



EASTERN ILLINOIS UNIVERSITY™

M.S. IN COLLEGE STUDENT AFFAIRS THESIS MANUAL

**GENERAL INFORMATION  
REGARDING  
THE PREPARATION  
OF THE MASTER'S THESIS**

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## **Preface**

This manual is designed to facilitate the efficient and effective development of the master's thesis as a requirement for the College Student Affairs degree in the Department of Counseling and Higher Education at Eastern Illinois University. The manual's content may also be useful for students in the M.S. in Counseling program who plan to prepare a master's thesis.

Each master's thesis is a unique document reflecting the personality and interests of the writer. There is no formulaic pattern within a thesis that can be developed, yet there are common characteristics of planning, style, and content that should assist the master's level writer in the process of preparing the document. The master's thesis is typically the first original scholarship that a graduate student will develop in what is hoped to be a life-long process of inquiry. As such, the thesis is not the only piece of research graduate students will create in their lifetime, and they need not attempt to put all of their ideas about a topic into one document.

The thesis is developed with the close support of the Thesis Chair and should conform to standard APA style as outlined in the current edition of the APA Style Manual. Since the thesis proposal itself becomes a contract between the student and the thesis committee for the conduct of the research, prior approval of the proposal by the thesis committee must be obtained before any collection of data begins. In most cases, committees will agree on the conduct and the content of the research, but when there is not full agreement, the student should defer to the Thesis Chair's advice.

Students should become familiar with this entire manual prior to the creation of the thesis proposal. Master's students often start with an incomplete conception of their purpose for research and unsystematically start the research effort before they are prepared to do so. The content of the manual should help to organize thinking about the master's thesis project and save many hours of time and days of frustration or confusion.

## **General Guidelines**

The Eastern Illinois University Graduate School makes available a set of general guidelines for the development of a master's thesis. You will need to download your own copy of the Manual for the Master's and Specialist's Thesis ([http://www.eiu.edu/graduate/students\\_thesisresearch.php](http://www.eiu.edu/graduate/students_thesisresearch.php)) for the latest guidelines. We also highly recommend that you purchase the latest edition of the APA Style Manual (on sale at the M.L.K. Jr., Union Bookstore). These two publications will be particularly helpful as you prepare and complete your thesis.

### **Purpose of Thesis**

The purpose of the master's thesis in the Department of Counseling and Higher Education is to allow the student the opportunity to engage in basic research that addresses a relevant educational issue in a parsimonious, coherent, and documented manner resulting in a finished product that has increased knowledge in the field and prepared the student for future research endeavors. Additionally, students will develop basic research skills that apply to the work of student affairs professionals, particularly in the area of assessment. While original research is encouraged, a thesis may also replicate a completed paper (typically a dissertation). Since the thesis is developed in close consultation with the Thesis Chair, the type of study, its content or procedure are defined as the proposal is developed.

### **Course Credit**

Students enroll for three hours of academic credit during the time the thesis is conceived, the research carried out, and the paper completed. The thesis hours are a part of the formal Study Plan approved by the EIU Graduate School, and as such, are a part of the contract between the department faculty members, the Graduate School, and the student seeking the master's degree. In the current course plan, full-time students enroll for thesis credit in the fall semester of their second year in the 43-credit hour College Student Affairs master's program. Part-time students must consult with their academic advisor before enrolling in thesis credit. Students are expected to complete the thesis in late fall or early spring of their second year. This requirement is in place as the advisor's time becomes less available when the student is no longer receiving credit, as the advisor now is assigned a new set of advisees. Students not completing the thesis within this timeframe may not expect to graduate until the next fall semester and will need to enroll in CHE 5951 - Non-credit Thesis course if access is needed to library resources. Please contact the department chair to enroll. Full time students not completing their thesis in the two-year period may be required to pay additional fees to ensure faculty support throughout the process.

### **Timeline**

One of the first tasks to be completed is a timeline for thesis completion developed by the student under the guidance of their thesis advisor or research instructor. If one does not recognize the steps to be completed, and realize when they are completed, the task of carrying out the project is made much more challenging (Madsen, 1992). An example timeline is available in Appendix A. An ideal timeline for the completion of the thesis might be as follows in Table 1. Completion of the thesis project within the suggested timelines should markedly reduce the stress students feel as they work to complete a thesis, finish their coursework, and interview for professional positions during the spring semester

during which they graduate from the program.

**Table 1.**

*Ideal Timeline for Thesis Completion.*

Semester (year)	Tasks/Milestone
Fall Semester (First Year)	<ul style="list-style-type: none"> <li>• Development of the thesis proposal (CHE 5505)</li> <li>• Registration for CHE 5506</li> </ul>
Spring Semester (First Year)	<ul style="list-style-type: none"> <li>• Thesis Chair is assigned.</li> <li>• Completion of the thesis proposal</li> <li>• Selection of thesis committee.</li> <li>• Presentation and approval of proposal by thesis committee</li> <li>• Submission of application to the IRB</li> <li>• Registration for CHE 5950 – Thesis (3 semester hours)</li> </ul>
Summer Semester (First Year)	<ul style="list-style-type: none"> <li>• Fine tune the “Introduction and Literature Review”</li> <li>• Prepare for data collection process and/or analyze data collected</li> </ul>
Fall Semester (Second Year)	<ul style="list-style-type: none"> <li>• Begin process of collecting data</li> <li>• Develop “Results and Discussion” chapters of the thesis</li> <li>• Polish final draft of thesis</li> <li>• Schedule thesis oral presentation</li> <li>• Distribute final copy of thesis for committee review 10-14 days prior to presentation date</li> <li>• Present thesis to committee</li> <li>• Make changes to thesis based of feedback from presentation and committee</li> </ul>
Spring Semester (Second Year)	<ul style="list-style-type: none"> <li>• Develop poster presentation of thesis for COE Research Fair and Graduate Student Advisory Council (GSAC) Research Fair</li> <li>• Complete all edits and submit to The Keep</li> </ul>

The first course that supports development of the thesis is CHE 5505 (Research Methods in CSA I) at Eastern Illinois University’s College Student Affairs 43-credit-hour master’s program. This is usually taken during the first semester of study. The ideal outcome of the course is a document that requires some adaptation to become Chapter 2 of the thesis proposal. At the end of Research Methods, the CHE 5505 paper should include a solid start toward the literature review of the topic under study.

In the second semester of study, students take CHE 5506 (Research Methods in CSA II). During this time, students continue to refine the literature review and begin to work on chapters one and three. By the end of the semester the first three chapters should be ready to propose. This requires that the student, in consultation with the research instructor has been assigned a thesis chair and chosen committee members. Once the thesis proposal has been approved, the students can submit proper forms to the Institutional Review Board (IRB) for human subject’s approval. In preparation for the IRB, qualitative protocols

and quantitative instruments need to be refined and made ready for use. Finally, populations should be defined for quantitative studies and sampling plans organized. Materials also need to be prepared for the administration of instruments, or interviews in the case of qualitative studies.

During the summer months, students are expected to refine their literature review and work on corrections, developing the documents through several more drafts, and prepare for data collection process. In designing the collection process students are advised to consider the population they seek to use and the timing of their research. Data collection beyond early fall will make graduating in May very challenging since thesis chairs will be preparing to work with a new set of advisees. Of course, the time when data are gathered depends very much upon the specific conditions described within the research design and the availability of the population under study. By the end of the fall semester, students should have all work in the thesis completed. The entire thesis should be completed by the end of the fall semester of the second year. Faculty members are not available during the summer for consultation. Completion of the thesis means that the formal presentation of the thesis to the committee members has been successful, all edits and other requirements have been met and approved by the Thesis Chair, and all committee members have signed the appropriate documents confirming the student's comprehensive knowledge of the research study.

## **Selecting a Thesis Committee**

Faculty members currently responsible for directing the thesis are Dr. Dianne Timm, Dr. Jon Coleman, Dr. Catherine Polydore, and Dr. Rick Roberts. In addition, the department sometimes uses adjuncts to direct a thesis (e.g. Mona Davenport, Ph.D., Eric Davidson, Ph.D., Heather Webb, Ph.D.). Early in CHE 5506, the instructor, in consultation with thesis advisors, will review the research topic interests of first year students to identify the best advisor based on topic and research method. Unless otherwise specified, the department will notify students of the faculty member who will direct their thesis. Students are encouraged to meet with their assigned Thesis Chair to discuss the thesis topic and identify two additional members to join the committee. Students may ask faculty within the department to serve on the committee but they are also allowed to choose a member outside the department (pending approval by the Thesis Chair).

It is important to ensure the faculty members chosen for the committee are: 1) willing to commit to the project, 2) qualified graduate faculty members (typically holds a terminal degree) or qualified professionals approved by the Graduate School, and 3) available during the entire process (this includes proposal, editing, and presentation). With at least one committee member who has knowledge of the topic of study and one who is familiar with their selected methodology. A list of available graduate faculty can be obtained through the graduate school ([http://www.eiu.edu/graduate/facstaff\\_faculty\\_ceps.php](http://www.eiu.edu/graduate/facstaff_faculty_ceps.php)). Students are encouraged to identify and interview possible committee members, sharing the research topic selected and tentative timeline to develop the most appropriate committee. Should students decide to ask someone outside the Eastern Illinois University to join the committee, they will need to help this individual obtain adjunct graduate faculty status (forms are available through the Graduate School). Above all, students should select thesis committee members they think will help them most successfully complete the research and writing project.

## **Thesis Proposal**

A successful thesis proposal involves presenting the first three chapters to your committee, including your method for gathering your research. This meeting begins before you actually sit down with the committee. Approximately two weeks before the scheduled proposal meeting students will send their proposal to committee members. This provides ample time for the committee to review this new material and provide appropriate comments and recommendations. The meeting begins with brief introductions and then the student may be asked to step out of the room momentarily for the committee to address any concerns. The student then returns and makes a brief presentation (typically 10-15 minutes) regarding their research proposal. The committee then will ask questions, provide comments regarding the written material and discuss with the student the research proposal. A successful proposal will result in the committee signing the “Approval of Thesis Proposal) (see Appendix B) that will be kept in the student’s file. A possible outline of the proposal is as follows:

### **Thesis Proposal**

Outlined later in this document is the thesis, but below are the sections that should be provided in the thesis proposal.

- Introduction
  - Purpose of the Study
  - Research Questions/Hypothesis
  - Significance of the Study
  - Limitations of the Study
  - Definition of Terms
- Review of the Literature
  - Section 1
  - Section 2... etc
  - Theoretical/Conceptual Framework (multiple theories/concepts should be formatted at the appropriate level)
- Methodology
  - Design of the Study
  - Research Site
  - Sampling/Sample
  - Instrumentation
  - Data Collection
  - Data Analysis
  - References



- Appendix (use an appendix for charts, graphs, instruments used, interview protocol, IRB consent form, materials and fees – anything that further elaborates or explains data that cannot be placed in a logical sequence within the body of the thesis proposal).

## Institutional Review Board

Since human subjects are likely to be involved in the thesis activity, students must follow the guidelines of the EIU Institutional Review Board (IRB) for approval of research involving human subjects. Forms for submitting the IRB proposal for approval can be found at ([http://www.eiu.edu/~grants/COMP\\_IRB\\_Forms.php](http://www.eiu.edu/~grants/COMP_IRB_Forms.php)). Information about the IRB document can be found in Appendix C and frequently asked questions about the IRB process can be found in Appendix D of this manual. The IRB form cannot be submitted until the student has completed a successful thesis proposal to the committee. NOTE: No formal data collection may be started until students have formal approval of their proposed research from the EIU IRB for human subjects' research protection. Thesis projects that do not require human involvement via quantitative or qualitative methods of data collection usually do not require IRB approval in all cases. Students and the Thesis Chair should consult with the IRB for confirmation (approval) to produce their thesis.

***Recommendation:*** While waiting for thesis proposal meeting after sending your proposal to committee members, complete your IRB forms and review with your thesis advisor. This will ensure that following a successful proposal your IRB can be submitted right away.

## Thesis Format

The Department of Counseling and Higher Education has adopted the following format for the final version of the thesis.

**Title page.** The Graduate School manual includes a form for the title page. Students should have this form completed along with the Departmental signature page and be ready to present to their Thesis Chair during the oral presentation (see Appendix E & F).

**Abstract.** The abstract provides a concise summary of the main content of the thesis. The department requires an informational abstract. This means that students will present as a minimum the major findings, significant conclusions, and recommendations of the thesis. Because the abstract is a summary of the entire work, students should develop this document just prior to the oral presentation. Although there is no policy on the length of the abstract, good practice suggests a length of no longer than 350 words, and should not include citations.

**Dedication** (optional). The dedication page gives students the opportunity to dedicate the project to someone special such as a parent, spouse or significant other.

**Acknowledgements.** The acknowledgements page is where students thank people that have helped in completing the thesis or have supported them throughout the process.

**Table of Contents.** The table of contents orients the reader to the major headings, list of tables, and list of figures if applicable.

**Chapter I: Introduction.** The introductory thesis chapter introduces the topic, providing the purpose of the study along with the research questions. Students should begin the first page with a centered heading, "CHAPTER I" in all capital letters, followed by the title "Introduction" with only the first letter capitalized, and introduce the reader to the general context of the "problem" to be addressed in the study. In other words, students should attempt to help the reader understand the reasons the topic is worthy of study. The following is an example of the contents of chapter one provided in a format that is most desired: Please note that the current APA format has been utilized except for the required double spacing in the interest of reducing cost.

## CHAPTER I

### Introduction

There is no subsection called introduction. Simply start typing underneath the chapter title, left indented. Introduce the topic in a paragraph form. Include information about why this topic needs to be addressed through a research study.

#### **Purpose of the Study**

The purpose of the study section introduces the reader to the focus of the project. The content of this section should clearly lay out what is to be researched and how it will be accomplished.

#### **Research Question(s)**

In this section, students will tell the reader what the thesis writer is working to discover. These research questions must be carefully crafted as they will need to be presented in the results/findings section and explained in the discussion section.

#### **Hypothesis**

If students choose to have a hypothesis to test and the thesis is quantitative, they must present it in the form of a null statement unless, based on a thorough reading of the prior research literature on the topic, a directional outcome is anticipated. Usually a sentence will be written in the form such as “There no relationship between stress and length of graduate program.”

#### **Significance of the Study**

The significance of the study section is where students address the question of “why.” Explain the reasons for the chosen topic and why it is important to study. Often the rationale for significance will establish that a practice should be continued, a theory is useful, a prior project was confirmed, phenomenon was established or clarified, or techniques were verified (McMillan & Schumacher, 2001).

#### **Limitations of the Study**

Under limitations of the study, students inform the reader that there are limits to the generalizability of the findings or problems with the way the project is set up. Here students are acknowledging that the thesis is not perfect. Also describe steps that will be taken to minimize those limitations.

#### **Definitions of Terms**

Students may be using terms to represent ideas/concepts that the general reader will not understand unless these ideas are clearly explained. Typically, these are terms that are used within a specific context (institutional specific) and not in general use.

#### **Summary**

In this final section, students should summarize the content of Chapter 1. This is not simply a listing of content but a true summary of the chapter. It is important to resist introducing new material or ideas in this section.

**Chapter II: Review of Literature.** In the review of literature chapter, students tell the reader what has been found based on a comprehensive review of the published literature on the chosen topic. Most students start their research project with a thorough literature review in order to get the “lay of the land” on a particular topic. As with Chapter I, the literature review should conclude with a summary that provides a concise description of the chapter’s content and justifies the value of the research about

to be undertaken. Chapter two should be broken into topic sections that assist in providing a most thorough view of the research available.

Boote and Beile (2005) give compelling reasons for a thorough literature review but the most important reason is that it assists you in securing relevant research on your topic. There are several helpful books on the literature review such as Pan (2016) and Galvan (2006) that you should consult. It is our belief that a thorough literature review will make a significant difference in how well the thesis project proceeds. The better the job one does in this section, the more smoothly the entire project will go.

When preparing your final document after conducting research some changes may be needed. These will include recommendations from your committee that were made during the proposal. You may need to conduct additional research related to the results you found through your study. Finally, you may need to eliminate some parts of your literature review that no longer apply to this study.

**Chapter III: Methodology.** Students should begin this section like other chapter headings the centered heading “Methodology” followed by a definition of the specific methodology and a discussion of its utility for the proposed research including its benefits and limitations. This chapter changes the most from proposal to defense because in the proposal you are providing the outline of what you will do, utilizing future tense. For the defense, after conducting your research you will present information about what and how you collected your data. Chapter three is meant to outline how you went about the investigative process. Below is an outline of information to be presented in chapter three, on the left is the proposal and on the right is the defense.

<b>CHAPTER III Methodology</b>	
<b>Proposal</b>	<b>Final Defense</b>
<p><b>Design of Study</b> The design of study describes both the purpose of the research and what type of design (quantitative and qualitative) will be used to accomplish it. In addition, describe the specific type of design within the broader schools of thought. Along with this is a description of why this methodology was selected. Use scholarly support.</p>	<p>The design of study describes both the purpose of the research and what type of design, (quantitative and qualitative) was used. In addition, describe the specific type of design within the broader schools of thought. Along with this is a description of why this methodology was selected. Use scholarly support.</p>
<p><b>Sample</b> Describe the study participants in detail including why this population was selected, how they will be chosen, how they will be contacted, and how they will be treated throughout the process. Include the sampling procedure, and sample size with a justification for the sample size.</p>	<p>Describe the study participants in detail including why this population was selected, how they were chosen, how they were contacted, and how they were treated throughout the process. If conducting qualitative research, a detailed description of actual participants will appear in this section. For quantitative research information about</p>

	the number of participants and other descriptive information will be provided. This section should also include any demographic data about the sample, if applicable.
<p><b>Research Site</b></p> <p>Describe the location and setting in which the investigation will take place (i.e. university, community, department, etc.). Information about why this site was the best location for conducting this research.</p>	Describe the location and setting where the investigation took place (i.e. university, community, department, etc.). Information about why this site was the best location for conducting this research.
<p><b>Instrument</b></p> <p>Describe, if any, the instruments (i.e. questionnaire, survey) that will be used to perform the research. Information about why this instrument was selected and how it will aid in answering the research questions. Provide information on the validity and reliability of each instrument. Include examples of questions and refer to the appendix for full instrument. If interviews will be used, explain how the interviews will be arranged including examples of questions that will be asked. Include full questions in the appendix (Interview schedule or interview protocol)</p>	Describe, if any, the instruments (i.e. questionnaire, survey) that were used to perform the research. Information about why this instrument was selected and how it aided in answering the research questions. Provide information on the validity and reliability of each instrument. If interviews were used explain how the interviews were arranged including the questions asked. Include full instruments/interview protocol in the appendix.
<p><b>Data collection</b></p> <p>Explain in detail the manner in which data will be collected.</p>	Explain in detail the manner in which the data was collected.
<p><b>Treatment of data</b></p> <p>Explain how the data will be managed in order to arrive at the researcher's results (in the case of quantitative study) or findings (in the case of qualitative study). This should include where information that is collected is stored and maintained.</p>	Explain how the data was managed in order to arrive at the researcher's results (in the case of quantitative study) or findings (in the case of qualitative study). This should include where information that was collected was stored and maintained, and what will be done with the data (electronic or hard copy) after completion of the study and storage.
<p><b>Data Analysis</b></p> <p>Explain the process by which the gathered data will be analyzed. For example: Qualitative research may be coded, and quantitative research may have statistical analysis run. Be as specific as possible in describing the process.</p>	Explain the process by which the gathered data was prepared for analysis and analyzed. Be as specific as possible in describing the process because it is the key to writing chapter four results.

*The methodology section should be detailed enough that other researchers could replicate the study.*

**Chapter IV: Results/Findings.** Students should begin this section like other chapter headings the centered heading “Results and/or Findings” The results/findings chapter begins with the presentation of answers to the research questions that were asked. In the case of a qualitative study, students should explain what themes emerged as findings from the research interviews. It is acceptable to use either the research questions or themes as the structure for writing this section. In other words, after introducing this chapter, begin each section with the research question or theme that emerged from the data. Keep in mind the findings should be presented in a way that is easy for the reader to digest and understand. For instance, it makes sense to present the questions in the same order as they were presented in Chapter I. For help with formatting, refer to the latest edition of the APA manual. If themes are used from a qualitative study, make sure they have emerged from the data and the reader can understand how the themes were chosen. Each theme must be supported with “thick description” (Ponterotto, 2006) taken from the voices of the research participants. As with the previous chapters, end with the heading “Summary of Results” and prepare a short summary of the chapter’s content.

**Chapter V: Discussion.** Students should begin this section like other chapter headings the centered heading “Discussion.” The discussion, recommendation and conclusion sections are the final chapter of the thesis and should begin by reminding the reader why the research was conducted. Tell the reader the significance of what was found – does it match or contradict what was found in the literature review? Students should create a dialogue with the literature review demonstrating the manner in which their research confirms and contradicts the prior literature. In other words, they may begin a sentence with “Whereas Jones (2006) found that length of graduate program does increase stress, my findings suggested otherwise.”

*Recommendations.* Recommendations are helpful suggestions that can be gleaned from the thesis and provide future researchers with options to continue study on the thesis topic. Likewise, these recommendations should inform practitioners on ways to improve day-to-day practice within the field of student affairs. Students should avoid scolding or “ranting” about what others should do. The recommendations will be better received if written in a spirit of humility.

*Conclusions.* The conclusion section should be solely based on the outcome(s) of the thesis and should summarize what was researched, how the project was designed, what was found, and what meaning can be made of the research. Students should be careful not to introduce any new ideas or material in Chapter V as it will serve only to confuse the reader and raise questions about the quality of the research. Any new material found in Chapter V is a clear sign that earlier chapters must be revised to include the “new” material in the earlier chapters.

*Other Sections.* Students may choose to include additional topics in between recommendations and conclusions based on what they learned. One section may be future research, where future researchers could take this topic and how they might conduct similar research. Another section may include limitations to address the ways in which this study is limited by the way it was conducted. Work with your thesis advisor to identify how to best develop this chapter.

**References.** Use APA style in completing the list of references used in the body of the study. Students should only list references that were actually used in the thesis. It is imperative that students check that all citations used in the body of the work are matched to an entry in the references section.

**Appendix.** There are no specific guidelines for what to include in the appendices. The appendices typically include any survey or other instruments, interview questions, and other pertinent information that will help the reader understand the content of the study, and how the project was completed. May include copies of field notes and, samples of coding method if a qualitative approach was

utilized.



## **Defense - Oral Presentation**

Although there are not established guidelines for the oral presentation, students should think of it as an opportunity to explain the research and its implications. It is also helpful to be prepared to talk about what was learned about research as a result of this experience. Kuhlenschmidt (1992) has written a helpful article on making a thesis presentation. Students should discuss the presentation with their Thesis Chair who can make suggestions about what to expect.

**Oral Presentation Preparation.** After the thesis committee members have approved the content of the thesis proposal, students will work exclusively with their Thesis Chair to complete the project, except as the specific scholarly expertise of a committee member is needed. When the Thesis Chair concurs that the thesis is ready to be presented, students should provide a copy of the thesis to each committee member for their careful reading at least two weeks in advance. This copy should include full reference list and APA formatting.

**Presentation Date.** The calendar date of the thesis presentation may not be scheduled sooner than one full week (seven days) from the date the hard copy draft was provided to all committee members. All committee members need that amount of time to professionally review the thesis and be prepared for the formal presentation. The student is responsible for scheduling these meetings.

**Presentation Day.** On the day of the presentation, students will be asked by the committee members to demonstrate a comprehensive knowledge of the thesis and the professional refereed literature upon which the thesis is based. Students may wish to create a Power Point presentation to aid the organization of the discussion. The Power Point presentation should take no longer than 15 – 20 minutes. The student should expect to be asked to step out of the room at the beginning and end of the thesis defense meeting.

**Presentation Follow-Up.** In the most likely situation, committee members will ask for changes to the hard copy draft document based on their reading of the final draft document, and their discussion at the presentation meeting. Students will work with the Thesis Chair to complete the suggested changes, and present the Thesis Chair with a final hard copy of the completed thesis for review. Only after the Thesis Chair accepts the final changes and gives their formal permission is the thesis to be submitted to Booth Library's repository, The Keep. Submission guidelines can be found at <https://thekeep.eiu.edu/theses/guidelines.html>. There's a \$25 processing fee. Lastly, students may purchase bound copies for self, committee members, family etc. If the student wants bound copies, they can be ordered from: [thesisondemand.com](http://thesisondemand.com).

**Removal of "NC" grades in CSD 5950 courses.** After the thesis presentation is successful, the committee members will sign a "Certificate of Comprehensive Knowledge" that is available from the department secretary. The completed form will be returned to the secretary for processing. On PAWS, the Thesis Committee Chairperson will change thesis credit hours from a no credit (NC) designation to a credit designation (CR) for all semesters in which thesis credits were registered.

## References

- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational researcher, 34*(6), 3-15.
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- McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction*. New York, NY: Longman.
- Pan, M. L. (2016). *Preparing literature reviews: Qualitative and quantitative approaches*. Taylor & Francis.
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# **Appendix A**

## Example Timeline

Fall Semester	CHE 5505 – Work on literature review.
January	CHE 5506 Refine literature review and complete chapters 1-3. Meet with assigned Thesis Advisor and choose committee
February	Meet on occasion with Advisor to review progress on thesis
March/April	Edits to chapters one-three. Proposal to committee and schedule proposal meeting. Complete IRB form.
May	Submit IRB form Make preparations for data collection
Summer	Complete data collection or make all preparations for data collection Revisions to Chapters one and two.
September	CHE 5950 - Meet regularly with thesis advisor. Data Collection/Analysis Submit revisions to chapters one, and two to thesis advisor – continuing revising. Rewrite chapter three with study information – submit to advisor for review.
October	Meet regularly with thesis advisor. Begin writing the analysis chapter.
November	Meet regularly with thesis advisor. Complete chapter four (analysis chapter) submit to thesis advisor. Begin chapter five Complete chapter five (final chapter) submit to thesis advisor. Schedule defense
December	Send to committee and final defense
January/February	Present results at the CEPS research fair the last week in February.
February/March	Revisions to final thesis. Submit to thesis advisor for one final review.

Upload using Library portal.

March/April

Present results at Graduate School research fair, ACPA, NASPA, or other ideal locations.

# **Appendix B**

## Approval of Thesis Proposal

# Approval of Thesis Proposal

**Student Name:** \_\_\_\_\_

**Student Banner ID#:** \_\_\_\_\_

**Title of Proposed Thesis:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Committee Review:**

The thesis project is to be conducted in the manner described in the proposal with the following exceptions and/or conditions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Date of Approval:** \_\_\_\_\_

\_\_\_\_\_  
Thesis Director

\_\_\_\_\_  
Thesis Committee Member

\_\_\_\_\_  
Thesis Committee Member

# **APPENDIX C**

## **Institutional Research Board (IRB) Documents and Information**



## **CONSENT TO PARTICIPATE IN RESEARCH**

### **Title or paraphrased title of the study**

You are invited to participate in a research study conducted by name of PI (and faculty sponsor if the PI is a student), from the departmental affiliation at Eastern Illinois University. Your participation in this study is entirely voluntary. Please ask questions about anything you do not understand, before deciding whether or not to participate. Generally, the investigator and potential subject(s) read through and discuss the informed consent information together.

OPTIONAL: You have been asked to participate in this study because explain succinctly and simply why the prospective subject is eligible to participate. If appropriate, state the approximate number of subjects involved in the study. State whether there are inclusion or exclusion criteria for participation (e.g., a medical condition or a demographic that would include or exclude a person).

### **\*PURPOSE OF THE STUDY**

Briefly state what the study is designed to examine, assess, or establish.

### **\*PROCEDURES**

If you volunteer to participate in this study, you will be asked to:

Describe the procedures chronologically using simple language, short sentences, and short paragraphs. If there are several procedures or if they are complex, the use of subheadings may help organize this section and increase readability.

Define and explain scientific or discipline-specific terms. Use language appropriate to the population.

If applicable, specify the subject's assignment to study groups, length of time for participation in each procedure or study activity, the total length of time for participation, frequency of procedures and location of the procedures to be done.

If subjects will be recorded (audiotaped, videotaped, digitally), describe the procedures to be used.

If any study procedures are experimental, clearly identify which ones.

If applicable, describe any appropriate alternative therapeutic, diagnostic, or preventive procedures that might be advantageous to the subjects and should be considered before the subjects decide whether to participate in the study.

### **\*POTENTIAL RISKS AND DISCOMFORTS**

Describe any reasonable foreseeable risks or discomforts, including physical inconveniences and their likelihood, and explain how these will be managed. In addition to physiological risks/discomforts, describe any reasonably foreseeable psychological, social, legal, or financial risks or harms that might result from participating in the research.

If there are circumstances in which the researcher may terminate the study, describe them. (This refers to situations in which the study itself may be terminated. It is not the same thing as circumstances in which a specific subject may be withdrawn; this issue is to be discussed below, if relevant.)

Explain whether any compensation/treatments are available if injury occurs and, if so, describe the extent and nature of the compensation. If there are any foreseeable risks of physical or psychological harm, explain how subjects will receive a referral for medical or psychological help if the subject needs or requests it.

### **\*POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

Describe benefits to subjects expected from the research.

If the subject will not benefit directly from participation, clearly state this fact.

State the potential benefits, if any, to science or society expected from the research.

Note: Payment or other incentives for participation (e.g., a gift certificate, extra credit) are not a benefit and is not to be discussed in this section.

### **\*INCENTIVES FOR PARTICIPATION (Optional)**

State whether the subject will receive incentives to participate. If not, state that no incentives will be provided. If subject will receive incentives, describe type and amount, and when incentives (e.g., money, extra credit, gift certificate) are scheduled for distribution.

### **\*CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

Confidentiality will be maintained by means of describe coding procedures and plans to safeguard data, including where data will be kept and how it will be secured, who will have access to it, if and when it will be destroyed, etc.

If information will be released to any other party for any reason, state the person or agency to whom the information will be furnished, the nature of the information, the purpose of the disclosure, and the conditions under which it will be released.

If activities are to be audio- or videotaped or digitally recorded, describe who will have access, if the tapes/files will be used for educational purposes, and when they will be erased or destroyed.

## **\*PARTICIPATION AND WITHDRAWAL**

Participation in this research study is voluntary and not a requirement or a condition for being the recipient of benefits or services from Eastern Illinois University or any other organization sponsoring the research project. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits or services to which you are otherwise entitled. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

OPTIONAL: You may also refuse to answer any questions you do not want to answer.

Include the following paragraph in this section only if relevant

The investigator may withdraw you from this research if circumstances arise which warrant doing so. Describe the anticipated circumstances under which the subject's participation may be terminated by the investigator without regard to the subject's consent.

## **\*IDENTIFICATION OF INVESTIGATORS**

NOTE: Student researchers, whether PI's or Co-PI's, are not required to be identified in this section.

If you have any questions or concerns about this research, please contact:

(Identify faculty/staff research personnel):

Principal Investigator, Faculty Sponsor (if student is the P.I.), Co-Investigator(s), if any.

Include daytime phone numbers, and email addresses for all listed individuals. For some studies of greater than minimal risk, it may be necessary to include night/emergency phone numbers.

## **\*RIGHTS OF RESEARCH SUBJECTS**

If you have any questions or concerns about the treatment of human participants in this study, you may call or write:

Institutional Review Board  
Eastern Illinois University  
600 Lincoln Ave.  
Charleston, IL 61920  
Telephone: (217) 581-8576  
E-mail: [eiuirb@www.eiu.edu](mailto:eiuirb@www.eiu.edu)

You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with EIU. The IRB has reviewed and approved this study.

I voluntarily agree to participate in this study. I understand that I am free to withdraw my consent and discontinue my participation at any time. I have been given a copy of this form.

\_\_\_\_\_  
Printed Name of Participant

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

NOTE: Use the following signature line for minor/handicapped subjects only if applicable.

I hereby consent to the participation of \_\_\_\_\_, a minor/subject in the investigation herein described. I understand that I am free to withdraw my consent and discontinue my child's participation at any time.

\_\_\_\_\_  
Signature of Minor/Handicapped Subject's  
Parent or Guardian

\_\_\_\_\_  
Date

I, the undersigned, have defined and fully explained the investigation to the above subject.

\_\_\_\_\_  
Signature of Investigator

\_\_\_\_\_  
Date

**Eastern Illinois University  
Institutional Review Board  
for Review of Research Involving Human Subjects  
Informed Consent Form Checklist**

Informed consent/assent forms should be written in second person (e.g., You are being asked to participate...).

**Basic elements to include**

- A statement that the study involves research
- An explanation of the purposes of the research
- The expected duration of the subject's participation
- A description of the procedures to be followed
- Identification of any procedures which are experimental
- A description of any reasonably foreseeable risks or discomforts to the subject, an estimate of their likelihood, and a description of what steps will be taken to prevent or minimize them
- A description of any benefits to the subject or to others which may reasonably be expected from the research. Monetary compensation is not a benefit. If compensation is to be provided to research subjects or healthy volunteers, the amount should be stated in the consent document
- A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject
- A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained. Include a description of whom may have access to research records
- For research involving more than minimal risk, an explanation as to whether any compensation, and an explanation as to whether any medical treatments are available, if injury occurs and, if so, what they consist of, or where further information may be obtained
- An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject
- A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits, to which the subject is otherwise entitled

### **Additional elements, as appropriate**

- An explanation as to why subject is eligible to participate
- The approximate number of subjects involved in the study
- Anticipated circumstances under which the subject's participation may be terminated by the investigator without regard to the subject's consent
- Any additional costs to the subject that may result from participation in the research
- The consequences of a subject's decision to withdraw from the research and procedures for orderly termination of participation by the subject
- Payment for participation—give amount and if/how it will be prorated if subject does not complete study
- A statement that the collection of data will be audiotaped or videotaped
- A statement that significant new findings developed during the course of the research, which may relate to the subject's willingness to continue participation, will be provided to the subject
- When appropriate, a statement concerning an investigator's potential financial or other conflict of interest in the conduct of the study
- If the subject is or may become pregnant, a statement that the particular treatment may involve risks, which are currently unforeseeable, to the subject or to the embryo or fetus

# **Appendix D**

## Frequently Asked Questions (Institutional Review Board)

## FREQUENTLY ASKED QUESTIONS

### 1. What must be reviewed by the IRB?

Any *research* activities that involve *human subjects*.

*Research* means a systematic investigation—including research, development, testing, and evaluation—designed to develop or contribute to generalizable knowledge. Dissemination of findings to a scientific audience is a sufficient criterion for identifying generalizable knowledge. Dissemination includes, but is not limited to, honor's, master's, and doctoral theses; presentation at a scientific meeting or conference; submission to or publication in a scientific journal; and Internet postings.

*Human subject* means a living individual about whom an investigator obtains (a) data through interaction with the individual, or (b) identifiable private information.

### 2. Examples of work that must be reviewed by the IRB

Research on individual or group characteristics or behavior (including but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior)

Research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Clinical studies of drugs and medical devices, studies involving collection of body fluids, collection of biological specimens for research purposes by noninvasive means.

### 3. Examples of work that is not considered research and does not require IRB review

Interviews by journalists conducted solely for the purpose of writing an article in a newspaper, magazine, or other media outlet are not considered research and do not require IRB review.

### 4. What levels of review are conducted by the IRB?

The IRB may conclude that research falls in one of the following three categories: A.

**Exempt** research includes:

Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. *Note: According to 45 CFR 46.401, if the subjects are children, this exemption applies only to research involving educational tests or observations of public behavior when the investigator(s) do not participate in the activities being observed*

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under #2 (above) of this section if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the



personally identifiable information will be maintained throughout the research and thereafter.

Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

B. **Expedited** reviews are conducted on the following types of research:

1. Some clinical studies of drugs and medical devices.
2. Some studies involving collection of blood samples.
3. Prospective collection of biological specimens for research purposes by noninvasive means.
4. Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves.
5. Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis).
6. Collection of data from voice, video, digital, or image recordings made for research purposes.
7. Research on individual or group characteristics or behavior (including but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not exempt.)
8. Continuing review of some research previously approved by the IRB
9. Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.

C. **Full** reviews are conducted by the IRB on all other types of research.

5. **Who determines the appropriate level of review for a given project?**

The researcher may request exempt, expedited, or full review, but the IRB makes the final determination.

**6. Who needs training in the proper conduct of research involving human subjects?**

Everyone, including students.

**7. What training do I need in order to conduct research with human subjects?**

Faculty should complete the on-line training, "Online Training Tutorial for Certification" at:

<http://www.eiu.edu/~grants/ConsentTraining/index.html>

Students conducting independent research or research for a thesis should complete the same on-line training as described for faculty above.

Students in a research methods class should be trained by one of three methods detailed in the IRB policy.

**8. Do I have to request approval for each project in a research methods course?**

No. If the research is not intended for publication, you may file for certification of all projects in the course by using Form H. If theses or other publications are written as a result of the research in the course, file Form A.

**9. What do I have to do in order to get a proposal reviewed by the IRB?**

Be sure the Office of Research and Sponsored Programs has evidence that you have undergone formal training in protection of human subjects.

Fill out Form A and a research summary.

Fill out Form B (exempt) or Form C (expedited), depending on the type of research you propose. Prepare an informed consent form (unless you have a valid reason for waiver of this requirement).

Include:

- Questionnaires, surveys, tests, or other materials that will be administered to subjects.
- Advertisements, letters, or flyers that will be used, if any.
- Written permission from other institutions or agencies involved in the research (e.g., school board, hospital, agency, prison)

Submit all forms and materials to the Office of Research and Sponsored Programs.

**10. How much time is required for IRB review?**

Normally an exempt or expedited review can be completed in two weeks.

A full review can be done only at one of the regular meetings of the IRB. These meetings take place only once per month.

# **APPENDIX E**

Title Page of Thesis  
Required by Graduate School

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(Title)

By

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**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Master of Science in College Student Affairs

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

20??

Year

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

# **Appendix F**

## Completing the Master's Thesis (Materials and Fees)

## **Production and Formatting Guidelines for Final Deposit**

- **Font.** A minimum font size of 10 points is required. Standard fonts such as Arial, Times New Roman, or Courier are recommended.
- **Margins.** Margins for typed text must be one-and-one-half inches on the left and one inch on the remaining sides. Copies of recorder tracings and spectra in technical fields may exceed the top, bottom, and right margins; however, a one-and-one-half inch left margin must be provided to insure sufficient space for binding of the thesis.
- **Spacing.** Standard double spacing is required for the entire document including the References section. Exceptions include materials appearing in tables, figures, or appendices.
- **Photographs.** Quality digital photographs are required.
- **Digital Image Output.** A digital image output must contain all of the information required for the project. A black-and-white or color output is acceptable
- **Tables and Figures.** Tables and figures must be within the specified page margins. Table headings are normally placed on the top of the table. Figure captions are typically placed at the bottom of the figure. Both tables and figures must be legible. If color is used in figures or charts, then print copies must also be color

## **Completing the Thesis--Graduate School Requirements**

- **Submission Guidelines for Thesis.** The candidate will submit a digital copy of the completed thesis to Booth Library's Online Repository: The Keep. Submission guidelines can be found at <https://thekeep.eiu.edu/>.
- **Upload Fee.** The candidate must pay a one-time submission fee to cover the cost of processing and maintaining a digital copy of the thesis. Additional bound copies may be purchased from [thesisondemand.com](http://thesisondemand.com).
- **Thesis Deposit Certificate.** Booth Library will notify the Graduate School once the thesis submission is approved; the candidate will receive an email confirmation that the Graduate School received the submission.
- **Thesis Maintenance and Reproduction Approval or Thesis Withholding Request.** As part of the online submission process, the candidate agrees give the University a royalty-free license to maintain the thesis as part of its Booth Library collection. The candidate's electronic approval gives the University Library permission to lend the thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings. The candidate may choose to not permit distribution of the thesis at this time. If this option is selected, the candidate may select an embargo period, which permits the library to withhold access to the thesis for a designated period not to exceed two years. After the designated period, the Library has permission to make the thesis available to other scholars via print and technology methods.
- **Thesis Committee Notification.** The candidate will identify thesis committee members during the online submission process. An electronic notification will then be sent to the thesis director regarding the online submission. The thesis director in consultation with the other committee members will indicate approval of thesis completion