapter 3- Methodology		
Chapter 4 – Data Analysis		
Chapter 5 – Conclusions, Implications and Recommendation		
<b>Supplementary Pages (in the following order)</b>		
References	Required	
Appendix or Appendices	If Needed	Pagination follows last References page

### Non-Thesis Research Project

<b>Preliminary pages (in the following order)</b>		
Title Page	Required	Page I, Not numbered
Approval Page (Signatures of Committee members)	Required	Page ii, Not numbered
Copyright Page	Optional	No page number
Dedication Page	Optional	
Acknowledgements	Optional	Page iv
Abstract	Required	Page v (Do not indent)
Table of Contents	Required	Page vi
List of Tables	If Needed	Page vii
List of Figures	If Needed	Page viii
<b>Text (sections in the following order)</b>	Required	
Chapter 1 - Introduction		Starts with page 1
Chapter 2 – Review of Literature		
Chapter 3- Methodology		
<b>Supplementary Pages (in the following order)</b>		
References	Required	
Appendix or Appendices	If Needed	Pagination follows last References page

### Title page

- Is not numbered
- NOTE: the date is the date of graduation
- Margins: 1” top: 1” right: 1” bottom and 1.5” left
- Select a title that summarizes the main idea of the study
- Do not exceed 10-12 words in the title
- Title typed in upper- and lower-case letters, centered between left and right margins
- Avoid abbreviations
- Preferred form of author’s name is first name, middle initial, and last name
- See example in Appendix B

### *Title Page (see Appendix B)*

The title page summarizes the content included in the manuscript to give the reader an idea of the main idea of this document. It should be a concise statement which consists of not more than a maximum of 10-12 words. There are some exceptions depending on the research topic that may allow for a longer title. All text on the title page should be centered. The title of the thesis/non-thesis, which is listed at

the top of the page, must be the final, complete title of the thesis and should be the exact title used on the approval page. The title page should also include the student's degree title, and the month, date, and year that the degree is to be awarded (e.g., May 10, 2022). This page should not be listed in the table of contents. The title page is technically page "i" of the preliminary pages. Since the title page is not numbered, the next page in sequence is "ii". Refer to Appendix B for a sample of how the title page should appear.

**Approval page (Signatures of Committee members):**

- Thesis or Non-Thesis title typed in upper- and lower-case letters
- Thesis or Non-Thesis title single-spaced in body of descriptive paragraph
- Title worded same as on title page
- **No page number on Signature page**
- NOTE: the date is the date of thesis or non-thesis defense
- Margins: 1" top: 1" right: 1" bottom and 1.5" left
- Four (4) copies required
- Original signatures of all Thesis or Non-Thesis Research Project Committee members
- Signatures in **black ink only**
- Each member must sign the signature page only once in the space allotted

The student's name included on this page must be the student's legal name and must not include initials. No recognition or designation of terminal degree, professional or military rank, or marital status is to be included. The name of each thesis or non-thesis committee member must be typed under each signature line. It is the duty of the student to secure original signatures of all committee members for each of the four copies of the thesis or non-thesis research project.

**Copyright page (optional)**

- Is not numbered
- Margins: 1" top: 1" right: 1" bottom and 1.5" left

***Copyright Information***

Theses or Non-Thesis are considered as legally classified publications. Therefore, if a student decides to copyright their thesis, it is advisable that the student use a formal copyright vendor resource. If the student decides to include in the thesis copies of illustrative tables, charts, graphs, etc. from copyrighted sources, permission must be obtained prior to this inclusion. An original release letter must be submitted to the original copywriter and permission granted.

**Dedication page (optional)**

- Start numbering, center, bottom of page, small Roman numeral, count the first 2 or 3 pages that do not have page number appearing.
- Margins: 1" top: 1" right: 1" bottom and 1.5" left
- See example in Appendix D

***Dedication Page (see Appendix D)***

This page is optional. If the student desires to dedicate his or her thesis or non-thesis research project, the student may do so using this page. The page should not include a heading. The text is to be brief and pagination is in lower case Roman numerals. Please refer to Appendix D for a sample of how the dedication page should appear. This page can be listed in the student's table of contents.

**Acknowledgments (optional)**

- Margins: 1" top: 1" right: 1" bottom and 1.5" left
- See example in Appendix E

***Acknowledgments Page (see Appendix E)***

This page is optional and can be used to include brief statements of appreciation or recognition. This page has the heading "ACKNOWLEDGMENTS," and the heading should be in all capital letters. Pagination is in lower-case Roman numerals. This page, if included, can be listed in the table of contents. Please refer to Appendix E for a sample of what this page should look like.

**Abstract (the first numbered page, iii)**

- Begin on new page
- The label Abstract should appear in upper and lower case letters, centered
- No paragraph indention
- A brief and concise summary of the study: Purpose, results, conclusions.
- Define abbreviations and acronyms used in the paper
- **No more than 250 words.**
- Margins: 1" top: 1" right: 1" bottom and 1.5" left
- See example in Appendix F

***Abstract (see Appendix F)***

Every thesis and non-thesis research project is required to include an abstract. This should be no more than 250 words. The student and their committee will determine the content that is to be included in the abstract; however, the page is to be titled "Abstract," and the title should appear in upper and lower case letters. The abstract should include a brief summary of your research and findings. The pagination is lower-case Roman numerals. Please refer to Appendix F for a sample of what this page should look like. Do not include your name, degree, or title on this page. This page should be listed in the table of contents.

**Table of Contents**

- Use the same heading system that is used in text
- Single space within each section; double space between sections.
- Margins: 1" top: 1" right: 1" bottom and 1.5" left
- See example in Appendix G

***Table of Contents (see Appendix G)***

Every thesis and non-thesis research project is required to include a table of contents. The heading for this page is "TABLE OF CONTENTS" and should appear in all capital letters. All headings, sections, chapters, and the first set of subdivisions/subchapters need to be listed within the table of contents (subsequent sets of subdivisions/subchapters need not be listed). Preliminary pages (with the exception

of List of Tables, List of Figures, and List of Appendices) are not to be listed on the table of contents (i.e. Approval/Signature Page). Pagination for this section is lower case Roman numerals. Do not include an entry for “Table of Contents” on your table of contents page.

The Table of Contents indicates the major divisions (i.e., chapters or sections) and principal subheadings of the thesis or non-thesis research project and the beginning page number of each section. **The format is left up to the committee chair's discretion for certain sub-sections.**

Preliminary pages do not have to be listed in the Table of Contents; however, if they are listed, the listings must start with the Abstract (iii) and must include all preliminary pages. (see APPENDIX G).

All major divisions of the narrative text (i.e., chapters or sections) and principal subheadings (when appropriate) within each chapter or section must be listed in the Table of Contents. The subordination of the subheadings should be indicated by appropriate spacing and indentation.

All supplementary pages (reference section, appendices if any, and Vita) must be listed in the Table of Contents.

The numbering, wording, and pagination of titles and headings must be exactly the same in the Table of Contents as they are on the pages of the thesis or non-thesis research project. **All page numbers are right-margin justified in the Table of Contents.**

**List of Tables and Figures** (if more than one table or figure used)

- Tables and Figures are numbered Table 1, Table 2, Figure 1, Figure 2 etc.
- Margins: 1” top: 1” right: 1” bottom and 1.5” left
- See examples in Appendix H & Appendix I

### ***List of Tables and Figures***

Tables and figures should be formatted the same according to the style manual APA 7<sup>th</sup> edition. Table and Figure components consist of a Table or Figure number, a table or figure title, a body for tables or an image for figures, and table or figure notes. The notes should appear at the bottom of the table or figure.

In the text, refer to every table or figure by its number i.e. Table 1 depicts the number of ethnic groups involved in the study or, “As shown in Figure 1, the events related to the data...” Tables and Figures can be inserted in the paper according to the content or can be placed after the references section. If Tables and Figures follow the references, each should be listed on a separate page, each table listed followed by each figure listed.

Refer to *Publication Manual of the American Psychological Association* (7<sup>th</sup> edition) for additional information on the structure of tables and figures.

## PARTS OF THE MANUSCRIPT

**Each chapter or section begins on a new page. The title of the chapter or section is typed in capital letters and is centered at the top of the page. They are designated by upper case Roman numerals used consecutively throughout the thesis or research project.**

## CHAPTER I: INTRODUCTION

**Introduction** – introductory information

**Statement of the Problem** – statement of the problem should include the basic difficulty, area of concern, and/or perceived need for the study. It includes a description of the background of the problem (these are factors that caused this to be a problem) and the justification for studying the problem.

**Purpose of the Study** – discuss the goal; emphasize practical outcomes or products.

**Research Question** – research problem posed as a question which serves as the focus of the researcher’s investigation. The research question should dictate the research type and paradigm (qualitative, quantitative, or mixed methods).

**Significance of the Study** – a part in the thesis that tells the importance and purpose of the study under investigation. It tells how the study will be beneficial to society and/or a specific person or improve the human condition.

**Limitations of the Study** – this subtitle section focuses on the impact of the findings from your research. This section also describes the boundaries that you have set for the study.

**Definition of Terms** – only include terms that may not be well understood by a layperson outside of your field. Information in this section is formatted in paragraphs just like information in any other sub-heading. Bold all terms, but not their definitions. Treat each definition as if you were quoting from a dictionary.

## CHAPTER II: REVIEW OF LITERATURE

**Review of Literature page** – no subheadings indicated for this chapter because they will vary considerably based on the research. The format of headings and subheadings depends upon the way you have organized your thoughts via the use of heading levels in your paper. Place headings in their appropriate spot on the page and use boldface formatting as indicated. For more information about headings, see the APA Manual 7<sup>th</sup> edition.

## CHAPTER III: METHODOLOGY

**Methodology page**– begin with an introduction; some suggestions include reiterating the statement of the problem and briefly discussing what this chapter will include; suggested sections listed below.

**Design** – describe the specific type of research design used in the study.

**Subject Selection and Description** – discuss the sample and population.

**Instrumentation** – talk about the survey used, if applicable; try to answer the question, “Was it create for this purpose of did you find it somewhere?”

**Data Collection Procedures** – a 57 question survey was administered.

**Data Analysis** – respond to such questions, “How was the data analyzed?” Example: Several statistical analyses were used in this study. The Statistical Program for Social Sciences version 10.0 (SPSS, 2002) was used to analyze the data. Independent T-Test analyses were conducted...

**Limitations** – discuss methodological limitations or procedural weaknesses.

## CHAPTER IV: RESULTS AND DISCUSSION

**Results and Discussion page** – In the introduction in this section, briefly reiterate the purpose of the study and how it was conducted, e.g., a survey was given...; The author should summarize the data collected and analysis of the data relevant to the study; sufficient details should be reported to justify the conclusions. Discuss all relevant results, the implications, the number of participants used in the primary analyses and the baseline data. Following analysis of the results, the author should evaluate and interpret the implications of the data with respect to the questions posed in the study and include a statement in this section in support or nonsupport of the original hypotheses. Subheadings for this chapter are used to discuss the hypotheses and will vary considerably; some people use each question as a subheading and some don't; if you use each question as a subheading, write out the question rather than just “Question 1”; the purpose is to provide with *at-a-glance* information about the nature and scope of your paper. Discuss the generalizability of the findings and the importance of these findings to your discipline or higher education.

**Item Analysis** – use tables when appropriate, but don't overuse them or discuss the whole table in text; discuss the high points in text, providing the table for further details; all tables should conform to the APA style manual; tables are different than figures-name and refer to them appropriately; there is no hard rule as to whether a summary at the end of this chapter should be provided since chapter 5 is often a summary; discuss this with your advisor.

## CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

**Conclusions, Implications, and Recommendations** – start with an introduction; summarize what has happened in your paper so far; chapter will also vary considerably in headings and organization; suggestions of possibilities are below.

**Limitations** – state them again.

**Conclusions** – hit the high points of your findings; there should be a relationship to the literature review: Did your study correlate with previous research or did you find something different?

**Recommendations** – recommend some further research or a change in practices.

### Binding Specifications for Thesis

Paper – **The final or approved thesis for binding should be printed on 8-1/2” x 11 white 25% cotton bond paper, 20 lb. weight. All manuscripts should be printed one side only.**

- Drafts for the Office of Graduate Studies review may be printed on any type paper.
- All required copies for publishing must be printed on 8.5 x 11 inch paper, 20 pound – 25% cotton, printed on one side only.
- The approval/signature page cannot be copied; it must have original signatures in black ink. Four (4) original signature pages must be submitted to Office of Graduate Studies for the Provost’s signature.

**Hardcover Book Binding** – A reputable printing company should be used to bind the manuscript. The standard cover should be black to bind the letter size 8 ½ x 11” manuscript on long edge (portrait). The title, student’s name, university, and date of commencement should be embossed in gold lettering. The spine should include one line of text for the topic and a second line that includes the student’s last name.

- Refer to *Publication Manual of the American Psychological Association* (7<sup>th</sup> edition) for
- adjective. For example, “U.S. Senate” is correct, while “resident of the U.S.” is not.

## NON-THESIS RESEARCH PROJECT

The main distinction between the thesis and the non-thesis research project is the number of chapters. In the thesis, the format includes five chapters and in the non-thesis research project, only three chapters are included, CHAPTER I – Introduction, CHAPTER II – Review of Literature, and CHAPTER III – Methodology. The thesis is a hardbound document and the non-thesis/research project does not require a hardbound cover. Each department with a Non-Thesis Track has specific binding guidelines that should be followed.

The non-thesis research project describes the research which the student intends to conduct. A

thorough investigation should communicate the subject under consideration, literature related to the study, and the research method to conduct the study.

If the research includes using human subjects, you must include an IRB approval letter. In the reference section of your research project, you must show evidence of the use of peer reviews and journal citations to support the proposed research. The use of Wikipedia is prohibited as major citations for this effort.

#### **Binding Specifications for Non-Thesis:**

- **Binding** – Transparent cover page, spiral or spine binding (black), black back cover page
- **Paper** - All required copies for publishing must be printed on 8.5 x 11 inch paper, 20 pound – 25% cotton, printed on one side only.
- **Signature Page** - The approval/signature page cannot be copied; it must have original signatures in black ink. Four (4) original signature pages must be submitted to the Office of Graduate Studies for the Associate Provost's signature.

#### **PARTS OF THE MANUSCRIPT – SUPPLEMENTARY PAGES (in the following order)**

References – Make sure that everything you cite in the text is also in the reference list and vice versa; *APA Manual 7<sup>th</sup> ed* describes the correct format for each type of reference; be especially careful about how you reference and format online sources; **each entry should be in a hanging indent format**; (See Appendix O)

Appendix/Appendices (if needed) – Must be labeled appropriately i.e., Appendix A...

#### **THESIS DEFENSE AND SUBMISSION TO ASU INSTITUTIONAL REVIEW BOARD (IRB)**

##### ***Proposal Defense:***

The student is responsible for coordinating with the RAC chair and members regarding scheduling of the thesis defense, scheduling the room, and obtaining needed equipment for the presentation. The student will provide all committee members a copy of the thesis one week in advance of the meeting.

The thesis defense may be either a face-to-face presentation or a virtual presentation using electronic formats such as Zoom, Microsoft Teams, PowerPoint etc.

During the formal thesis meeting, the RAC will approve the thesis proposal (chapters 1-3) as acceptable for thesis research. Changes to be made will be specified during the proposal meeting. Once the thesis research proposal is approved, the student and committee are committed to that thesis proposal as it is written, except for extraordinary circumstances, after acceptance, no substantive changes will be made to the proposal, only minor editorial changes should be made.

*Institutional Review Board Application:*

Every thesis must have clearance from ASU Institutional Review Board prior to implementation if human subjects are part of the research. This requirement also applies to studies using survey instruments (See Appendix Q).

The Informed Consent form must be submitted with the IRB Application. This form is to include a description of the study procedures; purpose; risk/benefits; time required of participants; assurance of confidentiality; withdrawal allowed at any time; and a signature space for the participant.

In some situations, the study must also have IRB approval within the institution where the study is conducted. The student needs to allow sufficient time for IRB approvals that may take up to four weeks.

After approval of the thesis proposal, the RAC chair will direct the student through the procedures for IRB approval of the research plan. The student is to complete the IRB Application and return the form to the RAC chair (See Appendix Q).

The RAC chair will consult with the student in submitting the approved application to the Institutional Review Board Chair.

- One copy of the proposal.
- The appropriately completed IRB application.
- Supplementary materials such as IRB approvals from other institutions included in the study and required supplementary materials requested by the IRB.
- A cover letter from the RAC chair to the IRB chair requesting the proposal be reviewed by the IRB.

The student will notify the RAC chair when the IRB approval is received. A copy of the IRB decision form, with signatures, is given to the discipline chair (or secretary) to place in the student's file. The original is given to the student for inclusion in the final copies of the thesis.

Following IRB approval, data collection can begin. The student is to communicate any problems in this phase of the research study to the RAC chair. A full RAC meeting may be called if necessary.

Upon completion of data collection, the student will write the findings and discussion sections of the thesis. The student will then prepare for thesis defense. A student must be submitted to candidacy and must obtain approval of the entire RAC committee prior to scheduling the thesis defense. The defense is to take place no sooner than the final semester of course work. Students should check with their thesis advisor regarding deadlines for Scheduling the Oral Defense.

An Oral Defense Committee Report Form is submitted to the Graduate Office following the Oral Defense to report the defense status: Successfully Defended or Did Not Successfully Defend.

## FINAL DISPOSITION OF THESIS AND NON-THESIS RESEARCH PROJECT

Each student is required to submit two copies of the bound theses or non-thesis project to the Graduate Office by the published dates each semester. One copy is housed in the Theses/Non-Thesis Archives and one copy is for the J. D. Boyd Library. The remaining two copies are dispersed by the student as follows: one copy to the student's department, and one personal copy for the student.

Prior to binding and disbursement of theses, copies are not accepted by the Graduate Office until after the defense and all necessary corrections have been made as recommended by the thesis committee. Manuscripts reviewed after submission to the Graduate Office resulting in multiple corrections needed will be flagged and returned to the student or the thesis committee chair electronically. The necessary corrections will have to be made before another review is conducted. Students must include in their electronic transmission their local telephone number where they can be reached during business hours if needed. Provide this information to the committee chair.

## HUMAN SUBJECTS IN RESEARCH

Research that involves human subjects must be conducted in compliance with Alcorn's Institutional Research Board policy to protect the rights of human subjects. If the researcher decides to include human subjects in the study, the student must collaborate with his/her thesis advisor before any research activities are conducted. The application and supporting documentation should be submitted to the Office of Sponsored Programs.

## ANIMAL SUBJECTS IN RESEARCH

The use of animal subjects in research must comply with the University's policy on using animals in research studies. Once the decision is made to include animals and the proper consultation has occurred with the thesis advisor, resources should be consulted on the care of the animals while in the care of the researcher.

## CONCLUSION

These guidelines are intended to answer general questions concerning format, style, and submission. For more specific questions or answers, please consult your major professor, committee members, or the Graduate School. Finally, it is the student's responsibility that the thesis meets all requirements and standards.

A Graduate Thesis/Non-Thesis Committee is assigned to read all theses and non-theses for content and final formatting approval. If the student's thesis or non-thesis requires edits, it will be returned to the student's committee chair for corrections. This process will be repeated according to established number of review times until the thesis or non-thesis is error free and ready for binding. The final approved copy will be returned to the student electronically.

A checklist is provided at the end of this manual (Appendix T) for the student's use to assist in evaluating the thesis or non-thesis research project before submission. It is up to the student to

use this checklist and make corrections in a timely manner. The following are some common errors students should avoid in their manuscript.

- Incorrect margins
- Grammatical errors
- Headings and page numbers not consistent with Table of Contents
- Incorrect spacing
- Incorrect style and spacing listing references
- Sources noted in manuscript but not listed in references and vice versa
- Numbering pages correctly following the title page

The student is required to submit the original signature pages to Graduate Studies in person or by mail. Once the thesis or non-thesis is approved by the graduate office administrator, the signature pages will be signed, and the student will be notified for pick-up.

### **Plagiarism**

All academic work included in the manuscript must be the student's own unique thoughts and words. If a student's work is not deemed his/her own, the student has committed plagiarism. Disciplinary action will be taken if it is determined plagiarism has occurred. Committee chair and student must ensure they have checked the paper for any questions of plagiarism. There are free plagiarism checkers available on the web students can utilize to check for undocumented information by an author. Committee chairs are advised to use the University's safe assign platform to check for plagiarism and follow the University policy.

### **Submission of Paper**

Only the committee chair is allowed to submit an advisee's paper to Graduate Studies for review and approval. If revisions are requested, they will be returned to the committee chair and student to make the appropriate changes to resubmit. No student submissions are accepted by Graduate Studies. If, after the final submission and review and the paper is not in compliance with all corrections requested, it will be rejected and the student will have to apply for graduation for the next cycle and resubmit his/her paper to begin the review and approval process again.

### **Final Submission and Approval**

Approval of the manuscript is given only after the final document has been reviewed by Graduate Studies for content, grammar, formatting, and other requirements of a quality paper.

### **Required Number of Pages**

**Thesis** – The expectation is 40-80 pages. Preliminary pages, references, and appendices are not included in this count. The required pages include content.

**Non-Thesis Research Project** – The expectation is 20-40 pages. Preliminary pages, references, and appendices are not included in this count. The required pages include content.

**2-inches Top Margin**

APPENDIX A  
(Cover Page)

THE IMPACT OF ONLINE EDUCATION ON THE SUCCESS OF  
NON-TRADITIONAL ADULT LEARNERS

**Cover Title  
ALL CAPS  
double spaced**

**1.5 inches  
left margin**

JANE DOE, B.S.

**Name and  
degree ALL  
CAPS; 13  
single line  
spaces from  
title**

**School name 19  
single spaces from  
name of student; ALL  
CAPS; double –  
spaced from date of  
graduation**

ALCORN STATE UNIVERSITY

MAY 13, 2023

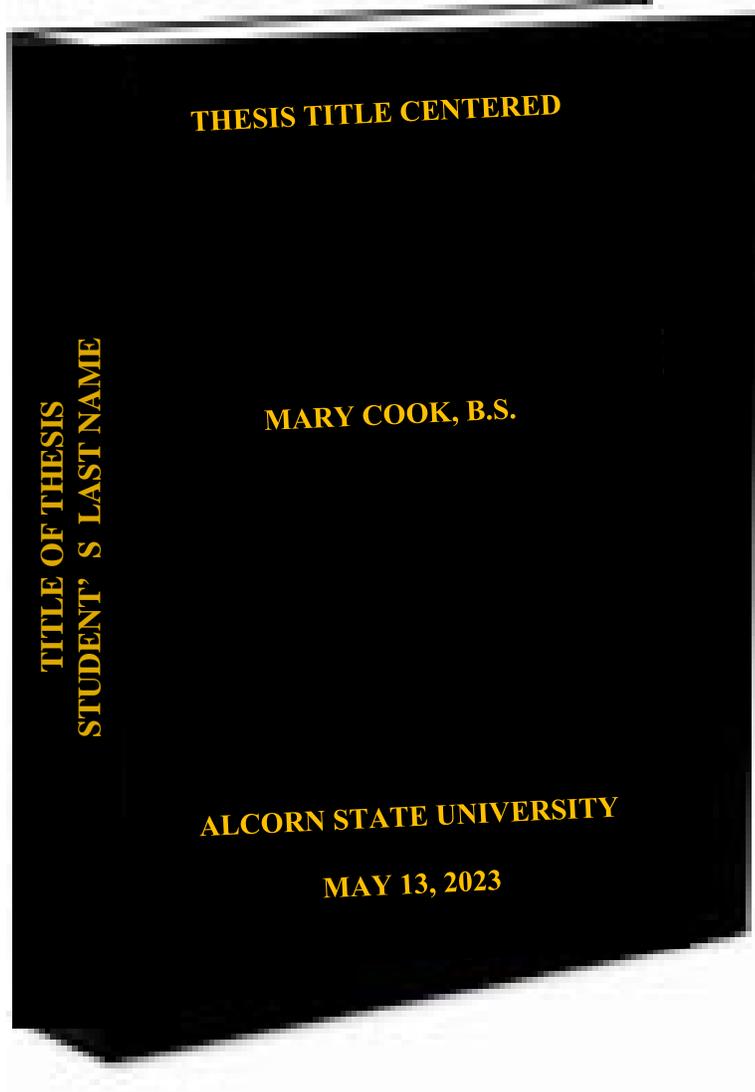
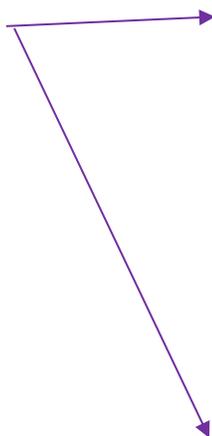
**1 inch right  
margin; 1  
inch bottom  
margin**

Specifications:

Thesis Cover: black hardbound with gold lettering

Spine: Title ALL CAPS centered (gold lettering)

Student's Last Name – ALL CAPS centered (gold lettering)





1 inch Top Margin

APPENDIX B  
(Title Page)

The Impact of Online Education on The Success of Non-Traditional  
Adult Learners at Four-Year Colleges

Title upper and lower case letters, double spaced

1.5 inches left margin

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF SCIENCE  
IN AGRICULTURE

Description 7 single line spaces from last line of title; ALL CAPS, double-spaced

JANE DOE, B.S.

SCHOOL OF AGRICULTURE AND APPLIED SCIENCES

6 single line spaces or 3 double-spaces from thesis description of requirements & degree name; Name, name of school degree resides -ALL CAPS

City and state 18 single spaces or 9 double-spaces from name of school; ALL CAPS; double – spaced from date of graduation

LORMAN, MISSISSIPPI

MAY 13, 2023

1 inch right margin; 1 inch bottom margin

1 inch top margin



APPENDIX C

(Approval Page / Signature Page)  
(No page number on the actual title page)

ALCORN STATE UNIVERSITY  
DEPARTMENT OF BIOLOGICAL SCIENCES

March 2, 2018

To the Graduate Studies Administrator:

I am submitting herewith a thesis written by John Doe entitled “Title of Thesis or Research Project.” I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science in Biology.

1.5 inches left margin



\_\_\_\_\_  
Marlon Berry, Ph.D.  
Thesis Advisory Committee Chair

We have read this thesis and recommend it for acceptance:

\_\_\_\_\_  
Mary Sue White, Ph.D.  
Committee Member

\_\_\_\_\_  
John Alto, Ph.D.  
Committee Member

1 inch right margin; 1 inch bottom margin



Accepted:

\_\_\_\_\_  
Jan Blackmore, Ph.D.  
Dean, School of Arts and Sciences

\_\_\_\_\_  
Associate Provost for Research,  
Innovation and Graduate Education

APPENDIX D  
(Dedication-Optional)

DEDICATION

I would like to dedicate this thesis to my loving sister, Beth Jamison, who always believed in me. She was my muse for choosing this subject for my thesis. It is also dedicated to my mother for her untiring patience and endurance during my long hours of information gathering and asking for feedback and technical assistance.

The dedication page is optional. If a student elects to include a dedication page, the following should be adhered to.

- No heading appears on the page except the Dedication heading.
- Text is double-spaced.
- The dedication page is numbered in lowercase Roman numerals at the bottom of the page and centered.

APPENDIX E  
(Acknowledgements)

ACKNOWLEDGEMENTS

First and foremost, I would like to acknowledge and give praise to my advisor for his expertise in advising me through completion of this thesis. His encouraging words helped me navigate through the APA process in keeping the faith that I could get the job done and done well.

I thank the Graduate Studies staff for their technical assistance to ensure that this document was publication ready.

The acknowledgements page is optional. If used, it allows the student to thank supporters, mentors, advisors, and other individuals who have supported the student's research and end product, the thesis.

The following formatting should be adhered to:

- The word acknowledgements should appear in all caps and centered on the page.
- Text is double-spaced.
- The acknowledgements page is numbered in lowercase Roman numerals at the bottom of the page and centered.

APPENDIX F  
(Abstract Page)

Abstract

The number of non-traditional adult learners participating in e-learning in higher education has rapidly grown in the past decade to meet their career and personal needs. E-learning has become a trend in the education pursuits of this atypical population of students that is inundating the enrollment on most college campuses. Interactive distance teaching and world wide access of educational instruction through Internet services offer non-residential education instruction and services which are more compatible with student lifestyles and needs. Efforts have been organized to use best practices to educate non-traditional learners to ensure satisfaction and academic success. The purpose of the study was conducted to better understand the factors that influence academic success of non-traditional learners participating in distance learning courses. Research is limited in guiding practitioners to best practices that increase engagement and retention of these students in flexible learning environments to ensure success. This study also examined key factors that educational professionals should consider in the development, administration and review of distance learning programs that enroll non-traditional adult learners. Qualitative data were collected from graduate students. The findings showed that there were key factors attributed to the academic success of students identified as non-traditional and constructs for future study.

**Keywords:** distance education, non-traditional student, learning styles, online learning, asynchronous learning, synchronous learning, best practices, adult learners, reflective learning.

## Abstract

Begin the Abstract on a new page. The label *Abstract* should appear in uppercase and lowercase letters, centered, at the top of the page. Type the abstract itself as a single paragraph without paragraph indentation (no bold, formatting, italics, underlining, or quotation marks).

Beginning with the next line, write a brief and concise summary of the key points of your research. (Do not indent.) Your abstract should be accurate, non-evaluative, coherent, readable and concise. Your abstract should be a single paragraph double-spaced. Do not exceed the word limit of 250 words.

You may also want to list keywords from your paper in your abstract. To do this, center the text and type *Keywords:* (italicized) and then list your keywords. Listing your keywords will help researchers find your work in databases.

i.e. *Keywords:* aging, attention, emotion

Double space the text and use the same 1 inch margins as in the balance of the paper.

Consult pages in the APA manual for some tips regarding the qualities of a good abstract. Pay close attention to grammar and spelling; papers with misspellings and typographical errors will be returned as will abstracts that do not follow the format as illustrated in this document.

APPENDIX G  
(Table of Contents Page)

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NOTE: This thesis template is meant to guide you in formatting your paper according to APA (7<sup>th</sup> ed.). Students should work closely with their adviser when creating the manuscript for their thesis or non-thesis.

APPENDIX H  
(Tables Page)

**List of Tables**

**TABLES – start each on a separate page**

Table 1: Stats, Stats and More Stats.....10

Table 2: Stats, Stats and More Stats. The title of this table is more than a single line; indent the second line just like his.....13

Example

**Table 1 (Bold)**

*Enrollment in local four-year colleges, 2015 (Italics)*

<b>College</b>	<b>New students</b>	<b>Graduating students</b>	<b>Change</b>
	<i>Undergraduate</i>		
Cedar University	110	103	+7
Elm College	223	214	+9
Maple Academy	197	120	+77
Pine College	134	121	+13
Oak Institute	202	210	-8
	<i>Graduate</i>		
Cedar University	24	20	+4
Elm College	43	53	-10
Maple Academy	3	11	-8
Pine College	9	4	+5
Oak Institute	53	52	+1
<b>Total</b>	<b>998</b>	<b>908</b>	<b>90</b>

*Note:* Adapted from Retention Loadlist

If you've constructed more than a couple of tables and plan to place them in the body of your paper, include a list of them in a List of Tables. List the table number, name and page on which the table can be found (example above).

*Note 1:* Not all papers will have a List of Tables

*Note 2:* Pay close attention to the purpose and format of your tables and figures. Tables

and figures are meant to provide a quick graphical reference to the textual discussion within your paper; as such, they should be concise. For a quick visual reference for formatting a variety of tables consult the APA manual. Below is information about producing tables as well as an example of APA table format.

*How to Make a Table in APA Style Using Word XP*

- Click on *Table*, then go to *Insert* and follow it right to *Table*.
- Figure out how many rows and columns you need. If you aren't right the first time, you can add or delete them later by going to *Insert* and *Delete* under *Table*.
- Click on *Auto Format* in the lower right side of the pop-up.
- Find *Simple 1* (which is green and toward the end of the options) and click on it.
- Where it says "Apply special formats to" toward the bottom of the screen unclick (i.e., get rid of the check mark in the box) all but "heading rows."
- Hit okay.

APPENDIX I  
(Figures Page)

**List of Figures**

**FIGURES – start each on a separate page; include caption on page with figure**

Figures are graphical representations of data (not including tables). If you've included more than 1 or 2 figures in your paper, list them here. List the number, name and page on which the figure can be found (same format as for Tables). If you only have 1 or 2 of figures, include them in the Table of Contents in their appropriate place in the pagination order.

Example

Figure 1: List title here.....14

Figure 2: List title here.....18

Example

**Figure 1 (Bold)**

*Enrollment Studies, 2011-2014 (Italics)*

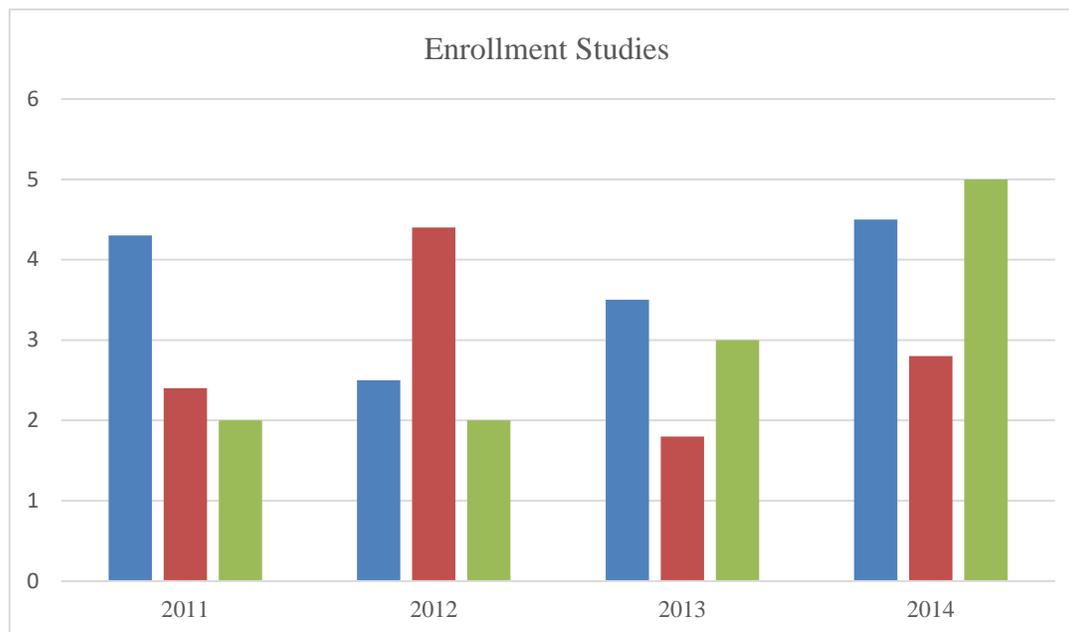


Figure 1. Enrollment trends over a four-year period to forecast trends for future planning.

APPENDIX J  
(Introduction Page)

**CHAPTER I**  
**INTRODUCTION**

Introduce the topic in general terms. (APA Body text)

**Background (Level 2)**

Set the stage. Tell your reader what we already know, and what we don't yet know.

*A brief history of ... (Level 3)*

Use this space to offer information that provides a backdrop for your topic. (APA Body text)

**Statement of the Problem (Level 2)**

Statement of the problem should include the basic difficulty, area of concern, and/or perceived need for the study. Summarize the gap in the literature or the personal/professional problem that justifies the research you will be doing in this paper.

**Purpose of the Study**

Discuss the goal - emphasize practical outcomes or products.

**Research Question (s) (Level 2)**

Based on the hypothetical cause and solution to the problem, state the research question which will be the focus of this paper. Until you clearly define whether or not this will be a qualitative or quantitative study, use the following format:



APPENDIX K  
(Review of Literature Page)

**CHAPTER II**  
**REVIEW OF LITERATURE**

The literature review establishes what is known about the topic in order to build upon the wisdom of earlier works. What has already been established about a topic helps you narrow in on a specific theoretical framework. This means it is usually necessary to review the literature before choosing a specific theoretical framework.

The literature review can be divided by themes, by authors, or chronologically. The most common division is by topic as this shows a more complex understanding of the literature. Children learn to do book reports around fifth grade. A literature review by authors is a compilation of short book reports. This means that literature reviews divided by authors normally lack the global understanding provided by a topical overview and are, therefore, not considered as sophisticated as topical reviews. Chronological reviews are often most helpful when the focus of the paper is historical in nature. The choice of organization depends on the objective of the paper.

**Literature Genres (Level 2)**

Introduce the genres of literature that have been used to study the topic (journal articles, conferences popular press, books, television documentaries, interviews, and so on). Explain whether or not your review was time-sensitive (you only used literature within a certain timeframe, such as 2000-2020), limited by language (only sources in English, for example), and if specific key words were used in your search. Also indicate if you were limited by specific databases as determined by your university, or multiple

databases (EBSCO, ProQuest, HOLLIS, and so on). If you “snowballed” the literature finds (used the references from key articles to build your source list), indicate this as well. If a large number of documents came from a specific source, mention this here. For example, if you discovered that the *Journal of Molecular Psychiatry* published a significant number of the articles in your review, mention this.

***Topic 1 (or Author 1 or Date 1).* (Level 3).**

This section should help the reader understand the state-of-the-art information in each of the sub-thematic areas. The topics in your literature review are normally determined by your research question. Make a mind-map around your research question and identify the key terms and concepts. Consider how literature from the terms and concepts will contribute to an answer to your research question and then select the most vital topics for review. Some papers have just two or three topics, other have dozens. The number of topics in your review depends on the objective of the paper. If available, this section should use a previously constructed annotated bibliography.

***Topic 1.1 (or Author 1.1 or Date 1.1).* (Level 4).** Many themes have sub-elements worth mentioning. Use a Level 5 header to set off these sub-elements, if necessary.

***Topic 1.1.1* (Level 5).** If your topic merits further sub-divisions, you can use a Level 5 header to show the hierarchy among concepts.

***Topic 2 (or Author 1 or Date 1).* (Level 3).**

Remember to give each topic a clear name or title. That is, do *not* leave “Topic 2” as a header..

**Topic 2.1 (or Author 1.1 or Date 1.1). (Level 4).** Many themes have sub-elements worth mentioning. Use a Level 5 header to set off these sub-elements, if necessary.

***Topic 3 (or Author 1 or Date 1). (Level 3).***

This section should help the reader understand the state-of-the-art information in each of the sub-thematic areas. If available, this section should use a previously constructed annotated bibliography.

**Topic 3.1 (or Author 1.1 or Date 1.1). (Level 4).** Many themes have sub-elements worth mentioning. Use a Level 5 header to set off these sub-elements, if necessary.

***Topic 4 (or Author 1 or Date 1). (Level 3).***

This section should help the reader understand the state-of-the-art information in each of the sub-thematic areas. If available, this section should use a previously constructed annotated bibliography.

**Topic 4.1 (or Author 1.1 or Date 1.1). (Level 4).** Many themes have sub-elements worth mentioning. Use a Level 5 header to set off these sub-elements, if necessary.

APPENDIX L  
(Methodology Page)

**CHAPTER III**  
**METHODOLOGY**

**Introduction**

Methodology begins with an introduction. Some suggestions include reiterating the statement of the problem and briefly discussing what this chapter will include.

Sections to be addressed might include subject selection and description, instrumentation, data collection procedures, data analysis, and limitations.

There are three basic research designs. Some people do quantitative work which relies heavily on numbers. Others do qualitative work which includes perspective-taking. Yet others use mixed method designs, which are a combination of qualitative and quantitative methods (Neuman, 2005). (APA In-Text citation) The author should choose the methodology based on the research question (Creswell, 2003). (APA In-Text citation) That is, based on what you want to know, you should select the research methodology that best fits your needs.

**Design (Level 2)**

This section should explain your methodological design (experimental; literature review with specific inclusion and exclusion criteria, and so on).

**Subject Selection and Description (Level 2)**

Discuss the sample and population. If your study involves humans, you must indicate any demographics relevant to the research question (age, gender, nationality, and so on).

**Data Collection Procedures (Level 2)**

Here, you should explain how you will gather the data for your research.

**Data Analysis (Level 2)**

This is the beginning of the interesting part of your research paper, and the start of your own voice on the topic. Whereas the Introduction, Literature Review and Methodology documented what others have said before you, the Analysis and Conclusions show how you have interpreted findings. This is the most creative part of the paper where you have to take all the *what's* you have found and explain *why* you think they occurred. (APA Body Text). How was the data analyzed? Example: A number of statistical analyses were used in this study. The Statistical Program for Social Sciences version 10.0 (SPSS, 2002) was used to analyze the data. Independent T-Test analyses were conducted...

**Limitations (Level 2)**

Discuss methodological limitations or procedural weaknesses.

APPENDIX M  
(Results and Discussion Page)

**CHAPTER IV**

**RESULTS AND DISCUSSION**

Format the paragraph in the standard APA 7<sup>th</sup> edition style, double spaced. If you use tables and/or figures, follow the APA 7<sup>th</sup> edition format. Examples are given in Appendices H and I in the Thesis and Non-Thesis Manual.

***Answer the Research Question(s).*** (APA Level 3)

Concisely answer your research question. (APA Body Text)

**Expected Findings (Level 2)**

Indicate what you thought you might find in the research and how it matched findings. (APA Body Text)

**Unexpected Findings (Level 2)**

Often the most interesting part of a research paper are the unexpected findings. Take the time to highlight the things you found that you did not expect to find. (APA Body Text)

Appendix N  
(Conclusions, Implications, And Recommendations)

**CHAPTER V**

**CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS**

**Introduction (Level 2)**

Briefly remind the reader of the overall focus of the paper (less than a half page).

(APA Body Text)

**Limitations of the Study (Level 2)**

No study is perfect. Take the time to anticipate criticisms of your paper. Was your sampling too small, or did you limit it to a specific region of the world? Did you include all demographics, or did you purposely or not leave out a key group? Be your own worst critic and anticipate push back. (APA Body Text)

**Conclusions (Level 2)**

State the high points of your findings. There should be a relationship to the literature review and your research findings. Stand back and consider the whole. Tell the entire research story in a brief paragraph. What was the problem you addressed (research question)? What was known and unknown about the topic when you started (Literature Review)? What did you do (Methodology)? What did you find (Analysis)? What new questions emerged? What do you now want to know now? How can we move forward (Conclusions)? (APA Body Text)

**Recommendations for Future Studies (Level 2)**

Take everything you mentioned in the limitations and turn it into a recommendation for a future study. What do you recommend people do in the future? What new research questions emerged? How can others build off of your work to take the next step on tackling the problems or addressing the topics of this paper? (APA Body Text)

APPENDIX O  
(References Page)

**References (Level 1)**

The References header is upper and lower case letters. Make sure that everything you cite in the text is also in the reference list and vice versa. The *APA Manual 7th ed* describes the correct format for each type of reference. Be especially careful about how you reference and format online sources. **Each entry should be in a *hanging indent format*. This paragraph is typed using hanging indent format.** See examples of types of references below. **Avoid hyperlinks in blue. All online links should be displayed in black in the list of references when used.**

**[BOOK WITH ONE AUTHOR]**

Tokuhama-Espinosa, T. (2019). *Five pillars of the mind: Redesigning education to suit the brain*. WW Norton & Company.

**[BOOK WITH MULTIPLE AUTHORS]**

Parsons, T. D., Lin, L., & Cockerham, D. (Eds.). (2018). *Mind, brain and technology: Learning in the age of emerging technologies*. Springer.

**[DIGITAL JOURNAL ARTICLE]**

Featherston, R. J., Shlonsky, A., Lewis, C., Luong, M. L., Downie, L. E., Vogel, A. P., ... & Galvin, K. (2018). Interventions to mitigate bias in social work decision-making: A systematic review. *Research on Social Work Practice, 29*(7), 741-752, <https://doi.org/10.1177/1049731518819160>

Hobbiss, M. H., Massonnié, J., Tokuhama-Espinosa, T., Gittner, A., de Sousa Lemos, M. A., Tovazzi, A., ... & Gous, I. (2019). “UNIFIED”: Bridging the Researcher–Practitioner Divide in Mind, Brain, and Education. *Mind, Brain, and Education, 13*(4), 298- 312, <https://doi.org/10.1111/mbe.12223>

**[DIGITAL NEWSPAPER]**

Begley, S. (2005). Beware of the cognitive brain paparazzi lurking in brain science labs. *Wall Street Journal, Science section*, (Mar 18). Downloaded 14 de September 2009 from [http://agelessmarketing.typepad.com/ageless\\_marketing/2005/03/beware\\_of\\_cogni.html](http://agelessmarketing.typepad.com/ageless_marketing/2005/03/beware_of_cogni.html)

**[DISSERTATION OR THESIS]**

Amato, V. (2005). *An exploration of teacher understanding and use of brain research in the instruction of young adolescents*. Dissertation (M.S.), Texas Woman's University, Texas. AAT 1425943.

**[DOCUMENTS FROM THE INTERNET: Blogs, Videos, Webpages]**

Freakonomics. (2010, October 29). E-ZPass is a life-saver (literally) [Blog post]. Retrieved from <http://freakonomics.blogs.nytimes.com/2010/10/29/e-zpass-is-a-life-saver-literally/>

Stanford University. (2019). *Stanford Social Learning Lab* [webpage]. <http://sll.stanford.edu/>

Walker, M. (2019). *Sleep is your superhuman power*. [video]. Ted Talk. Retrieved 10 Nov 2019 [https://www.ted.com/talks/matt\\_walker\\_sleep\\_is\\_your\\_superpower](https://www.ted.com/talks/matt_walker_sleep_is_your_superpower)

**[JOURNAL ARTICLE]**

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 1-44.

van Atteveldt, N., Tijsma, G., Janssen, T., & Kupper, F. (2019). Responsible research and innovation as a novel approach to guide educational impact of Mind, Brain, and Education research. *Mind, Brain, and Education*, 13(4), 279-287.

**[CHAPTER IN A BOOK]**

Coch, D. (2018). Reading from a mind, brain, and education perspective. In M.S. Schwartz & E.J. Paré-Blagoev (Eds.) *Research in mind, brain, and education* (pp. 97-132). Routledge.

Hamilton, R. B., & Newman, J. P. (2018). The response modulation hypothesis: Formulation, development, and implications for psychopathy. In C. J. Patrick (Ed.), *Handbook of psychopathy* (2nd ed., pp. 80-93). Guilford Press.

**NOTE:** The APA 7<sup>th</sup> Edition is active as of Spring 2019. For the most notable changes, see:

Scribbr. (2019). *APA Manual 7th edition: The most notable changes*. Retrieved 10 Nov 2019 from <https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>

APPENDIX P  
(Appointment of Research Advisory Committee)

**APPOINTMENT OF RESEARCH ADVISORY COMMITTEE**

Topic: \_\_\_\_\_

Student: \_\_\_\_\_

Committee Members:

Chair: \_\_\_\_\_

Member: \_\_\_\_\_

Member: \_\_\_\_\_

Outside Member(s) (if any): \_\_\_\_\_

\_\_\_ APPROVED      \_\_\_ DENIED

COMMENTS:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature (Department Chair)

**APPENDIX Q**  
**(Institutional Review Board Application)**

IRB Number: _____ (IRB Use Only)
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**Institutional Review Board**  
 1000 ASU Drive #210  
 Lanier Hall 114  
 Lorman, MS 39096-7500  
 Tel: 601-877-3964 Fax: 601-877-2327  
 E-mail: [IRB@alcorn.edu](mailto:IRB@alcorn.edu)

**Application for Review of Research Involving Human Subjects**

Federal regulations and the Alcorn State University policy require that all research involving humans as subjects to be reviewed and approved by the ASU Institutional Review Board (IRB). Any faculty, staff, student, or other persons wishing to conduct research involving humans as subjects of research at or through ASU must receive written approval from the IRB before beginning the research.

**All forms must be completed, signed by the RPI, and submitted by FAX, Email, or single-sided hard copy.**

**Research Training):**     Yes         No    **If Yes, please attach a copy of verification.**

**1. RESPONSIBLE PRINCIPAL INVESTIGATOR (RPI)** The individual who has lead responsibility for conducting the research. The RPI may be a ASU employee or external individual. Whenever the responsible principal investigator is not a ASU faculty or staff member, the research must be supervised by a non-visiting ASU faculty or staff member, who will be designated as the Responsible Research Supervisor (RRS).

Last Name:		First Name:		Academic Degree(s):	
Dept. or Unit:		Office Address:			Mail Stop:
Street Address:		City:		State:	Zip Code:
Phone:		Fax:		E-mail:	
ASU Status: <input type="checkbox"/> Faculty <input type="checkbox"/> Academic professional/Staff <input type="checkbox"/> Student					

**1A. Responsible Research Supervisor (RRS)** A member of the ASU faculty or staff (i.e., an employee of ASU) who has supervisory responsibility for the protection of the subjects and the conduct of the human subjects research described in the research protocol submitted for review under the ASU policy and procedures for human research protection. ASU students and graduate assistants cannot serve as RRS.

Last Name:		First Name:		Academic Degree(s):	
Dept. or Unit:		Office Address:			Mail Stop:
Phone:		Fax:		E-mail:	
ASU Status: <input type="checkbox"/> Faculty <input type="checkbox"/> Academic professional/Staff <input type="checkbox"/> Other _____					

**1B. List all other ASU Co-Researchers**

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**2. PROJECT TITLE**

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**2A. Project Type:**  Master's project/thesis research  Faculty research  Sponsored research  
 Student research  Doctorate research/thesis  Other: please specify \_\_\_\_\_

**2B. Joint Project**  Yes  No

Name of Lead Investigator/Organization:			
Name of Partner Institution/Organization:			
Partner Investigator Last Name:	First Name:	Academic Degree(s):	
Dept. or Unit:	Office Address:	Mail Stop:	
Street Address:	City:	State:	Zip Code:
Phone:	Fax:	E-mail:	

**3. FUNDING** Indicate whether this research is funded by, or application has been made for, a grant, contract, or gift.

**3A. STATUS**  Research is **not funded** and is **not pending** a funding decision (Proceed to Part 4).

Research is **funded** (funding decision has been made).

Funding decision is **pending**. Funding proposal submission date:

**3B. SOURCE(S)** If the research is funded or pending a funding decision, mark and name all sources:

Type of Funding—Mark all that apply	Name of Source
<input type="checkbox"/> <b>ASU Department, College, or Campus</b> (includes research board and campus fellowship training grants)	
<input type="checkbox"/> <b>Federal</b> (from federal agencies, offices, departments, centers)	
<input type="checkbox"/> <b>Commercial Sponsorship</b> (from corporations, partnerships, proprietorships)	
<input type="checkbox"/> <b>State of Mississippi Department or Agency</b> (from any state office or entity)	
<input type="checkbox"/> <b>Gift or Foundation</b> (public or private foundations, not-for-profit corporations, private gifts)	
<input type="checkbox"/> <b>Local Government Agencies</b> (Cities, counties, municipalities)	
<input type="checkbox"/> <b>Mark if funding is passable through State sources</b>	
<input type="checkbox"/> <b>Mark if funding is passable through Federal sources</b>	

→ Mark here if the funding is through a Training Grant:

**3C. PROPOSAL** Attach a complete copy of the funding proposal or contract.  Attached

Sponsor-assigned grant number, if known: \_\_\_\_\_

Title of funding proposal or contract, if different from project title in part 2:

**4. SUMMARIZE THE RESEARCH.** In **LAY LANGUAGE**, summarize the objectives and significance of the research.

All boxes are expandable so please use as much detail as possible.

**5. Data Collection (mark all that apply)**

- From existing data, documents, or records that are **publicly available**.
- From existing data, documents, or records that are **confidential**. Access to the documents or records is restricted and can occur by permission only.
- From existing biological, diagnostic, or pathological specimens that are **confidential**. Access to the specimens is restricted and can occur by permission only.
- By directly or indirectly **interacting with subjects individually or in groups**.
- From the **observation of public behavior**.
- Other (please explain) \_\_\_\_\_

**5A. TYPE OF RESEARCH (mark all that apply)**

**(Data collected from schools, institutions, organizations, etc., research must have written approval, on letterhead, from those organizations.)**

- A.  Research conducted in a school setting that focuses on the following normal educational practices:
  - Instructional strategies, techniques, or curricula for regular education
  - Instructional strategies, techniques, or curricula for special education
  - Classroom management methods for regular education
  - Classroom management methods for special education
- B.  Research that involves the use of educational tests (diagnostic, aptitude, achievement), surveys, interviews, and/or observation of public behavior.
- C.  Research that involves the collection or study of existing data, documents, pathological specimens, and/or diagnostic specimens.
- D.  Research that involves the collection of biological samples by finger stick, heel stick, ear stick, or venipuncture.
- E.  Research that involves the collection of data by non-invasive means using one or

more of the following procedures:

- voice, video, digital, or image recordings
- weighing or testing sensory acuity
- moderate exercise
- muscular strength testing
- physical sensors applied to the surface of the body or at a distance, and the procedure does not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy
- flexibility testing
- magnetic resonance imaging (MRI)
- electrocardiography (ECG)
- electroencephalography (EEG)
- finger nail or hair clipping
- mouth or skin swab

- F.  Research that is conducted by or subject to the approval of a department or agency head and is designed to study, evaluate, or otherwise examine a public benefit or service program, its procedures for obtaining benefits of services, possible changes in or alternatives to the program or its procedures, or possible changes in methods or levels of payments for benefits or services provided.
- G.  Taste and food quality evaluation and consumer acceptance studies in which wholesale foods without additives are consumed, and the food consumed contains food ingredients at or below the level known to be safe and for a use known to be safe.

**5B. ANTICIPATED NUMBERS** How many subjects, including controls, will you study in order to get the data that you need?

If you plan to study disproportionate numbers of a given sex, race, or minority group, provide scientific rationale in 11. Please list and describe each performance cite separately.

	Performance Site	Total
1		
.		
2		
.		
3		
.		
<b>TOTALS</b>		

List anticipated numbers for additional performance sites on an attachment and mark here:

**5C. AGE RANGE** Mark all that apply. Researchers planning to include children in research projects involving *more than minimal risk* must provide written documentation of the benefits that are likely to accrue to a child participating in the project. This should include information gathered on adults, if it exists, or an explanation about why it does not exist.

- 0–7 years
- 8–17 years
- 18–64 years
- 65+ years

→  If applicable, written documentation of benefits for including children in *more than minimal risk* research is attached.

**5D. Research Will Focus on Specific Subject Groups**

Eligibility for participation in this research will be restricted based on the following criteria:

- Gender or sex
- Race/Ethnicity
- Religion
- Socioeconomic status
- Sexual orientation
- Age
- English as a first language
- Other (please describe) \_\_\_\_\_



**6 A-2 Attach final copies of recruiting materials** including the final copy of printed advertisements and the final version of any audio/taped advertisements and mark here: Attached  Not applicable

**6 A-3 Attach written approval from agency, organization, or facility** giving permission to conduct research at their location. Approval must include reference to a full understanding of the nature of the research and degree of their participation.

Attached  Not applicable  Institutional Research

**6B. WITHHELD INFORMATION** Do you propose to withhold information from subjects prior to or during their participation?

Yes  No

If yes, describe what will be withheld, justify the withholding (address risks, provide rationale), describe the debriefing plan, and attach a labeled copy of a written debriefing form, to be provided to subjects.

Debriefing attached

## 7. RESEARCH PROCEDURES:

**7A. Subjects will be asked to:** (Mark all that apply)

- complete an online survey or questionnaire
- complete a paper survey or questionnaire
- complete a face-to-face interview  with  without audiotaping/videotaping
- complete a telephone interview
- perform research tasks such as viewing pictures or listening to a presentation
- provide biological samples (e.g., hair or nail clippings, saliva, etc.)
- other (please explain) \_\_\_\_\_
- does not apply -- data will be collected from existing records or documents only.
- does not apply -- data will be collected through behavioral observation only.

**7B. Data will include:** (Mark all that apply)

- private information about each subject (i.e., age; income; health status; psychological, educational, or physical test scores; grades; biological specimens; audio, video, or photographic records; etc.).
- the subject's personal opinions, beliefs, perceptions, views, values, experiences, and/or behaviors.
- the subject's professional opinions or expertise.

**7C. The data collected will be:** (Mark only one)

- coded for research purposes but the research data include codes or demographic identifiers that would permit **the researcher** to identify individuals either directly or indirectly, through links to individual subjects. In other words, the subject could be identified either directly or indirectly through demographic data or a master code list linking names and research code numbers.
- recorded in a way that does not allow the subject to be identified, either directly or indirectly by anyone (including the researcher), through coding, demographic information, or other identifiers linked to the subject cases.

**7D. Data will be:** (Mark only one)

- Anonymous. The researcher will not know who gave what answers. No identifying information will be collected. No links between subject names and research code numbers exist.
- Confidential. Research coding will allow the researcher to match subject identifiers with the data; however, the researcher will store the data securely and will not disclose any individually identifiable information collected.
- Confidential, unless the subject provides explicit written permission, on the consent form, indicating that his or her identifying information can be included in the research.
- Not confidential. Potential participants will be informed, on the consent form, that confidentiality will not be maintained.

**7E. Using LAYPERSON'S LANGUAGE**, specifically describe what the participants (treatment groups and controls) will do and where the research activities will take place. Give approximate dates and durations for specific activities, including the total number of treatments, visits, or meetings required and the total time commitment. (for schools-based research where class time is used, describe in detail the activities planned for nonparticipants and explain where (e.g., in a classroom, in a private area) both participants and nonparticipants will be located during the research activities. Include a concise description of procedures, locations, time commitments, and alternate activities on the relevant consent and assent forms.)

- Attach final copies (survey, consents, protocols, power points, transcripts of oral presentations, etc.)

**8. INFORMED CONSENT:** University policy requires the execution of a comprehensive, written document that is signed by the subject (or the subject's authorized representative) as the principal method for obtaining consent from subjects. The language in the document must be understandable to the subject or the subject's legally authorized representative. ([Attach informed consent and checklist](#))

**Children must assent** (or, voluntarily agree) to participation and a parent must separately consent on behalf of their child (i.e., two different forms are generally required). Children under age 8 may assent either

orally or passively, depending on their level of maturity. Children 8–17 years old should sign a written form unless the ASU IRB approves a different process.

**8A. TYPE OF CONSENT** Mark all that apply and attach one copy of each relevant form, letter, or script on university letterhead. Include translations, if consent will be obtained in a foreign language. Use headings, headers, or footers to uniquely identify each document and associate it with the subject group for which it will be used.

**Informed consent (assent) with an online document.**

**Written informed consent (assent) with a document signed by**

adult subjects       parent(s) or legal guardian(s)       adolescents aged 8–17 years

**Waiver or alteration of informed consent (attach request for waiver form.)**

adult subjects       parent(s) or legal guardian(s)       adolescents aged 8–17 years

**Waiver of documentation (signature) of informed consent (attach request for waiver form.)**

adult subjects       parent(s) or legal guardian(s)       adolescents aged 8–17 years

**8B. USE OF PROXY** Will others (e.g., next of kin, legal guardians, powers of attorney) act on behalf of adult subjects in giving consent to participate in this research?  Yes  No If yes, describe

**8C. USE OF PROXY OUTSIDE Mississippi** If a proxy is used in research conducted outside Mississippi and/or the United States, provide justification (e.g., statement of an attorney or copy of applicable law) that the proxy is authorized under the laws of the jurisdiction in which the research will be conducted to consent to the procedures involved in this protocol.

**8D. CONSENT PROCESS** Describe when and where voluntary consent will be obtained, how often, by whom, and from whom. If cognitively impaired subjects (including children under age 8) will be involved, explain how the subject's understanding will be assessed and how often; include the questions that will be asked or actions that will be taken to assess understanding.

Describe any waiting period between informing the prospective subject and obtaining the consent. Describe steps taken to minimize the possibility of coercion or undue influence. Indicate the language used by those obtaining consent.

Indicate the language understood by the prospective subject or the legally authorized representative.

If the research involves pregnant women, fetuses, or neonates, indicate whether consent will be obtained from the pregnant woman, mother, father, or all. If the research involves children, indicate whether consent will be obtained from: Both parents and legal guardians unless one parent is deceased, unknown, incompetent, or not reasonably available, or when only one parent has legal responsibility for the care and custody of the child; or from one parent regardless of the status of the other parent.

## 9. RISKS

**9A. DESCRIPTION** Specifically describes all known risks to the subjects for the activities proposed and describes the steps that will be taken to minimize the risks. Include any risks to the subject's physical well-being, privacy, dignity, self-respect, psyche, emotions, reputation, employability, and criminal and legal status. Risks must be described on consent forms.

## 9B. RISK ASSESSMENTS

Determining risk related to research is not always an easy task. Risks can be physical, psychological, social, economic, legal, or unknown. The probability (likelihood) as well as the magnitude (i.e., severity, duration, and reversibility) of potential harm must be considered. When evaluating research risk, it is also important to focus on the immediate or reasonably foreseeable risks of the research, as separate from potential risks or benefits associated with the consequences of applying the knowledge that might be gained from the research. The potential benefits of a study do not alter the risk classification. The risk/benefit assessment only refers to the acceptability of the risk, not the level of the risk.

A commonly accepted definition of minimal risk is a level of risk no greater than that typically encountered in the daily lives of healthy individuals in the general population. Thus, the researcher should consider (a) the likelihood of potential harm; (b) the magnitude of potential harm; (c) whether the likelihood and magnitude of potential harm are greater than those encountered in the ordinary daily life of a healthy person; (d) what research procedures are in place to minimize the probability and/or magnitude of harm to subjects; and (e) the extent to which those research procedures are adequate to diminish the risk of harm. For example, a breach of confidentiality is a serious risk, but protections such as restricted access (locked files, stand-alone computers, password protections, and certificates of confidentiality) reduce the absolute risk significantly and may thereby make the overall risk to the subject minimal.

Please consider the immediate or reasonably foreseeable risks of the research rather than the risks associated with the long-term outcome or consequences of applying the knowledge gained from the research.

- 9C. RISK LEVEL:**
- No more than minimal risk**  
(the probability and magnitude of harm or discomfort anticipated for participation in the proposed research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests).
- More than minimal risk**

**9D. Data Monitoring Plan:** Must describe the provisions for monitoring the data to ensure the safety of subjects (List who will periodically have access to the data, and monitor harms and benefits experienced by

subjects? How often will monitoring occur? Where will the data be stored (locked cabinets, password protected files etc)? If appropriate, what criteria will be used to stop the research based on monitoring of the results?)

**10. BENEFITS** Describe the expected benefits of the research to the subjects.

**11. BENEFITS** Describe the expected benefits of the research to society.

If additional risk/benefit information is attached, mark here:

**12. INVESTIGATOR ASSURANCES: The signature of the responsible principle investigator is required** (scanned or faxed signatures are acceptable). Other investigators are also responsible for these assurances and are encouraged to sign.

I certify that the information provided in this application, and in all attachments, is complete and correct.

I understand that I have ultimate responsibility for the protection of the rights and welfare of human subjects, the conduct of this study, and the ethical performance of this project.

I agree to comply with all ASU policies and procedures, the terms of its Federal Wide Assurance, and all applicable federal, state, and local laws regarding the protection of human subjects in research.

I certify that

- The project will be performed by qualified personnel according to the ASU IRB-approved protocol.
- The equipment, facilities, and procedures to be used in this research meet recognized standards for safety.
- No change will be made to the human subjects protocol or consent form(s) until proposed changes approved by the ASU IRB.
- Legally effective informed consent or assent will be obtained from human subjects as required.

- Unanticipated problems, adverse events, and new information that may affect the risk–benefit assessment for this research will be reported to the ASU IRB Office (601.877.3964) and to my Departmental Dean.
- Student and guest investigators on this project are knowledgeable about the regulations and policies governing this research, including any confidentiality and safety requirements.
- I agree to meet with the investigator(s), if different from myself, on a regular basis to monitor study progress.
- If I will be unavailable, as when on sabbatical or other leave, including vacation, I will arrange for an alternate faculty sponsor to assume responsibility during my absence. I will advise the ASU IRB by letter of such arrangements.

I further certify that the proposed research has not yet been done, is not currently underway, and will not begin until IRB approval has been obtained.

\_\_\_\_\_  
Responsible Principal Investigator      Date

\_\_\_\_\_  
Investigator      Date

\_\_\_\_\_  
Investigator      Date

\_\_\_\_\_  
Investigator      Date

\_\_\_\_\_  
Responsible Research Supervisor      Date  
(if RPI is a student, or otherwise applicable)

## APPENDIX R



**Alcorn**  
State University

**Division of Graduate Studies  
Oral Defense Committee's Report**

**Section A: To be completed by the student**

ASU ID \_\_\_\_\_

**First Name**

**Middle**

**Last**

Degree Program \_\_\_\_\_ Concentration \_\_\_\_\_

**Section B: To be completed by the Committee Chair**

Defense Date: \_\_\_\_\_

To the Graduate School:

The above named student has successfully  defended,  did not successfully defend

Dissertation

Thesis

Research Project

Capstone Project

Topic: \_\_\_\_\_

Committee Chair Signature: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_

**Section C: For the Graduate School**

\_\_\_\_\_  
Associate Provost for Research, Innovation  
and Graduate Education

**\*This reporting form should be submitted to the Graduate School within two days following the student's defense.**

## APPENDIX S (Templates)

Templates are provided to assist students in formatting of their paper according to the guidelines prescribed in these manuals. Students should not deviate from the formatted guides.

Thesis

Non-Thesis Research Project

Capstone Project

ASU DNP Project

APPENDIX T  
(Thesis Form Format Checklist)

## Thesis & Non-Thesis Formatting Checklist

Use the suggested checklist below to evaluate the formatting of your document before submission to the Graduate Office. If your document follows this prescribed checklist, you should experience a successful submission. Remember to submit your thesis/thesis research project electronically in pdf format.

STUDENT'S NAME:

THESIS/RESEARCH

TOPIC:

NUMBER OF TIMES REVIEWED: 1  2  3

### Title, Submission Information

- Parts of the thesis/non-thesis organized in the correct order
- Titles on title page, signature page, and abstract are identical
- Title includes no more than 12 words
- Four original copies of approval/signature pages submitted for review with thesis/non-thesis document: White 25% cotton bond, 20 lbs.
- Signatures of thesis/non-thesis research project committee signed with black ink
- Thesis/Non-Thesis presented to committee members for review

### Title Page

- No page number is displayed on this page
- No abbreviations used in title
- Matches sample in Appendix
- Title is typed in upper and lower case letters
- Title is centered vertically and horizontally on page

### Table of Contents

- Table of Contents is centered on the page and formatted in bold
- Page numbers are preceded by ellipses (...) and are right justified
- Each entry must appear exactly as it is written in the text
- Each Appendix has a title in the Table of Contents

### Page Numbering

- Roman numerals on preliminary pages
- Arabic numerals used in main body, begin on page 1 on first page of Chapter 1

**Margins**

- Right margin, top and bottom margins 1" except on cover page (2" top margin)
- Left margin 1.5"

**Fonts**

- Style: Times New Roman
- Size: 12 - point type
- Same font and point type used throughout the text
- All primary text should be in black

**Line Spacing**

- Double spacing in body text
- One space after each period inserted that separates each part of the sentence

**Abstract**

- No indention for the first line of the paragraph
- Brief and concise summary of the research study
- Length no more than 250 words or less (must not exceed more than 350 maximum)

**Body of the Work**

- Paragraphs are indented at the beginning of the sentence
- 12 - point font used for all text (Tables and Indices may contain 10 pt)
- Manuscript double-spaced
- Each Chapter, List, and Appendix begins on a new page
- First line of each paragraph is indented
- No blank pages
- No excess white space on pages

**Citations (in-text)**

- Every citation in text follows APA 7<sup>th</sup> ed style
- Citations in body of the manuscript match the references

**References**

- Starts on new page
- Header written in upper- and lower-case letters; bolded
- Only the references cited in the body of the thesis/non-thesis are included in References cited
- All references listed in alphabetical order from A to Z, with a hanging indent format
- Double space references, double-space between lines of text
- All web pages appear in black type- not blue

**Tables and Figures**

- Tables and figures are labeled and numbered correctly
- All charts, graphs, and other illustrations are legible
- Tables and figures appear on separate pages
- Captions are single spaced and placed directly below the figures and above the tables

**Appendices**

- Page numbers of appendices are sequenced and positioned as those used in the body
-

**ASSURANCES**

In submitting this thesis/non-thesis research project, I verify I have utilized this checklist in concert with my thesis or non-thesis committee to submit a credible manuscript for review and approval by the Graduate Studies Administrator.

I further attest to the fact that my document does not contain any plagiarized content and have followed all the guidance in the thesis and non-thesis manual.

Student \_\_\_\_\_

Date \_\_\_\_\_