|  |
| --- |
| **Master’s Project/thesis Proposal Assessment Rubric** |
| **Outcomes** | **Unacceptable** | **Acceptable** | **Target** |
| **Candidate Information** | The proposal does not include all Target information for this outcome and is, therefore, unacceptable. |  | The proposal includes: candidate’s name, student number, email, phone numbers, addresses; advisor’s name and contact information; the name and contact information of any second assessor; master’s candidate’s expected date of graduation; academic terms wherein the proposal and project are to be developed and completed. |
| advisor |  |  |  |
| second assessor, if one is used |  |  |  |
| **Abstract** | The proposal does not include all Target information for this outcome and is, therefore, unacceptable. |  | A very brief statement (usually a paragraph) summarizes the project purpose, need, method, and all other pertinent information. |
| advisor |  |  |  |
| second assessor |  |  |  |
| **Ethics** | The proposal does not conform or the project will not conform to ethical standards set forth in U.A. documents, by professional societies such as the National Education Association or American Educational Research Association or ibstpi or in legal codes. One or more ethically questionable aspects are proposed. |  | The proposal conforms and the project will conform to ethical standards set forth in U.A. documents, by professional societies such as the National Education Association or American Educational Research Association and in legal codes. There are no ethically questionable aspects to the project. |
| advisor |  |  |  |
| second assessor |  |  |  |
| **Introduction** |  |  |  |
|  Purpose | The proposal does not clearly include all Target information for this outcome and is, therefore, unacceptable. A few or more pieces of content are omitted, wrong, or not related to the purpose or other elements of the project. | The proposal names and fully explains the project purpose. Very few pieces of content are omitted, unclear, questionable, wrong, or not related to the purpose or other elements of the project. | The proposal names and fully explains the project purpose (goal, problem, question, etc.). That is, it tells exactly and fully what the project will do. All content, whether that which will be generated or that which exists currently, will be/is related to the purpose and other elements of the project. |
| advisor |  |  |  |
| second assessor |  |  |  |
|  Need | The project would not be useful or meaningful--or would be of little use or meaning--to the candidate, students, or professional education community members. There is little, if any, potential to improve the educational lives of anyone. Authorities in the project area indicate the lack of need. | The proposal tells why the project would be necessary; it tells how it would be useful to the candidate and/or education community. Where possible, the need for the project is indicated by claims from pertinent authorities. | The proposal clearly tells why the project would be necessary and important and to whom, as indicated where possible by claims from authorities in the field or by obvious omissions in the area or by claims from someone in the pertinent education community. |
| advisor |  |  |  |
| second assessor |  |  |  |
|  Originality | Many aspects (goals, methods, etc. *and* context) of the project are that of someone else. Or, the project will not even apply existing knowledge in a new context. | The project mostly will use existing goals, methods, results, analyses and discussions to replicate and confirm existing results, conclusions, or theories. Or one or more of the foregoing elements will be new. At a minimum, the specific context in which the project is carried out will be new, even if existing/foregoing elements are not new. | The project will create new goals or methods or analytic tools and/or create new results, or conclusions, and/or knowledge. |
| advisor |  |  |  |
| second assessor |  |  |  |
| **Method** | The method/plan for accomplishing the goal (or solving the problem or answering the question…) is not clear. It lacks many supporting details such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts will be evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter to relevant people, and so on. | The plan for accomplishing the goal (or solving the problem or answering the question…) is clear. It includes virtually all, but not all, pertinent information such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts will be evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter to relevant people, and so on. Most relevant authorities in the field support the method/plan. | The method/plan for accomplishing the goal is clear. It includes all pertinent information such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts will be evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter to relevant people, and so on. The plan is supported by all relevant authorities in the field or is completely original. |
| advisor |  |  |  |
| second assessor |  |  |  |
| **Writing** |  |  |  |
|  Audience | The question of audience is needlessly raised by the written proposal. Audiences are difficult or impossible to determine, or they change needlessly. | The question of intended audience arises only occasionally. | Throughout, the question of intended audience does not arise, even if the audience changes or is not directly addressed. |
|  Organization | One or more major and necessary sections are absent or not placed in a sensible and/or necessary order. | All major and necessary sections are present, and virtually all, but not all, are sensibly placed. | All major and necessary sections are present and placed in a logical and/or necessary order. |

|  |  |  |  |
| --- | --- | --- | --- |
|  Coherence | Occasionally, or more often, the proposal does not make sense because of unclear, illogical connections and transitions between and among words, sentences, paragraphs, and major sections. | Almost always, the proposal makes sense because of clear and logical connections and transitions between and among words, sentences, paragraphs, and major sections. | The proposal always makes sense because of clear and logical connections and transitions between and among words, sentences, paragraphs, and major sections.  |
|  Surface Features | Spelling, punctuation, and grammar errors impede meaning often enough that a reader/viewer/hearer has to repeat or re-configure the content, statements, etc. for him- or herself a few times or more. | Spelling, punctuation, and grammar errors rarely occur and almost never impede reader/viewer/hearer meaning acquisition. | Spelling, punctuation, and grammar errors are non-existent. |
|  Academic Form | American Psychological Association or other accepted professional formats are not used or used with errors that impede meaning a few times or more. When available, a few or more current and pertinent works and authorities are not used to introduce, support, or otherwise explain major points of the proposal. | American Psychological Association or other accepted professional formats are used and used with few errors. When available, nearly all current and pertinent works and authorities are used to introduce, support, or otherwise explain major points of the proposal. | American Psychological Association or other acceptable professional formats are used and used virtually without errors. Throughout the proposal, and where available, current and pertinent other works and authorities are used fully to introduce, support, and otherwise explain all major and secondary points of the proposal. |
| advisor |  |  |  |
| second assessor |  |  |  |
| **Instructional and Visual Design Elements** | Several visuals of any type do not or will not conform to APA or other professional formats and/or are not or will not easily understood because they do not conform to principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage or will engage tactile, auditory, or olfactory senses do not or will not conform to professional standards and formats or support the message of the proposal. Media will contribute little to the enhancement of the project, are unnecessary, or even impede getting meaning from the project. Proposed media are not selected based on explicit, sensible, and, where available, professional/authoritative recommendations and principles. | Virtually all, but not all, visuals of any type conform to APA or other professional formats and/or are or will be easily understood because they conform to principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage or will engage tactile, auditory, or olfactory senses conform to professional standards and formats and support the message of the proposal. Proposed media are selected based on explicit, sensible, and, where available, professional/authoritative recommendations and principles. Media are virtually always, but not always, transparent/unobtrusive when they are intended to be. | Visuals of any type conform to APA or other professional formats and/or are or will be easily understood because they conform to good, cultural, conventional, and acceptable principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage or will engage tactile, auditory, or olfactory senses conform to professional standards and formats and support the message of the proposal. Proposed media are selected based on explicit, sensible, and, where available, professional/authoritative recommendations and principles. Media will enhance acquisition of meaning from the project. Media are always transparent/unobtrusive when they are intended to be. |
| advisor |  |  |  |
| second assessor |  |  |  |
| **Design/Methods for Learning** | Some or all proposed or designed instruction is not based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from authorities, the proposal does not clearly explain what the design is or why it is likely to work. Instructional technology tools are not appropriate to the project or research being undertaken. | Proposed or designed instruction is based largely on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from support of authorities, the instructional design is explained clearly and fully. Some aspects of the use of instructional technology is appropriate, however available instructional technology resources would have served the project better.  | Instruction is or will be based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from support of authorities, the instructional design is explained clearly and fully. Excellent choice of instructional technologies appropriate to the problem/research being done.  |
| advisor |  |  |  |
| second assessor |  |  |  |
| **Diversity of Learners** | Some or all proposed or designed instruction is not based on principles of instructional design and development for diverse postsecondary learners. Aside from authorities, the proposal does not clearly explain what the design is diverse postsecondary learners or why it is likely to work. Appropriate strategies for instruction of diverse postsecondary learners are not appropriate to the project or research being undertaken. | Proposed or designed instruction is based largely on professional/authoritative recommendations and principles of instructional design and development for diverse postsecondary learners. Aside from support of authorities, the instructional design for diverse postsecondary learners is explained clearly and fully. Some aspects of the use of instructional techniques is appropriate, however available instructional/curricular resources would have served the project better.  | Instruction is or will be based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development for diverse postsecondary learners. Aside from support of authorities, the instructional design for postsecondary learners is explained clearly and fully. Excellent choice of instructional techniques for diverse postsecondary learners is appropriate to the problem/research being done.  |
| advisor |  |  |  |
| second assessor |  |  |  |

See “Comments” page, please.

ASSESSORS’ COMMENTS ABOUT

 THE MASTER’S PROJECT/THESIS PROPOSAL

(Advisor--and any second assessor--on one page, if possible)

Please explain briefly why an outcome is marked “Unacceptable.” Assessors also may explain any other outcome assessments.

Overall, the proposal grade is (“F” or “IP”): \_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

 Advisor

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

 Second Assessor

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

 Department Chair

All approved proposals are placed in the candidate’s file in the Graduate Studies Office. Note Thesis grades are credit or no credit. To earn credit, master’s candidates must earn a “B” or better on scoring rubrics. Student earns three credits for the proposal and then an additional three credits for the final master’s project/thesis. **PROJECT/THESIS ASSESSMENT**

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

Outcomes

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

Project/thesis Assessment Rubric

Directions:

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

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| --- |
| **Project/Thesis Assessment Rubric** |
| **Outcomes** | **Unacceptable** | **Acceptable** | **Target** |
| **Compliance Committees Approvals** | The project does not include all Target information for this outcome and is, therefore, unacceptable. |  | The approvals are all presented to the advisor. |
| advisor |  |  |  |
| second reader,if one is used |  |  |  |
| **Candidate Information** | The project does not include all Target information for this outcome and is, therefore, unacceptable. |  | The project includes: candidate’s name, student number, email, phone numbers, addresses; advisor’s name and contact information; the name and contact information of the second assessor; candidate’s expected date of graduation; academic terms wherein the proposal and project will be developed and completed. |
| advisor |  |  |  |
| second reader |  |  |  |
| **Ethics** | The project/thesis does not conform to ethical standards set forth in U.A. documents, by professional societies such as the National Education Association or American Educational Research Association or ibstpi Ethical Standards and in legal codes. There are one or more ethically questionable parts to the project. |  | The project/thesis conforms to ethical standards set forth in U.A. documents, by professional societies such as the National Education Association or American Educational Research Association or ibstpi Ethical Standards and in legal codes. There are no ethically questionable parts to the project. |
| advisor |  |  |  |
| second reader |  |  |  |
| **Abstract** | The abstract is missing or is not brief. Or the statement omits two or more of the following: purpose, need, method, results, conclusions, and all other major, pertinent information. | In a brief statement (one paragraph) summarizing the project, only one omission occurs from among the purpose, need, method, results, conclusions, and all other major, pertinent information. | A brief statement (one paragraph) completely summarizes the project purpose, need, method, results, conclusions, and all other major, pertinent information. |
| advisor |  |  |  |
| second reader |  |  |  |
| **Introduction** Purpose, Need, Originality | Changes of purpose, need, and/or originality from their accepted proposal versions are not connected to and Necessitated by the actual events of the project development. Or, the content/subject matter often is incomplete and inaccurate. | Changes of purpose, need, and/or originality from their accepted proposal versions are connected to and Necessitated by the actual events of the project development. And the content/subject matter is mostly complete and accurate. | The project has a good or great purpose, need, and originality, as indicated by an approved proposal. All Changes of purpose, need, and/or originality from their accepted proposal versions are connected to and necessitated by the actual events of the project development. The content/subject matter is complete and accurate. |
| advisor |  |  |  |
| second reader |  |  |  |
| **Method** | The method/plan for accomplishing the goal is not clear and/or is not implemented well. It lacks many supporting details such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts were evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter to relevant people, and so on. Or the method was changed from the proposal and does not work well. Justifications for changes in method from the proposal version are not presented or explained well. | The plan for accomplishing the goal is clear and it was well implemented. It includes virtually all, but not all, pertinent information such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts were evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter to relevant people, and so on. Authorities in the field support the method/plan. Changes in method from the proposal version are virtually always, but not always, well justified and explained. | The method/plan for accomplishing the goal is well implemented and clear. It includes all pertinent information such as: research methods and their justifications, or steps to accomplishing the goal, how and when the project parts were evaluated, timelines, locations, expenses, permission slips, media and materials needed, letter to relevant people, and so on. The plan is supported by authorities in the field or is original. Any changes in method from the proposal version are always well justified and explained. |
| advisor |  |  |  |
| second reader |  |  |  |
| **Results** | One or more outcomes and evidence for it is not completely displayed in terms of statistics, quotations, pictures, sounds, examples, and so on. Some or all unexpected results/outcomes are not reported and explained. Results are not valid and reliable, in the context of the research or project type. | Virtually all, but not all, outcomes and evidence for them are displayed in terms of statistics, quotations, pictures, sounds, examples, and so on. Virtually all, but not all, unexpected results/outcomes are reported and explained. Results are valid and reliable, in the context of the research or project type. | Outcomes and evidence for them are completely displayed in terms of statistics, quotations, pictures, sounds, examples, and so on. All unexpected results/outcomes are reported and explained. Results are valid and reliable, in the context of the research or project type. |
| advisor |  |  |  |
| second reader |  |  |  |
| **Discussion and Conclusions** | This section does not clearly and completely restate the outcomes and or fully and accurately explain how the outcomes came to be. Only a few or no new and pertinent goals, problems, knowledge, people, and/or future activities are included and explained clearly. Impertinent issues are included. Appeals to authorities often are not used or never used when available to clearly support explanations. | This section virtually always, but not always, clearly and completely restates the outcomes and fully and accurately explains how the outcomes came to be. Almost all new and pertinent goals, problems, knowledge, people, and/or future activities are included and explained clearly. Impertinent issues are not included. References to authorities are virtually always, but not always, used when available to clearly support explanations. | This section clearly and completely restates the outcomes and fully and accurately explains how the outcomes came to be. All new and pertinent goals, problems, knowledge, people, and/or future activities are included and explained clearly. Impertinent issues are not included. References to authorities are always used when available and are used to clearly support explanations. |
| advisor |  |  |  |
| second reader |  |  |  |
| **Writing** |  |  |  |
|  Format and  Organization | One or more major and necessary sections are absent or not placed in a sensible and/or necessary order. | Virtually all, but not all, major and necessary sections are present, and virtually all, but not all, are sensibly placed. | All major and necessary sections are present and placed in a logical and/or necessary order. |
|  Audience | The question “Who is the audience of this work?” is raised more than occasionally. Audiences are difficult to determine, or they change needlessly. | The question of intended audience arises only occasionally. | Throughout, the question of intended audience does not arise, even if the audience changes or is not directly addressed. |
|  Coherence | Occasionally, or more often, the project does not make sense because of unclear, illogical connections and transitions between and among words, sentences, paragraphs, and major sections. | Almost always, but not always, the project makes sense because of clear and logical connections and transitions between and among words, sentences, paragraphs, and major sections. | The project always makes sense because of clear and logical connections and transitions between and among words, sentences, paragraphs, and major sections.  |
|  Surface  Features | Spelling, punctuation, and grammar errors impede meaning enough that a reader/viewer/hearer has to repeat or re-configure the writing more than occasionally to understand it. | Spelling, punctuation, and grammar errors occur once in a while and rarely impede reader/ viewer/hearer meaning acquisition. | Spelling, punctuation, and grammar errors are virtually non-existent. |

|  |  |  |  |
| --- | --- | --- | --- |
|  Academic  Form | American Psychological Association or other acceptable professional formats are not used or used with errors that impede meaning a few times or more. When available, a few or more current and pertinent works and authorities are not used to introduce, support, or otherwise explain major points of the project. | American Psychological Association or other acceptable professional formats are used and used with few errors. When available, nearly all, though not all, current and pertinent works and authorities are used to introduce, support, or otherwise explain major points of the project. | American Psychological Association or other acceptable professional formats are used and used virtually without errors. Throughout the project, and where available, current and pertinent other works and authorities are used fully to introduce, support, and otherwise explain all major and secondary points of the project. |
| advisor |  |  |  |
| second reader |  |  |  |
| **Instructional and Visual Design** | Several visuals of any type do not conform to APA or other professional formats and/or are not easily understood because they do not conform to principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage tactile, auditory, or olfactory senses do not conform to professional standards and formats or support the message of the proposal. Media contribute little to the enhancement of the project, are unnecessary, or even impede getting meaning from the project. Media are not selected based on explicit, sensible, and, where available, professional recommendations and principles. | Visuals of all types conform to APA or other professional formats and/or are easily understood because they conform to principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage tactile, auditory, or olfactory senses conform to professional standards and formats and support the message of the proposal. Media are selected based on explicit, sensible, and, where available, professional recommendations and principles. Media are virtually always, but not always, unobtrusive when they are intended to be. | Visuals of any type conform to APA or other professional formats and/or are easily understood because they conform to good, cultural, conventional, and acceptable principles of legibility, ease of message interpretation, or viewer engagement with message. Portions that engage tactile, auditory, or olfactory senses conform to professional standards and formats and support the message of the proposal. Media are selected based on explicit, sensible, and, where available, professional recommendations and principles. Media enhance acquisition of meaning from the project. Media are always unobtrusive when they are intended to be. |
| advisor |  |  |  |
| second reader |  |  |  |
| **Design/Methods for Learning** | Regardless of the success or failure of the instruction (as indicated by post-instruction supporting data such as test scores, expert assessment, pictures produced, etc.), two or more of the learning outcomes are not explained by evidence or are not explained clearly, fully, or coherently. Some or all of designed instruction is not based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from authorities, the project does not clearly explain what the design. Instructional technology tools are not appropriate to the project or research being undertaken. | Regardless of the success or failure of the instruction (as indicated by post-instruction supporting data such as test scores, expert assessment, pictures produced, etc.), virtually, though not all, outcomes are explained clearly, fully, and coherently.Designed instruction is based largely on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from support of authorities, the instructional design is explained clearly and fully. Some aspects of the use of instructional technology is appropriate, however available instructional technology resources would have served the project better. | Regardless of the success or failure of the instruction (as indicated by post-instruction supporting data such as test scores, expert assessment, pictures produced, etc.), all, outcomes are explained clearly, fully, and coherentlyInstruction is or will be based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development. Aside from support of authorities, the instructional design is explained clearly and fully. Excellent choice of instructional technologies appropriate to the problem/research being done.  |
| advisor |  |  |  |
| second reader |  |  |  |
| **Knowledge is Deeply Held By Candidate** | The candidate is not mostly able to engage in a full, cooperative, and honest learning conversation with the advisor and second assessor about all aspects of the project, especially aspects related to improving the project or going beyond it in the future. The candidate is not mostly able to indicate feelings for the project and related topics. The candidate is not mostly able to connect the project to other ideas in and out of education/training. The candidate does not agree that a year or so after graduation she or he will return a questionnaire in which she or he reflects on the master’s project/thesis experience. | The candidate is virtually always, though not always, able to engage in a full, cooperative, and honest learning conversation with the advisor and second assessor about all aspects of the project, especially aspects related to improving the project or going beyond it in the future. The candidate is virtually always, though not always, able to indicate feelings for the project and related topics. The candidate is virtually always, though not always, able to connect the project to other ideas in and out of education. The candidate agrees that a year or so after graduation she or he will return a questionnaire in which she or he reflects on the master’s project /thesis experience. | The candidate is able to engage in a full, cooperative, and honest learning conversation with the advisor and second assessor about all aspects of the project, especially aspects related to improving the project or going beyond it in the future. The candidate is able to indicate feelings for the project and related topics. The candidate is able to connect the project to other ideas in and out of education. The candidate agrees that a year or so after graduation she or he will return a questionnaire in which she or he reflects on the master’s project/thesis experience. |
| advisor |  |  |  |
| second reader |  |  |  |
| **Diversity of Learners** | Some or all project/thesis or designed instruction is not based on principles of instructional design and development for diverse postsecondary learners. Aside from authorities, the proposal does not clearly explain what the design is diverse postsecondary learners or why it is likely to work. Appropriate strategies for instruction of diverse postsecondary learners are not appropriate to the project or research being undertaken. | Proposed or designed instruction is based largely on professional/authoritative recommendations and principles of instructional design and development for diverse postsecondary learners. Aside from support of authorities, the instructional design for diverse postsecondary learners is explained clearly and fully. Some aspects of the use of instructional techniques is appropriate, however available instructional/curricular resources would have served the project better.  | Instruction is or will be based on explicit, sensible, and, where available, professional/authoritative recommendations and principles of instructional design and development for diverse postsecondary learners. Aside from support of authorities, the instructional design for postsecondary learners is explained clearly and fully. Excellent choice of instructional techniques for diverse postsecondary learners is appropriate to the problem/research being done.  |
| advisor |  |  |  |
| second assessor |  |  |  |

ASSESSORS’ COMMENTS ABOUT THE MASTER’S PROJECT/THESIS

(Advisor--and any second assessor--on one page, if possible)

Please explain briefly why an outcome is marked “Unacceptable.” Assessors may explain any other outcome assessments, too.

Overall, the project’s final grade is (“A,” “A-,” “B,” “C,” or “F”): \_\_\_\_\_\_\_\_\_\_\_\_\_

Overall, the Thesis final grade is Credit/ No Credit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

 Advisor

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

 Second Assessor

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

 Department Chair

All project assessments are placed in the candidate’s file in the Graduate Studies Office. Note Thesis grades are credit or no credit. To earn credit, master’s candidates must earn a “B” or better on scoring rubrics.

**FIGURING LETTER GRADES**

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

|  |
| --- |
| A* All assessors mark all outcomes as “target.”
 |
| A-* All assessors mark the first three outcomes (Compliance Committees Approvals, Candidate Information, and Ethics) as “target.”
* Each assessor marks “target” for any 8 of the other 9 outcomes (Abstract, Introduction, Method, Results, Discussion and Conclusions, Writing, Instructional and Visual Design, Diversity of Learners, Design/Methods for Learning, Knowledge is Deeply Held By Candidate). The assessors do not have to agree on the same 8 outcomes.
* Each assessor marks all remaining outcomes as “acceptable.”
 |
| B* All assessors mark the first three outcomes as “target.”
* Each assessor marks “target” for any 5, 6, or 7 of the other outcomes. The assessors do not have to agree that the same outcomes are “target.”
* Each assessor marks all remaining outcomes “acceptable.”
 |
| C* Both assessors mark the first three outcomes as “target.”
* Each assessor marks “target” for 4 or fewer of the remaining outcomes and “acceptable” for all remaining outcomes. (This means that if both assessors mark every outcome as “acceptable,” the project receives a “C.”)
 |
| F* Any “unacceptable” mark, regardless of marks for other outcomes.
 |

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

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

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

**CHECKLIST BEFORE**\* **FINAL SUBMISSION**

**TO THE GRADUATE SCHOOL**

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

\*All theses and dissertations must submit a hard copy of the manuscript for a format check at least once on

or before the posted preliminary deadlines.

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

\*All students submitting a thesis or dissertation to the Graduate School should act in accordance with

the *Guidelines for Preparing a Thesis or Dissertation*.

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

**WHAT TO SUBMIT: THESIS**

\_\_\_\_\_ One copy of the thesis submitted electronically to OhioLINK.

• Including a copy of the Letter of Approval from the University of Akron

Institutional Review Board for Protection of Human Subjects, as an

appendix, if applicable.

\_\_\_\_\_ One perfect copy of the signature page, bearing all signatures except that of the

Dean of the Graduate School and the date.

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

and email.

\_\_\_\_\_ Cashier’s receipt for UMI submission.

• Microfilming\* ($55) Optional for theses.

\*May microfilm via UMI without copyrighting via UMI.

• Copyrighting\* ($65) Optional for theses.

\*Cannot copyright via UMI without also microfilming.

**GUIDELINES FOR PREPARING**

**A THESIS**

*The University of Akron*

**Graduate School**

Revised August 2007

All students submitting a thesis or dissertation to the Graduate School must act in accordance with

the *Guidelines for Preparing a Thesis or Dissertation*. <http://www.uakron.edu/gradsch/docs/gdln.pdf>

Check this website for the most current submission requirements. The website might contain more current information.

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**INTRODUCTION**

Every thesis or dissertation accepted for an advanced degree is a mature piece of original

research. As such, it is made available to the scholarly community and worldwide

through OhioLINK. Just as the research must be precise and complete to meet

departmental standards, the presentation of that research must be equally precise and

complete to meet Graduate School standards.

The purpose of these guidelines is to ensure that every thesis or dissertation that will

carry the name of The University of Akron meets the same high standards of

presentation. These standards are Graduate School standards and are applied consistently

to all departments and programs. It is important that students read and understand the

guidelines before preparation of final copy. The Graduate School will not accept

manuscripts that do not follow these guidelines.

Do not rely on previously accepted theses and dissertations. While they may have met

guidelines in force at the time of their submission, they may not meet current guidelines.

It is the responsibility of each student to meet current guidelines exactly. The Graduate

School is the final authority on what is acceptable. The Dean of the Graduate School will

not approve any thesis or dissertation that fails to meet these guidelines.

**STYLE**

A thesis or dissertation is a formal research presentation. It should be written in formal

style appropriate to the discipline (e.g., active voice, impersonal style). Adopt the past

tense throughout ("Results of the experiment demonstrated . . .") and avoid slang and

colloquialisms. Technical terms should be used where appropriate, but avoid using

obscure words and phrases when a simpler vocabulary will do just as well.

Style manuals

Different disciplines use different forms for such items as source citations and

bibliographic entries. Students should follow the forms in the style manual adopted or

preferred by their department in establishing basic style, except where the manual

conflicts with these guidelines. Where conflict occurs these guidelines take precedence

over style manuals. It is important that whichever manual or style is adopted that the

manuscript be consistent throughout.

The departments listed below have specified the use of particular style manuals. Where

no manual is specified, Turabian and APA are good standard guides. In every case use

*only* the most recent edition.

Communication: APA or MLA

Counseling: APA

Dance, Theatre and Arts Administration: MLA

Economics: MLA

Education: APA

English: MLA

History: Turabian

Nursing: APA

Psychology: APA

Public Administration and Urban Studies: APA; other with committee approval

Sociology: ASA; Turabian with permission

**PAGE FORMAT**

A major purpose of these guidelines is to assure that all theses and dissertations present a

consistent appearance. Therefore, it is essential that the specifications below be followed

exactly.

Margins

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

Right side 1.0 inch

Top 1.0 inch

Bottom 1.0 inch

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

necessary variations.

*Top margi*n: Pages that carry major headings, such as preliminary pages (Table of

Contents, etc.,) and chapter titles must have a 2.0-inch margin.

*Bottom margi*n: When a one-inch margin would leave a sub-heading or a single

line of print on a page (see widow/orphan, below), then a margin of *no more than*

2.0 inches may be left and the text continued on the following page.

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

Widow/Orphan Protection

At least two lines of a paragraph must appear together at the top and bottom of every

page. In word processing programs this is usually referred to as "widow and orphan

protection."

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

Spacing

Text material is double spaced, on the basis of six single spaces per inch or 66 spaces per

eleven-inch page. Single spacing may be used in notes, long quotations, statement of

hypotheses, the bibliography, and in certain situations involving titles and sub-titles.

Typeface

Font size must be 10 or 12 point. Nearly all types of font face are acceptable. However,

unusual fonts styles such as Script, Italic, Orator, Block Letter Gothic, OCR-A and OCRB are not acceptable. If other fonts are used, it is recommended that the student submit a sample to the Graduate School for approval. Proportional spacing is acceptable.

Do not use bold font for major titles, figure legends, or table titles.

Justification

Justification refers to whether or not the side margin presents a straight or ragged line. On

this page the left margin is justified; the right is not. In the manuscript left margins *must*

be justified; right margins may be justified if that style is acceptable to the department or

college. If right justification is used, the manuscript must conform to all other aspects of

these guidelines. Right-justified margins in manuscripts containing long technical and

scientific words may result in unsightly white spaces between words that are not acceptable.

Centering

Centered items must be centered between the text margins rather than between the paper

edges. As the left margin is 1.5 inches, while the right is 1.0, centering will place text

approximately a quarter inch to the right of the center of the page.

Paragraphing

Indent the first line of every paragraph consistently, so that each paragraph is indented

the same number of spaces.

Page Numbering

Page numbering should follow standard publishing practice. Pages before the first page

of Chapter I (“preliminary pages”) are numbered with lower-case Roman numerals (i, ii,

iii, iv, v). The title page, which is page "i," does not have a number placed on it; actual

numbering begins with the next page (the signature page), which is "ii." All pages

beginning with the first page of Chapter I should be numbered with Arabic numerals (1,

2, 3, 4, 5). That numbering continues consecutively to the end of the manuscript,

including text, illustrations, figures, tables, notes, bibliography, appendices, etc. Page

numbers must not be followed by a period or any other symbol. Embellished page

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

The page number should be placed at the bottom of the page, centered under the text, and

as the last line of text above the one-inch margin. (This is different than APA formatting.)

Subheadings

Subheadings within chapters are not necessary, but may be used. A subheading must be

followed by at least two lines of a paragraph. Subheadings should be placed as specified

in the style manual consulted and should be consistent throughout. Double space before

and after subheadings. It is permissible to triple space before the subheading and double

space between the subheading and beginning of text if that form is used consistently

throughout the document.

If subheadings are used, they should be referenced in the Table of Contents (TOC). Only

first level subheadings must be referenced in the TOC. Second level and beyond may be

referenced provided they are done so consistently. That is, if some second level

subheadings are referenced in the TOC, all second level subheadings should be

referenced, and so on for all levels.

Direct Quotations

*Pros*e: Short, direct prose quotations of three typewritten lines or less should be incorporated into the text, enclosed in quotation marks. Prose quotations that exceed three

lines should be set off from the text, indented from the left margin, and single-spaced. If

the quotation includes the beginning of a paragraph, then the first line of the paragraph is

indented further.

*Poetr*y: Quotations of poetry that are two lines or longer should normally be set off from

the text, line for line as in the original, single spaced, and centered between the side

margins.

**MANUSCRIPT ORGANIZATION**

Every thesis or dissertation must follow the same basic organization. Below is the only

acceptable order in which the different parts of the manuscript should be arranged.

Preliminary Pages (numbered with lower-case Roman numerals)

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

Title Page (counted, but not numbered)

Signature Page (page ii)

Abstract (mandatory in dissertations, optional in theses, but students should check

for departmental requirements)

Dedication (optional)

Acknowledgements (optional)

Table of Contents

List of Tables (as needed)

List of Figures (as needed)

List of Illustrations (as needed)

List of Schemes (as needed)

Chapters of Text Material (begin Arabic page numbering)

Summary/Conclusion

End Notes (if placed at end of manuscript)

Bibliography/References/Literature Cited (select most appropriate)

Appendices (including Human Subjects Approval and/or other approvals as required)

Index (if required)

**PREPARATION OF THE MANUSCRIPT**

Copyright Notice

A sample copyright notice appears as APPENDIX A. Copyright notice, if copyright is

sought, appears in front of the title page, and is neither counted as a page nor assigned a

page number.

Copyright is recommended. Under United States Copyright Law, duplication without a

notice of copyright ordinarily results in dedication of the work to the public domain,

which may defeat any later attempt to gain copyright protection.

Copyright must be secured from the Registrar of Copyright, Washington D.C., with the

fee paid directly to that office. The copyright form and any other additional information

may be obtained from the Copyright Office at (202) 707-3000 or [www.loc.gov/copyright](http://www.loc.gov/copyright).

Title Page

A sample title page appears as APPENDIX B. The title must be centered between the text

margins, with a two-inch top margin and must be typed in ALL capital letters (except for

certain biological terms). The title page is counted as page "i" but the number does not

appear on the page. The date on the title page must be the month and year in which the

actual graduation ceremony will take place (May, August or December), not the date the

manuscript is submitted.

Signature Page

Sample signature pages appear as APPENDIX C (thesis) and APPENDIX D

(dissertation). The approval, or signature, page must be signed by those approving the

manuscript. As with the Title Page, the title must be centered between the text margins,

with a two-inch top margin and is to be typed in ALL capital letters.

For a **master's thesis**, the Faculty Advisor, Faculty Co-Advisor (if any), Faculty Reader,

Committee Members (if the department requires a committee), Department Chair, Dean

of the College and Dean of the Graduate School must all sign the approval page.

For a doctoral dissertation, the Faculty Advisor, Faculty Co-Advisor (if any), Faculty

Reader (if any), Committee Members, Department Chair, Dean of the College, and Dean

of the Graduate School must sign.

The names of those signing the manuscript must be typed a single space below their

titles. Titles are not required but may be used provided they are used consistently. If

titles are used and not all signers are “Dr.,” type “Mr.” or “Mrs.” (or appropriate title)

before other signers.

The Graduate School copy must bear original signatures. The last person to sign is the

Dean of the Graduate School who also fills in the date, which becomes the official

acceptance date.

The electronic copy should not bear signatures The electronic copy of the manuscript

submitted to OhioLINK will contain an unsigned signature page.

Abstract

An abstract is a mandatory part of each dissertation; it is optional in theses, although

some programs may require one. OhioLINK requires an abstract to submit any

manuscript. This does not necessarily need to be a part of the manuscript (for those theses

students not required to include an abstract).

The abstract gives a succinct account of the thesis or dissertation. It must not exceed 350

words (two pages), must not include diagrams, and should not include mathematical

formulae unless essential. The heading ABSTRACT is typed in capital letters without

punctuation, centered between the text margins, leaving a two-inch top margin.

Dedication

This optional section gives the author an opportunity to dedicate the manuscript to an

individual or group.

The heading DEDICATION is typed in capital letters without punctuation, centered

between the text margins, leaving a two-inch top margin.

Acknowledgements

This optional section gives the author the opportunity to thank those who have provided

help during the research and writing of a thesis or dissertation.

The heading ACKNOWLEDGEMENTS is typed in capital letters without punctuation,

centered between the text margins, leaving a two-inch top margin.

Table of Contents

A sample Table of Contents appears as APPENDIX E. Chapter headings, other main

headings such as Bibliography/References/Literature Cited, and if desired, chapter

subheadings, are all listed in the Table of Contents. All entries in the Table of Contents,

including wording, punctuation, capitalization and spelling, must be *exactly* as they are in

the text; page numbers must also correspond exactly. Be sure that all major headings

(such as chapter titles) in the Table of Contents are typed in ALL capital letters; do not

type subheadings in all capital letters.

The Table of Contents is double-spaced, with the exception of entries that require more

than one line (carry-over lines) which are to be single-spaced. The title page, abstract,

and any other pages that appear before the Table of Contents, including the Table of

Contents itself, are *not* included in the list.

Indenting in a Table of Contents is done on a consistent basis. For example, under

CHAPTER the numbers are indented two spaces, and subheadings two spaces more.

Chapter numbers must use Roman numerals. Note in the example that the Roman

numerals indented two and are left aligned.

The title TABLE OF CONTENTS is typed in capital letters without punctuation,

centered between the text margins, leaving a two-inch top margin.

List of Tables, List of Figures, etc.

A sample List of Figures appears as APPENDIX F Additional lists showing tables,

figures, illustrations, schemes or other items that appear in the text should be listed in the

preliminary pages.

Each list requires a separate page with capitalization and top margins the same as the

Table of Contents page. The rules for indentation and spacing of these lists are the same

as for the Table of Contents. All entries in the List of Tables and/or List of Figures, etc.

must be exactly as they are in the text including wording, punctuation, capitalization and

spelling.

Arabic numerals must be used in the list and in the text. Only the first complete sentence

of a table/figure title is required to be listed in the List of Tables/Figures, but it must

match the List of Tables/Figures *exactly*. Further, letters and numbers cannot be used in

combination for table/figure designation numbers (except in appendices). However,

subtitles within a table/figure are acceptable. “Table” or “Figure” must be typed above

the respective designation number column; do not type this heading before every entry.

“Page” must be typed above the page number column.

Tables, figures, illustrations, schemes or other items that appear in the Appendices are not

required to be listed in the List of Tables, etc. but may be listed if done so consistently. If

items are listed numerically, the numbering should continue through the appendices. If

items are listed corresponding to chapter (Table 4.1 appearing in Chapter IV, 5.1 in

Chapter V, etc.) such numbering may continue through the appendices (A.1, A.2 etc.).

The title LIST OF TABLES (or FIGURES, SCHEMES, etc.) is typed in capital letters

without punctuation, centered between the text margins, leaving a two-inch top margin.

Text

The text, or body of a thesis or dissertation, begins with Arabic page 1 and is divided into

multiple chapters, following the natural division points in the manuscript, i.e. the chapter

is the appropriate of sub-unit of a thesis or dissertation. The first page of a chapter is

organized as follows:

1. The heading CHAPTER I is typed in capital letters without punctuation,

centered between the text margins, leaving a two-inch top margin.

2. The chapter title (all chapters must be titled) is typed in capital letters two spaces

below the heading, centered between the text margins. Additional lines in the

chapter title, should they be necessary, are also double-spaced.

3. The text of the chapter begins *three spaces* below the chapter title.

4. If a subheading follows a chapter title, it is placed three spaces below the

chapter title. Text then begins two spaces below the subheading. All text is double spaced within the prescribed margins, except for certain quotations. At

least two lines of a paragraph must appear at the top and bottom of each page.

Tables, Figures and Illustrative Material in the Text

Figures and tables are to appear on the pages immediately following the page where the

figures and/or tables are cited in the results. Figures and tables may be imbedded in the

text (text above and below). However, text may not wrap around figures and tables.

There are instances when it is appropriate to place large numbers of figures/tables at the

end of each chapter or in an appendix at the end of the manuscript.

Each type (table, figure, map, illustration, etc.) of non-text entry must be numbered

consecutively in Arabic numerals, matching the numbering in the contents section. All

material must fit within the prescribed page margins. All wording in reduced images must

be clear and readable.

Figure titles are to be placed on the figure page below the figure and table titles are to

appear at the top of the table.

Do not type table/figure titles in bold font.

Photographs and graphic displays may be included. Color is acceptable and encouraged.

Audio-visual material may also be submitted as part of a thesis or dissertation. Such

items can be linked into the manuscript provided the links fall within the formatting

guidelines for page margins etc.

End Notes

Notes may be in the form of footnotes, placed at the bottom of each page, or endnotes,

placed at the end of each chapter or at the end of the work. If at the end of the work pages

are numbered in Arabic numerals consecutively with the text.

There is no single approved style for notes; use the style most common within the

discipline and delineated in an approved style manual. The Graduate School requires that

the format used is recognized and accepted within the discipline and that it be used

consistently. Notes should be single spaced with double spacing between notes.

Bibliography (or References or Literature Cited)

The Bibliography/References/Literature Cited lists all sources used in the work. Page

numbering continues in Arabic numerals. Each bibliographic entry should be singlespaced with double spacing between entries. The style adopted should follow an accepted format and be used consistently.

The first page of the bibliography should be set up as a chapter-title page. The word

BIBLIOGRAPHY is typed in capital letters without punctuation, centered between the

text margins, leaving a two-inch top margin.

If many sources are used, the bibliography may be divided into sections, such as

"Manuscripts," "Primary Sources," "Books and Articles," etc. Sections should be

separated by three spaces with the title of the section flush with the left margin,

underlined, with only the first letter of each word capitalized.

Note: “Bibliography” refers to all sources read for research, including material not cited

in the manuscript. “References: refers only to those sources cited in the manuscript.

Students should contact their department to see which they should use.

Appendices

A sample appendices entry in the Table of Contents appears as APPENDIX G.

Supplementary material may be placed in one or more appendices. This may include

primary data, personal communications, primary documents, statistical analyses, or other

material that would clutter the text but be useful to readers in understanding, evaluating

or replicating the study.

If there is only one appendix, then the material must be set up as a new chapter with the

word APPENDIX typed in capital letters without punctuation, centered between the text

margins, leaving a two-inch top margin. Text will follow on the same page as with the

initial page of a chapter. A half-title page is not used.

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

first appendix. On this page, the word APPENDICES is centered between the margins

slightly above the center of the page. The page number is centered between the text

margins one inch from the bottom of the page, as with the first page of a chapter. Be sure

to add this listing (“APPENDICES”) to the Table of Contents.

Then the appended material should be divided into logical divisions, each titled as a

separate Appendix using letters (A, B, C, etc.) to designate each new appendix. Set up the

first page of each appendix as a chapter title page, with "APPENDIX A" etc., typed in

capital letters without punctuation, centered between the text margins, leaving a two-inch

top margin. The appendix title is then typed in capital letters two spaces below the

heading. Be sure to add the heading (“APPENDIX A”) and its title (typed in ALL capital

letters) to the Table of Contents.

Human Subjects Approval

Any project that uses human subjects or their by-products (e.g., tissue, blood samples)

requires review and a letter of permission from the Institutional Review Board for the

Protection of Human Subjects before research is conducted. The permission letter *must*

be included in the thesis or dissertation as an appendix. The letter should be scanned and

inserted into the manuscript with reduction as necessary so it fits within the prescribed

margins. The reduced page should then receive a sequential page number.

Other Approvals

Projects involving animals, hazardous materials, radiation, or affecting general campus

safety, may require review of the research design by, and a letter of permission from, one

of the following committees:

Animal Welfare Committee Radiation Committee

Biohazard Committee Safety Committee

Students who believe their projects may require such review should check with their

advisors and with the Office of Research Services. Letters of permission *must* be included

as an appendix (see Human Subjects Approval, above).

Index

An index, if included, follows the appendices with continued Arabic page numbers.

The first page of the index should be set up as a chapter-title page. The word INDEX is

typed in capital letters without punctuation, centered between the text margins, leaving a

two-inch top margin.

**SUBMISSION TO THE GRADUATE SCHOOL**

Deadlines

*Preliminary Format Checks*

*All Theses & Dissertations*

All students (thesis and dissertation) must submit at least one preliminary check before

uploading the final electronic copy. Students are encouraged to submit a hard copy of the

thesis or dissertation as early as possible for a preliminary check. It is also strongly

recommended that students submit multiple preliminary checks until they are advised that

no further formatting corrections are required. (Check with the graduate school for dates of submission so that graduation is not delayed.)

Manuscripts are not required to have been defended (or even completed) before being

submitted for a preliminary format check. Students should submit as much of the

manuscripts as is completed no later than the preliminary deadline.

*Doctoral Dissertations*

It is required that all doctoral students submit a hard copy (unbound) of the dissertation

on or before the preliminary dissertation deadline (which is usually four weeks before the

final copy submission deadline). Submit the copy of the dissertation with the student’s

name, contact telephone numbers, email and the dissertation advisor’s name.

Doctoral students who miss the preliminary dissertation deadline for a given term will not

graduate until the next scheduled commencement.

*Master’s Theses*

It is required that all masters thesis students submit a hard copy (unbound) of the thesis

on or before the preliminary thesis deadline (which is usually ten days before the final

copy submission deadline). Submit the copy of the thesis with the student’s name, contact

telephone numbers, email and the dissertation advisor’s name.

Masters thesis students who miss the preliminary thesis deadline for a given term will not

graduate until the next scheduled commencement.

*Final Submission*

The deadline for uploading error-free theses and dissertations to OhioLINK is

approximately one month prior to commencement. The Graduate School checks the

formatting of each submission. Manuscripts returned for corrections must be corrected,

resubmitted and approved before graduation. The exact deadline date may be obtained at

<http://www.uakron.edu/gradsch/gdlnThesDiss.php>.

Students who miss the Graduate School deadline for any given term will not graduate

until the next scheduled commencement.

Departments may also have their own deadlines in order to allow the committee

sufficient time to read the manuscript and to allow the student sufficient time to make

corrections after the defense. Generally speaking, a thesis or dissertation must be ready

for the committee at least a full month before the deadline for submission to the Graduate

School.

What to Submit

A thesis or dissertation is not considered as officially submitted to the Graduate School

unless all items are included as follows.

*Master's Thesis*

• One copy of the thesis submitted electronically to OhioLINK.

o Including a copy of the Letter of Approval from the University of Akron

Institutional Review Board for Protection of Human Subjects, as an

appendix, if applicable.

o The signature page on the electronic submission will be unsigned.

• One perfect copy of the signature page, bearing all signatures except that of the

Dean of the Graduate School and the date.

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

*Doctoral Dissertation*

• One copy of the thesis submitted electronically to OhioLINK.

o Including a copy of the Letter of Approval from the University of Akron

Institutional Review Board for Protection of Human Subjects, as an

appendix, if applicable.

o The signature page on the electronic submission will be unsigned.

• One perfect copy of the signature page, bearing all signatures except that of the

Dean of the Graduate School and the date.

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

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

• The form can be found in the Graduate School, online at the Graduate School

Thesis/Dissertation webpage or via the attached link.

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

Final Approval

The Graduate School will check each thesis and dissertation for conformity to these

guidelines and other errors. If corrections are required, the Graduate School will notify

the student and/or the student's department. Therefore, it is important for students to

inform the Graduate School and their departments on how they may be reached at all

times. The correction of errors is the responsibility of the student.

When the manuscript is error-free and otherwise acceptable, the signature page will be

signed by the Dean of the Graduate School and notice sent to the Registrar that the

student has met this degree requirement. All corrections to formatting must be made

before the Dean of the Graduate School will approve and sign the manuscript.

**ELECTRONIC SUBMISSION PROCEDURES**

The student may make an appointment with the Graduate School to convert the document

to PDF and submit it electronically. Students who prefer to convert and submit the

document on their own should follow the procedures outlined below.

1. The manuscript must be submitted to the Graduate School in hard copy form for

at least one preliminary formatting check before it can be submitted

electronically.

2. Once the manuscript has been deemed by the Graduate School to have no

further formatting corrections required, the student is permitted to submit

electronically.

3. The final approved and formatted manuscript must be converted to a PDF.

The Graduate School recommends using Adobe Acrobat Distiller.

4. Go to the OhioLINK website for electronic submission, and follow the steps to

submit the “complete, finalized ETD.” <http://www.ohiolink.edu/etd/submit/>

5. Select the option for: “I am submitting: My paper’s bibliographic information,

abstract, and full text in PDF format.”

6. Read the terms and click on the box to agree and continue.

7. Select the school: University of Akron. Continue.

8. Complete “Item 1: Information about you.”

9. Complete “Item 2: Information about your degree and paper.”

• Note: OhioLINK requires an abstract to be entered here even if one does not

appear in your manuscript.

• Note: OhioLINK allows you to select subject headings and keywords

relating to your manuscript. The Graduate School highly recommends that

you utilize these options. Entering keywords will allow people to find your

manuscript via search engines without requiring that they know your

complete title.

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

• Master’s Theses: “NO, OhioLINK should not submit paper to UMI. I retain

the option of submitting the paper to UMI myself.”

• Doctoral Dissertations: “YES, I agree to the statement above, and I request

that OhioLINK submit the *full text* of my paper to Proquest/UMI. At this

time, I am *not* requesting that Proquest/UMI register my copyright.”

11. Compete “Item 4: Fulltext Upload.”

• The Graduate School recommends using the alternate submission method

offered at this point.

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

13. Click to “SUBMIT MY PAPER NOW.”

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

15. Students will be sent an email confirmation from OhioLINK that the manuscript

was received and another once the Graduate School has approved it.

Delaying Electronic Publication of a Thesis or Dissertation

In some circumstances, a student may wish to delay the electronic publication of a

thesis or dissertation. While the University generally promotes the timely publication of

theses and dissertations, it is recognized that under certain specific circumstances, a delay

is warranted. These include: when the student wishes to publish an article from the thesis

or dissertation in a journal whose policy is not to publish anything that has already been

published electronically; when the student wishes to publish the thesis or dissertation

with a publisher whose policy is not to publish anything that has already been published

electronically and; when the student is in the process of applying for a patent on research

contained in the thesis or dissertation and does not wish to disclose its contents until the

patent application has been filed.

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

publication of a thesis or dissertation for up to a five year period (renewable). Requests

must be supported by evidence from the journal or publisher to show that publication

policy requires no previous electronic publication. (For the NEOMFA program in

creative writing, the advisor’s endorsement is sufficient.) Evidence of intent to file patent

materials is also required. The request for delay form must be signed by the student’s

thesis or dissertation advisor. The request will be reviewed by the Graduate School

before it is granted. Extensions may be requested with appropriate documentation.

APPENDIX J is the Request to Delay Publication of Thesis or Dissertation form.

**ADDITIONAL INFORMATION**

Binding Copies of a Thesis or Dissertation

The Graduate School does not accept personal copies of a thesis or dissertation. Students

may directly contact the bindery used by the University of Akron for a discounted rate.

http://www.uakron.edu/gradsch/docs/Binding.pdf. Students may also seek other

commercial binderies and/or printing services to have personal copies of the manuscript

bound.

Plagiarism

University Rule 3359-42-01 prohibits plagiarism. A definition of plagiarism along with

methods on how to avoid it can be found at the Office of General Council website. The

site covers such topics as how to detect plagiarism, why it is wrong and what can result

from it. Please review this site carefully.

http://www.uakron.edu/ogc/PreventiveLaw/plagiarism.php

Use of Copyrighted Materials

Plagiarism and copyright infringement are not the same thing. Copyright provides the

owner exclusive right to copy the protected materials. Copyright infringement is copying

without the owner’s permission and is a variety of theft. Plagiarism is passing off

someone else’s work as your own and amounts to fraud. Thus, improper use of another’s

work could be copyright infringement, plagiarism, or both. Sources used or referenced

by student-authors must be properly cited and referenced according to disciplinary specific usual practices; otherwise this might constitute plagiarism (see page 22 of

graduate bulletin). However, just because something is cited properly does not mean a

student has followed copyright rules. In some cases, such as reprinted figures, drawings,

tables, graphs, and extensive quotations, students may be required to obtain copyright

permission and to display copyright permission prominently in relation to such work. It

is the responsibility of the student-author to ascertain if and where such copyright

permission is required legally and/or according to disciplinary-specific usual practice,

and to obtain and appropriately display these permissions in accordance with

disciplinary-specific publishing usual practices and all copyright laws. Where copyright

permission is required, it is the responsibility of the student-author to obtain this

permission in written form and s/he must be able to show this documentation upon

request. Neglect of these responsibilities, i.e., failure to properly cite, attribute, account

for or reference non-original work, misuse of others’ work, may violate plagiarism rules,

copyright laws, or both.

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

compliance:

• http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf

• http://www.uakron.edu/ogc/PreventiveLaw/copyright.php

The following are useful websites dealing with copyright issues:

• http://www.copyright.gov/

• http://www.ala.org/ala/washoff/WOissues/copyrightb/copyright.htm

• http://www.library.unt.edu/copyright/default.htm

• http://www.templetons.com/brad/copymyths.html

• http://www.utsystem.edu/ogc/intellectualproperty/ccmcguid.htm

• http://www.stfrancis.edu/cid/copyrightbay/

• http://www.apa.org/about/copyright.html

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

APPENDICES

APPENDIX A. SAMPLE COPYRIGHT NOTICE

© Year

AUTHOR'S NAME

ALL RIGHTS RESERVED

APPENDIX B. SAMPLE TITLE PAGE

TITLE

A Thesis or A Dissertation

Presented to

The Graduate Faculty of The University of Akron

In Partial Fulfillment

of the Requirements for the Degree

Master of \_\_\_\_\_\_\_\_ or Doctor of Philosophy or Doctor of Education

Author’s Name

Month, Year

APPENDIX C. SAMPLE SIGNATURE PAGE (THESIS)

COMPLETE TITLE

THAT MAY REQUIRE

THREE LINES

Author's Name

Thesis

Approved: Accepted:

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

Advisor Dean of the College

Name Name

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

Co-Advisor or Faculty Reader Dean of the Graduate School

Name Name

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

Department Chair or School Director Date

Name

ii

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

APPENDIX D. SAMPLE SIGNATURE PAGE (DISSERTATION)

COMPLETE TITLE

THAT MAY REQUIRE

THREE LINES

Author's Name

Dissertation

Approved: Accepted:

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

Advisor Department Chair

Name Name

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

Co-Advisor/Committee Member Dean of the College

Name Name

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

Committee Member Dean of the Graduate School

Name Name

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

Committee Member Date

Name

\_

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

Committee Member

Name

ii

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

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APPENDIX G. SAMPLE OF MULTIPLE APPENDICES

Multiple appendix entries must have the heading “APPENDICES” typed above them in

the TOC. Each appendix entry must include the heading “APPENDIX” and its title must

be typed in all capital letters. For example:

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APPENDIX H. CHECKLIST (PRELIMINARY SUBMISSION)

**CHECKLIST**

BEFORE SUBMITTING A PRELIMINARY COPY OF A

THESIS OR DISSERTATION TO THE GRADUATE SCHOOL

**WHAT TO SUBMIT:**

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

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

the document.

**BE SURE YOUR MANUSCRIPT FOLLOWS THE REQUIRED FORMAT**

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

**Areas to Watch in Formatting:**

\_\_\_\_\_\_ Specified widths of margins are mandatory (top, bottom, right and left) on all

material, including photographs, etc.

\_\_\_\_\_\_ Pages must be in numerical sequence.

\_\_\_\_\_\_ Copy must be organized in sequential order prescribed in *Guidelines . .* ..

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

\_\_\_\_\_\_ All titles (chapter, figure, table etc.) in the body of the text must read exactly as

they do in the preliminary pages.

**Title Page:**

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

\_\_\_\_\_\_ Degree designation must be accurate.

\_\_\_\_\_\_ Degree date must be month and year Commencement held.

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

**Signature Page:**

\_\_\_\_\_\_ Title must be in full capitals, double-spaced.

\_\_\_\_\_\_ Must have all the required signature lines including signers’ names (does not need to be

signed for a preliminary check)

**NOTE**--If human subjects, animals involved: Evidence of approval of Human Protection

Committee of The University of Akron. Letter should be included in Appendix.

**NECESSARY FOR GRADUATION:**

\_\_\_\_\_\_ Applied for Advancement to Candidacy (Departmental Office).

http://www.uakron.edu/gradsch/pdf/ATC\_masters.pdf (masters)

http://www.uakron.edu/gradsch/pdf/ATC\_doctoral.pdf (doctoral)

\_\_\_\_\_\_ Applied for Graduation (Registrar's Office).

http://www.uakron.edu/registrar/docs/GraduationApplGRAD.pdf

APPENDIX I. CHECKLIST (FINAL SUBMISSION)

**CHECKLIST BEFORE FINAL SUBMISSION TO THE GRADUATE SCHOOL**

WHAT TO SUBMIT

THESIS

\_\_\_\_\_ One copy of the thesis submitted electronically to OhioLINK.

• Including a copy of the Letter of Approval from the University of Akron

Institutional Review Board for Protection of Human Subjects, as an

appendix, if applicable.

\_\_\_\_\_ One perfect copy of the signature page, bearing all signatures except that of the

Dean of the Graduate School and the date.

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

and email.

DISSERTATION

\_\_\_\_\_ One copy of the thesis submitted electronically to OhioLINK.

• Including a copy of the Letter of Approval from the University of Akron

Institutional Review Board for Protection of Human Subjects, as an

appendix, if applicable.

\_\_\_\_\_ One perfect copy of the signature page, bearing all signatures except that of the

Dean of the Graduate School and the date.

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

and email.

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

• The form can be found in the Graduate School, online at the Graduate

School Thesis/Dissertation webpage or via the attached link.

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

APPENDIX J. REQUEST TO DELAY PUBLICATION OF THESIS OR

DISSERTATION

THE UNIVERSITY OF AKRON

GRADUATE SCHOOL

Request to Delay Publication of Thesis or Dissertation

Student Information:

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program/Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Street Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Phone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Title of thesis or dissertation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Publisher Policy or NEOMFA in creative writing

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

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

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

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

Advisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed Name \_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate School Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date manuscript due to be released on OhioLINK: \_\_\_\_\_\_/ \_\_\_\_\_\_\_/\_\_\_\_\_\_\_

**BINDING YOUR THESIS OR DISSERTATION**

**Library Copies**

Library copies are no longer required or accepted. However, some departments

may request a bound copy for their records. Students should check with their

departments to see if a thesis or dissertation needs to be bound for the

department.

**Personal & Departmental Copies**

Should students want or need to have additional copies of a thesis or dissertation

bound, they may submit manuscripts to a professional bindery or printing service.

The University of Akron has a contract with The HF Group that allows students to

submit manuscripts for binding at a discounted rate. Should students wish to use

The HF Group, they will submit directly to the bindery.

See the following page for the The HF Group.

**The HF Group - Ohio**

8844 Mayfield Rd.

Chesterland, OH 44026

440-729-9411

440-729-9415 Fax

custservice-ohc@thehfgroup.com

**BINDING PERSONAL COPIES OF THESES, TREATISES, AND DISSERTATIONS**

INFORMATION AND TRANSMITTAL FORM

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

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

**ALL SHIPMENTSFROM THE BINDERY MUST BE MADE TO AN U.S. DOMESTIC STREET ADDRESS.**

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

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

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

The HF Group

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

Return Postage……. FREE

Amount Enclosed =$\_\_\_\_\_\_\_\_\_\_

**Mailing Address (U.S. domestic only. Please indicate in care of addressee as appropriate.)**

**Copies cannot be delivered to post office boxes!**

YEAR OF GRADUATION \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(To be printed on spine – Example: 2005)

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

ADDRESS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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PHONE NO.

**\* FRONT COVER LETTERING IS $10.00 PER THESIS**

**\* PLEASE NOTE THERE IS A $10.00 FEE PER THESIS FOR RUSH**

**PROCESSING (Please mark the outside of box or envelope “Rush”)**

**Academic Dishonesty**

Students at The University of Akron are an essential part of the academic community,

and enjoy substantial freedom within the framework of the educational objectives

of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. The University community is governed by the policies and regulations contained within the Student Code of Conduct available at www.uakron.edu/student/aff/osd, in Carroll Hall 305, or by calling Student Judicial

Affairs at 330-972-7021.

The University of Akron considers academic integrity an essential part of each student’s

personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at The University of Akron.

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

• Submission of an assignment as the student’s original work that is entirely or

partly the work of another person.

• Failure to appropriately cite references from published or unpublished works or

print/non-print materials, including work found on the World Wide Web.

• Unauthorized copying of an assignment in computer programming, or the unauthorized

examination or view of the computer, specifically during examinations.

• Possession and/or unauthorized use of tests, notes, books, calculators or formulas

stored in calculators not authorized by the instructor during an examination.

• Providing and/or receiving information from another student other than the instructor,

by any verbal or written means.

• Observing or assisting another student’s work.

• Violation of the procedures prescribed by the professor to protect the integrity

of the examination.

• Cooperation with a person involved in academic misconduct.

A student who has been accused of academic dishonesty will be asked to meet

with the course instructor. The matter can be resolved informally at the College

level and/or an academic sanction can be imposed. If the student opposes the decision,

he/she may appeal to the College Dean.

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