

Guidelines for the Preparation of Theses, Specialist Projects, and Dissertations



WESTERN MICHIGAN
UNIVERSITY

Graduate College
Kalamazoo, Michigan
2022 Edition

Preface

All graduate students at Western Michigan University who must submit a master's thesis, specialist project, or doctoral dissertation to the Graduate College as part of their degree requirements must comply with the University's guidelines for the preparation of these manuscripts. This manual explains those format and style requirements, and illustrates them through instructions and sample documents.

This version of the *Guidelines for the Preparation of Theses, Specialist Projects, and Dissertations* allows for flexibility in the choice of formatting styles used in this manual. Students are responsible for satisfying all requirements for the thesis or dissertation and the style guide that are particular to their department, in addition to those requirements put forth by the Graduate College, as detailed in this manual. In matters in which there is a conflict between the requirements of this manual and those of the academic department's style manual, this manual will take precedence. In matters that are not addressed by this manual, e.g., style of citations and bibliography, the department's style manual should be followed.

The student and his/her doctoral, specialist project, or thesis committee are responsible for the accuracy of the content of the manuscript submitted, and should proofread and edit the manuscript carefully for correct syntax, grammar, spelling, punctuation, reference, and adherence to University guidelines. In other words, the manuscript you submit must be error-free, clean, and ready for publication. The Graduate College reserves the right to reject and/or correct theses, specialist projects, and dissertations that contain errors or that do not follow format and style guidelines.

Academic Integrity

The University's definition of plagiarism is the use of someone else's language, ideas, or other material without making the source(s) evident in situations where there is a legitimate expectation of original work. Plagiarism does not occur when efforts to promptly identify sources by making source use apparent to the audience of the submitted material are obvious. Plagiarism may not necessarily include mistakes in citation style.

Dissertations, specialist projects, and theses are expected to be prepared with integrity and authenticity. Plagiarism occurs when a writer deliberately uses someone else's material without identifying and acknowledging its source. Plagiarism, falsification of data, or other research misconduct may result in a thesis, specialist project, or dissertation being rejected.

To a significant degree, the reputation of the University's graduate programs are measured by the quality and veracity of the dissertations, specialist projects, and theses developed at this institution, as they provide permanent, tangible evidence of the scholarly achievements and standards of the author, the advisor, and Western Michigan University.

Table of Contents

Preface	ii
Academic Integrity	ii
Basic Requirements, Instructions, and Sample Pages.....	1
Word Processing	1
Editing/Formatting Services	1
Pagination and Margins	2
Headings	3
Vertical Spacing Summary	5
Approval Forms	6
Abstract	8
Title Page.....	11
Copyright.....	13
Acknowledgments.....	14
Table of Contents	16
Use of Sections and Headings.....	23
List of Tables and List of Figures	24
Tables, Figures, and Equations	27
Placement and Formatting of Tables, Figures, and Equations in the Text	27
Tables	28
Figures.....	33
Equations.....	33
Appendices.....	37
Citations and References/Bibliography	38
Copyright Law and the Limits of “Fair Use”	39
How to Request Permission from a Copyright Holder.....	40
ETD: Submission, Review, and Approval Process.....	41
Submission Procedures for Electronic Thesis/Dissertation (ETD)	41
Manuscript Review and Approval Process.....	43
Last-Minute ETD Check List	44

Basic Requirements

Word Processing

Of the most widely available word-processing programs, Microsoft® Word is highly recommended for use in preparing an electronic thesis, specialist project, or dissertation. Highly technical or specialized programs, such as LaTeX may be used if appropriate, but please check with your advisor.

The following regulations must be observed when preparing your electronic manuscript:

- For your text, select and use consistently a professional looking font in minimum size of 12 point.
- **The same font should be used for all text, headings, page numbers, table titles, and figure captions.**
 - A smaller font size or type, but no less than point 9, may be appropriate for footnotes, tables, figures, and other material outside of the main text.
- The final product of your manuscript will be submitted electronically, in the form of a PDF.
 - Western Michigan University will be working towards accepting Electronic Thesis/Dissertation (ETD) submissions via ProQuest.

Editing/Formatting Services

The Graduate College website provides information on word processing and editing services available to graduate students. All arrangements, including the financial aspect, are handled between the word processor and the student. When hiring someone to prepare the final version of your manuscript, be sure to specify all terms. Agree on such things as a time frame for completing (including corrections), whether or not editing and correction will be expected, specific fees per page, and whether fees agreed upon cover corrections until final approval by the Graduate College.

Pagination and Margins

Pagination and Order

Front Matter is in the following order (first numbered page must be page ii):

(Note: Page numbers are expressed in lower case consecutive Roman numerals i.e., ii, iii, iv...)

- **Abstract:** no page number
- **Title page:** no page number
- **Copyright page:** no page number
- **Acknowledgements:** optional, must have page number (lower case Roman numeral start here, ii)
- **Table of Contents:** must have page number
- **List of Tables, List of Figures, etc.:** Mandatory when there are more than one; must have page number
- **List of Abbreviations, List of Acronyms, List of Equations:** optional, must have page number

Body of the Manuscript

- The main text, illustrations, appendices, and bibliography are considered the body of the manuscript.
- Begin the pagination at Arabic numeral 1 and continue consecutively to the end of the manuscript, including the appendices and the bibliography.

Placement of Page Numbers

- The page number placement is bottom center or upper right-hand corner, and is at least $\frac{3}{4}$ " from the edge of the page.
- Font must match text exactly in style and size.

Margins

- The margins of the manuscript must be 1" all the way around the page for the entire document.
- The top margin and page number placement of each new chapter or major section (major sections generally begin with a heading in all capital letters) may be different from that of subsequent pages in that chapter.
- The Front Matter has certain pages that have a special 1.75" or 1.25" top margin. Follow the directions for those pages in the WMU Formatting Guidelines, and email us for tip sheets if you are unsure as to how to set up the formatting for these pages.

Headings

- Careful organization is needed to reflect a logical development of the research project.
- Most manuscripts are organized by chapters although a structured organization can exist without the use of the specific heading CHAPTER.
- Also, each chapter or major section may be subdivided by second-, third-, and occasionally fourth- and fifth-level headings to emphasize specific aspects of the discussion.
- When subdividing a section, always advance directly to the next level of heading; do not skip any levels.
- The appearance of the levels of headings used should follow your department's style manual, and should be consistent throughout the entire manuscript.
- The wording of the Table of Contents and the text of the headings must be identical.
 - First- and second-level headings should be listed in the Table of Contents, and it is recommended that third-level headings also appear.
- Capitalization of the first letter of each word in headings (except articles, conjunctions, and prepositions that are less than 4 letters in length such as *a, an, and, but, by, for, of, the*, etc.) is optional.
- **Capitalization in headings must be consistent throughout the manuscript.**
- **Spacing above and below all headings should also be consistent throughout the manuscript.**

Example of 1st through 5th Level Heading Formatting:

CENTERED UPPERCASE HEADING	←Level 1
Centered and Initial Capitalized Heading	← Level 2
Flush left and Initial Capitalized Heading	← Level 3
Indented and Initial Capitalized Heading	← Level 4
Indented within paragraph, with sentence structure capitalization, ending with a period.	← Level 5

CHAPTER I

INTRODUCTION

The Body of the Text, the Text of the Body

The body is a text that can be read, diagnosed, felt, and understood for the way that it recounts its own experiences in sickness and in health. Initially born through some form of trauma, the body's narrative is shaped by psychological and physical disease, and is experienced through pain. This text recounts a human being's response to normative expectations, and how its health and well-being are provided within any given culture. Likewise, literature is a body to be read, diagnosed, felt, and understood.¹

Illustrative Corporality

The Medieval Body

The corporal body is often examined through the larger story of the history of medicine and disease, rather than through literature. After the Middle Ages, the discipline of medicine becomes separate from the other seven liberal arts, and the text of the body is confined specifically in the medical, historical, or archeological fields.¹ As a result of this separation of what are, in fact, complementary disciplines, the views of medieval corporeality have been glossed over and/or reduced to what Faith Wallis explains as “a thousand years without a bath. If there is anything interesting about medieval medicine, it is its helplessness in the face of leprosy and plague.”² This is a misleading diagnosis: leprosy, a diagnosis for a variety of skin ailments, had long been a threat to humanity, even prior to the Middle Ages, and the plague, according to Wallis, “was far more prevalent in the Renaissance and early modern periods.”³

1. Faith Wallis, *Medieval Medicine: A Reader* (Toronto: U of Toronto P, 2010), xxiii.

2. Wallis, xxiii.

3. Ibid, xxiii.

Vertical Spacing Summary

- Generally, **single spacing** is used within a heading, table title, or figure caption that runs more than one line; within reference lists, bibliography entries, and footnotes; and in quotes material if set off and indented within the body of the text (block quotations).
 - Normally, block quotations are longer than 40 words, or 4 lines of text.
 - If set off, do not use quotation marks unless found in the original quotation itself.
 - **All material directly quoted must include correct citations and exact references.**
- **Double spacing** (one blank line) is frequently used within the body of the manuscript and between single-spaced material and adjacent material, unless such single-spaced material is a heading.
 - However, 1.5 spacing is also acceptable for the body of the manuscript, but must be used consistently.
- **Triple spacing** (two blank lines between) is often used above and below headings, tables, and figures.
 - However, other amounts of space may be used as well, as long as the spacing is consistent throughout the document.
- If you are using LaTeX or a similar program, please do not use the vertical justification option as this may distribute the spacing above and below the headings unevenly.

Approval Forms

Many department expect students to prepare their own thesis, specialist project, or dissertation approval forms, which are then signed by the student's committee members when they have approved the paper (either at the defense or thereafter). Regardless of who prepares the forms, they should be prepared according to the following instructions and as shown on the sample:

1. **The forms are available on the Graduate College's website at:**
<http://www.wmich.edu/grad/dissertation-forms>. Select the appropriate form and follow the instructions. Do not type your own forms—only approval forms generated by the Graduate College may be used.
2. **Number of Forms Needed:**
 - Master's and specialist students will need to print two forms
 - Doctoral students will need three forms
 - Each of the forms will need to be signed by the student's committee upon approval of the manuscript.
3. **DATE:** Use the date of the student's oral defense
4. **NAME:** type in the student's name **exactly** as it appears on the abstract and title page of the manuscript. (No initials or degree abbreviations should follow the name.)
5. **TITLE:** Type in the **exact** title as it appears on the abstract and title page of the manuscript. You may use either upper-/lowercase or all capital letters.
6. **DEGREE:** Select the correct degree name to follow the words "for the degree of" (do not add any other words). The web-based forms have a pull-down menu for the selection of the proper degree.
7. **DEPARTMENT:** Select the correct department. The web-based forms have a pull-down menu for the selection of the proper department.
8. **PROGRAM:** The official name of the program should appear in this space. Sometimes the program name is the same as the name of the department, and sometimes it differs. The web-based forms have a pull-down menu for the selection of the proper program.
9. **SIGNATURE SPACES:** The web-based forms allow you to type in the names of your committee members under the signature line. Use only blue or black ink for signatures.
10. **APPROVAL SPACE:** Leave the approval and date spaces at the bottom of the page blank. The graduate dean will complete these upon approval of the manuscript by the Graduate College.
11. **Carefully proofread the forms before printing.** Any errors will result in the affect form(s) being returned for re-typing **and** re-signing. This may delay the approval of the student's manuscript.

THE GRADUATE COLLEGE
WESTERN MICHIGAN UNIVERSITY
KALAMAZOO, MICHIGAN

Date July 3, 2015

WE HEREBY APPROVE THE DISSERTATION SUBMITTED BY

Amanda Rachelle Warren

ENTITLED Ridge-runners

AS PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF Doctor of Philosophy

English
(Department)

William Olsen, Ph.D.
Dissertation Review Committee Chair

Creative Writing
(Program)

Nancy Eimers, Ph.D.
Dissertation Review Committee Member

Daneen Wardrop, Ph.D.
Dissertation Review Committee Member

Cynthia Running-Johnson, Ph.D.
Dissertation Review Committee Member

APPROVED

Dean of The Graduate College Date _____

Abstract

The abstract is a succinct statement of the problem, methodology, findings, and conclusions of the study. The author should prepare the content of the abstract with care; doctoral abstracts are published and distributed nationally and internationally exactly as submitted. Abstracts are written in present tense. Users who review indices to dissertations use the abstract to determine the value and relevance of the study. The Graduate College reserves the right to edit text of abstracts as needed to ensure quality of scholarly writing.

The abstract page is not numbered and is placed before the title page. The format must be prepared according to the following instructions and shall be similar in appearance to the sample illustrated on the following page.

1. Center the title of your manuscript 1.75 inches from the top of the page. The title must be an accurate, clear description of the research study's content and may not be more than 20 words in length. **This title must be identical (including line breaks) to the title appearing on the title page of your manuscript and on the approval forms.**
 - Whenever possible, use words, not symbols, acronyms, formulas, superscripts, subscripts, or Greek letters.
 - If your title is more than one line in length, the second and third lines should be single-spaced with the longest line being the first line (i.e., an inverted pyramid shape). Arrange the lines of your title logically (e.g., break after a colon or before a clause).
2. Center the author's name on the third line (a triple space) below the title, and follow the author's name with a comma and the appropriate abbreviation for the degree to be received. **The author's name must be identical to that which appears on the title page and the approval forms.**
 - Abbreviations for degrees awarded at Western Michigan University are M.A., M.F.A., M.M., M.S., M.S.E., Ed.S., Ed.D., and Ph.D.
3. Center the institution's name—Western Michigan University—followed by a comma and the year the degree is conferred, on the second line (a double space) below the author's name.
4. Begin the text of the abstract on the third line (a triple space) below the institution's name. Indent each paragraph 0.5 inch and double-space the text. The abstract of a master's thesis or a specialist project must be complete on one page.
5. The abstract must be limited to one page for the master's thesis and specialist project. The abstract of a doctoral dissertation must not exceed 500 words and must be complete on two pages. On the second page of a dissertation abstract, the top margin reverts to 1.25 inches and no header is used.

LITERACY PRACTICES AMONG MIGRANT TEACHERS: EDUCATOR PERSPECTIVES AND CRITICAL OBSERVATIONS

Briana M. Asmus, Ph.D.

Western Michigan University, 2015

This research builds upon scholarship that explores the unique needs of Latina/o migrant students and the teachers who serve them. Situated within the overlapping fields of migrant education, critical literacy, and Latina/o critical theory, this narrative examines the practices and perspectives of three teachers, each with more than a decade of experience teaching migrant students in a Summer Migrant Education Program (SMEP) in Michigan. The purpose of this study is to give educators, administrators, and community members who work with migrant students additional insight into the literacy acquisition process and unique challenges of working with this population.

Despite the aim of SMEPs to address areas where migrant students struggle academically, migrant students continue to struggle to frequent relocation and factors such as poverty, discrimination, and access to services. Research has generally shown that migrant students also encounter cultural, linguistic and racial barriers within school systems that can hinder their academic progress (Tatto et. al, 2000; Valencia, 2002; Romanowski, 2002; Green, 2003; Cranston-Gingras, 2003; Vocke, 2007; Torrez, 2013). Literacy is one area where migrant students continue to underperform compared to their non-migrant peers. By offering detailed portraits of teachers who work with the migrant population, this study highlights classroom practices of teachers who are

tasked with increasing the literacy skills of their students. The study also reveals barriers and pathways within the institution of migrant education that impact the needs of migrant students.

While this study revealed pedagogical practices unique to each case study participant, it also revealed 'common critical practices' shared by all of the teachers that employ aspects of critical literacy, with a consideration of their student's knowledge and background. As school systems nationwide continue to experience an influx of migrant students who are expected to perform at the same level on state assessments as their non-migrant peers, the outcomes of this study are relevant for teachers of migrant students in all settings. In addition, this study serves as a model for stakeholders in migrant education to consider how migrant farmworker students continue to be disenfranchised by existing laws, policies and educational practices.

Title Page

The title page must be prepared according to the following instructions and shall be similar in appearance to the sample illustrated on the next page. The title page follows the abstract and is not numbered, but is considered to be the first page of the manuscript. The subsequent introductory material (Acknowledgments, Table of Contents, List of Tables, etc.) is, with the exception of the copyright page, numbered using lower case Roman numerals (i.e. ii, iii).

1. Center the title of your manuscript in capital letters 1.75 inches from the top of the page.
 - The title must be identical, both in wording and in line breaks, to the title appearing on the abstract of your manuscript (in other words, the “inverted pyramid” rule should still be applied).
2. Approximately 6 lines below the title, center the word “by.”
3. On the second line (a double space) below “by,” center the author’s name exactly as it appears on the abstract, the acknowledgments, and approval forms.
4. Approximately 10 lines below the author’s name, center “A thesis,” “A project,” or “A dissertation” followed by 5 lines of single-spaced text identifying the degree and academic unit.
 - Be sure to use the correct name for the academic unit (e.g., School of Music, The Medieval Institute, Biological Sciences).
5. On the sixth line reflect the graduation month and year (April or May, June or July, August, or December). No comma follows the month.
6. Approximately 10 lines below the name of the academic unit, flush left “Doctoral or Thesis Committee:”
7. Double space, indent, then list the committee members beginning with the Chair followed by each member’s terminal degree.

LITERACY PRACTICES AMONG MIGRANT TEACHERS: EDUCATOR
PERSPECTIVES AND CRITICAL OBSERVATIONS

by

Briana M. Asmus

A dissertation submitted to the Graduate College
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
English
Western Michigan University
August 2020

Doctoral Committee:

Karen Vocke, Ph.D., Chair
Estrella Torrez, Ph.D.
Susan Piazza, Ed.D.
Jonathan Bush, Ph.D.

Copyright

Federal copyright protection applies to your thesis, project, or dissertation immediately upon its creation, whether or not you file a notice of registration with the U.S. Copyright Office. Therefore, a copyright page should be prepared and included with each copy of the manuscript deposited with The Graduate College.

The copyright page follows the title page and is unnumbered. It includes the following information centered vertically and horizontally on 3 lines in the middle of the page:

Copyright by
Your name
Year

An alternative copyright notice, using the copyright symbol, can be used:

© 2016 Your name

All doctoral dissertations and master's theses written at Western Michigan University will be made available online in ScholarWorks at WMU our institutional scholarly repository. Students may choose to embargo this online access for up to 10 years, but it is recommended that unless there is a good reason to embargo, that dissertations and theses are made available through this University archive. If restricted, a print copy will be available to the campus community while your manuscript is embargoed. Regardless, a ScholarWorks Access Agreement must be completed by all candidates.

All doctoral dissertations written at Western Michigan University will be made available to the academic community, nationally and internationally, through ProQuest. Authors of master's theses/specialist projects have the option to deposit with ProQuest. ProQuest can be contracted to act as the author's agent in filing the copyright registration.

For a fee of \$55 (certified check or money order payable to PQIL), ProQuest will file the necessary application for copyright and deposit 2 copies of the manuscript in the U.S. Copyright Office. Your federal copyright application will be processed upon receipt by UMI, but it will take several months before an official notice can be sent to you.

- Your rights as an author are automatically protected even without copyright.
- Copyright establishes a legal record that often helps in legal disputes regarding intellectual ownership.

Students also have the option of filing your own registration, at a later date. For more information on fees and options at the U.S. Copyright Office, visit: <http://www.copyright.gov/>. The copyright registration form, or further information on copyright law, can be obtained at the Library of Congress Web site <http://www.copyright.gov/forms/>.

Registration of the copyright is optional, but is generally required before an infringement lawsuit can be filed (at which point it is too late to file the registration). Other inducements to copyright registration include the conferral of additional legal rights on the author, such as the ability to collect statutory damages and attorneys' fees in an infringement action. Please consult with your advisor to determine whether to file for copyright.

Acknowledgments

Although acknowledgments are optional, they are a courteous way of recognizing people to whom the author is indebted for guidance, assistance, or special aid, including faculty mentors, colleagues, friends, and family members. The acknowledgments should be expressed simply and tactfully. It is best practice to secure permission of those to be cited in acknowledgements. The acknowledgments page should be prepared according to the following instructions and shall be similar in appearance to the sample illustrated on the following page.

1. Center the heading ACKNOWLEDGMENTS in capital letters 1.75 inches from the top of the page.
2. On the third line (a triple space) below that heading, begin entering the text.
 - Indent each paragraph 0.5 inch and double-space the text.
3. On the third line (a triple space) below the last line of text, beginning at the center of the page and moving right, place the author's name.
 - The name must be identical to that appearing on the abstract, title page, and approval forms.
4. The acknowledgments section is numbered in lowercase Roman numerals, beginning with "ii," with the number centered horizontally $\frac{3}{4}$ " inch from the bottom of the page. Any subsequent pages would be numbered consecutively.
5. If your acknowledgments text exceeds 1 page, center the heading:

Acknowledgments—Continued

on the extra page(s) 1.25 inches from the top of the page.

- The continued text will begin on the third line (a triple space) below this heading.

ACKNOWLEDGMENTS

I would like to begin by acknowledging the influence of two men I have never met: Dr. John Dixon of the University of Massachusetts and Dr. David Ullman of Oregon State University. Their enthusiasm for and support of academic work in design theory (and the quality of their own work) inspired me to pursue the subject, and ultimately led to the work contained in this thesis.

Secondly, I would like to thank the people who took time to discuss with me their perceptions of the topics contained herein, specifically Dr. Jerry Hamelink, Ralph Damato, and James Moskalik. I also thank the members of my graduate committee, Dr. Jerry Hamelink, Dr. Dennis VandenBrink, and Dr. Judah Ari-Gur, for taking the time to review my work. I would particularly like to thank Dr. Ari-Gur for helping winnow the wheat from the chaff and bring some cohesiveness to the broad subject material I am presenting. His help in coalescing my ideas into something substantive has been invaluable.

Lastly, I would like to thank my wife, Teresa, for having the patience to watch me sit in front of a CRT and tap keys night after night, with nothing but this stack of paper to show for it.

Andrew J. Moskalik

Table of Contents

An auto-formatted table of contents is acceptable when generated in Microsoft Word or specialized programs such as LaTeX. Automatic generation of the table of contents in Microsoft Word creates links within the document and is therefore recommended for students submitting electronically. It may also be updated during revisions to ensure that the page numbers and headings listed are accurate.

Please make sure that page setup and numbering on these pages are consistent with the rest of the text. See the table of contents of this manual for an example of an automatically formatted table of contents.

If manually creating a table of contents, the following format is recommended. Refer to the department's style manual when varying from this format.

1. Center the heading TABLE OF CONTENTS in capital letters 1.75 inches from the top of the page.
 - First-level headings (e.g. Acknowledgments, List of Tables, titles of chapters, Bibliography) are fully capitalized in the Table of Contents.
 - For second- and third-level headings, use the same capitalization that is used in the body of the text.
2. Indent each subsequent heading level within a chapter 0.375 [3/8] inch from the previous level. The indent for the second level is measured from the first letter of the chapter title.
3. Double space between each entry and each level of heading, and single space within multiple line headings, but do not further indent the second line of a multiple line heading.
 - Headings requiring more than one line should be single spaced and divided so that the first line is the longest and each succeeding line is shorter.
4. Headings must be identical in level and wording to those in the manuscript.
5. First- and second-level headings within chapters must be included in the Table of Contents. Third-level headings are also recommended since the Table of Contents often serves as an index to the thesis or dissertation.
6. Each page of the Table of Contents is numbered with lower-case Roman numerals, with the number centered 1 inch from the bottom of the page. The space between the page number and the last line of text on the page is approximately 0.25 inch.

7. If the Table of Contents is longer than 1 page, the second and subsequent pages begin with the heading,

Table of Contents—Continued

This heading is centered 1.25 inches from the top of the page. On the third line (a triple space) below the heading, continue entering the text. If a page break occurs within a listing of chapters or appendices, the heading CHAPTER or APPENDICES is repeated, a triple space below the page heading.

8. Tab leaders (leader dots) should extend from the last word of each entry to the page number indicating where each entry is located.
9. If there is only one Appendix, it can simply be labeled APPENDIX. When including multiple appendices, use the heading APPENDICES in your Table of Contents.
 - Each appendix is identified with an upper case letter (i.e. A, B), a title, and is listed in the Table of Contents. The page number listed in the Table of Contents is for the title page of each appendix.
10. If you have a section titled REFERENCES or ENDNOTES at the end of the document, this first-level heading will precede APPENDICES in the Table of Contents. The section itself immediately follows the text of the manuscript.
 - However, it is possible to have references or endnotes concluding each chapter.
 - If there is a chapter section for references or endnotes, this would normally be included in the Table of Contents as a second-level heading (see example on the next page which shows the first and last page of a student's table of contents).
 - Please refer to your department's style manual for details.

The sample pages below reflect the following types of Tables of Contents:

- The first sample shows the first page, followed by the last page of a TOC
- The second sample shows how to format a TOC when working with multiple articles
- The third sample shows a TOC with sections as opposed to chapters

TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER	
I. INTRODUCTION	1
Research Questions	4
Definition of Terms	4
Background of Problem	7
Significance of the Research	9
Statement of the Problem	10
Chapter Summary	10
II. LITERATURE REVIEW	12
The Historical Background of Mandated Reporting and Child Care	14
Historical Background of Mandated Reporting	15
Historical Background of Child Care	18
Public Perception of Abuse and Neglect	23
Parental Risk Factors and Perception of Abuse and Neglect	26
Media Impact on Mandated Reporting	29
Factors That Influence Mandated Reporting	33
Lack of Training	34

Table of Contents—Continued

iii

CHAPTER

Summary of Research Findings.....	95
Demographics	95
Education Specific to Abuse, Neglect and Mandated Reporting.....	96
Current Understanding of Role as a Mandated Reporter.....	96
Mandated Reporting Experience and Intervention.....	97
Professional Relationship With Families.....	97
Experience With Child Protective Service.....	98
Research Questions	99
Licensed Child Care Center Results Compared to Licensed Child Care Homes	105
Results Compared to Similar Studies.....	106
Strengths and Limitations	109
Strengths	109
Limitations	109
Significance of Results.....	111
Policy Implications	113
Future Research	114
REFERENCES.....	116
APPENDICES	
A. Initial Letter of Request to National Associations	123

B. Study Description.....	125
---------------------------	-----

TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
LIST OF TABLES	vii
LIST OF FIGURES.....	x
CHAPTER	
I. INTRODUCTION	1
Visual Impairment and Public Health	2
Determinants of Health.....	6
Related Purposes of the Three Studies.....	10
References.....	14
II. VISUAL IMPAIRMENT AND ACCESS TO EYE CARE AMONG OLDER AMERICANS	18
Background/Significance	18
Determinants of Health.....	19
Methods	25
Study Design	25
Measures	26
Data Analysis.....	30
Results	31
Discussion	37
References.....	42

Table of Contents—Continued

CHAPTER

III. FACTORS PREDICTING EYE CARE ACCESS AMONG OLDER AMERICANS	44
Background/Significance	44
The Impact of Visual Impairment	45
Methods	51
Study Design	51
Measures	52
Data Analysis.....	57
Results	58
Discussion	65
References.....	71
IV. FACTORS PREDICTING CARE ACCESS AMONG OLDER AMERICANS WITH DIAGNOSED DIABETES.....	75
Background/Significance	75
Methods	82
Study Design	82
Measures	83
Data Analysis.....	90
Results	91
Discussion	102
References.....	106

Table of Contents—Continued

CHAPTER

V. CONCLUSION	110
Prevalence of Visual Impairment and Eye Care	110
Factors that Influence Eye Care in the General Population	113
Factors that Influence Eye Care for People with Diabetes	114
Study Limitations	115
Implications for Prevention	116
Questions for Future Research	118
References	119

APPENDIX

A. Human Subjects Institutional Review Board Letter of Approval	121
---	-----

Use of Sections and Headings

The majority of theses, specialist projects, and dissertations are organized by chapters. However, you may choose, especially in relatively brief manuscripts, to omit chapter designations in favor of major section headings. In that event, the Table of Contents would have the following appearance; nonetheless, all other rules still apply to this form of Table of Contents.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
LIST OF TABLES	vi
INTRODUCTION	1
Discrimination Skills and Developmentally Disabled Individuals	1
The AVC Test	4
Confirmation and Extension of AVC	10
A Comparison of AVC Level IV with AVC Levels V and VI	13
METHOD	24
Subjects	24
Setting	25
Procedure	25
RESULTS	31
DISCUSSION	33
APPENDICES	
A. Summary of Learning-to-Learn Tasks	45
B. HSIRB Approval Letter	50
BIBLIOGRAPHY	53

List of Tables and List of Figures

If more than one table or figure appears in your manuscript, a List of Tables and/or List of Figures should be prepared according to the following instructions. These should be similar in appearance to the samples illustrated on the following pages. As with the Table of Contents, if your List of Tables and List of Figures are automatically generated by Microsoft Word or a specialized program such as LaTeX is used, an alternate format is acceptable.

1. Center the heading LIST OF TABLES or LIST OF FIGURES in capital letters 1.75 inches from the top of the page.
2. When both are needed, the List of Tables page(s) precede(s) the List of Figures page(s).
3. On the third line (a triple space) below the heading, begin entering the table/figure title listings—single space within entries and double space between entries.
 - Titles should be listed word for-word the same as they appear in the text.
 - Capitalization of the first letter of each word in headings (except articles, conjunctions, and prepositions that are less than 4 letters in length such as a, an, and, but, by, for, of, the, etc.) is optional.
 - **Capitalization in headings, if used, must be consistent throughout the document.**
4. Headings requiring more than one line should be divided so that the first line is the longest and each succeeding line is shorter.
5. Only the first sentence is reflected in the List of Tables and List of Figures
6. Tab leaders (leader dots) are required for each entry. The leaders should extend from the last word of each entry to the page number indicating where each entry is located.
7. Each page is numbered with a Roman numeral centered 1 inch from the bottom of the page.
8. If your List of Tables or List of Figures is longer than 1 page, the second page heading is:

List of Tables—Continued

or

List of Figures—Continued

This heading is centered 1.25 inches from the top of the page. On the third line (a triple space) below the heading, continue entering the text.

LIST OF TABLES

1.	Worksite by Non-Academic Training on Abuse	85
2.	Ever Reported Abuse by Non-Academic Training	86
3.	Non-Academic Training on Abuse by Highest Education	86
4.	Professional Relationship with Family by Non-Academic Training on Abuse	87
5.	Worksite by Highest Education	88
6.	Worksite by Professional Relationship	88
7.	Professional Relationship with Family by Highest Education	89
8.	Ever Reported Abuse by Professional Relationship	90
9.	Worksite by Professional Relationship with Family (Amount of Contact with Family).....	90
10.	Worksite by Ever Reported Abuse	91
11.	Association of Worksite, Abuse Training, Education, Professional Relationship, and Mandated Reporting of at Least Five Cases of Abuse: Binary Logistic Regression Model.....	92

LIST OF FIGURES

1.	Workplace Setting.....	66
2.	Age Range.....	67
3.	Education Level	68
4.	Last Academic Class.....	68
5.	Non-Academic Training	69
6.	Academic Classes on Abuse	70
7.	Adequacy of Academic Training on Abuse.....	71
8.	Amount of Non-Academic Training on Abuse.....	71
9.	Adequacy of Non-Academic Training on Abuse.....	72
10.	Current Understanding of Reporting	73
11.	Understanding of Role of Mandated Reporter.....	73
12.	Observed Suspected Cases of Abuse or Neglect	74
13.	Reports of Abuse or Neglect.....	74
14.	Reasons Not to Report	75
15.	Typical Intervention.....	76
16.	Professional Relationship.....	77
17.	Professional Relationship After a Mandated Report	78
18.	CPS Experience	79

Tables, Figures, and Equations

- No designation other than Table or Figure is used to identify tabular or graphic representations in the manuscript.
- **If information in a table or figure is taken from another source, a complete citation should acknowledge the source(s) and page(s); such sources must be cited in your bibliography.**
 - No table or figure may be reproduced in whole from another source without express written permission from the author. No table or figure should be included in the manuscript if it is not referenced in the text.
- Additional tables and figures may be placed in the appendices; such tables and figures need not be identified on the List of Tables or List of Figures, and do not need to be referenced in the text.

Placement and Formatting of Tables, Figures, and Equations in the Text

- In the text, the table or figure should be placed as directly as possible after its first reference. However, the narrative may continue even if reference to another table or figure is made – the table or figure does not need to immediately follow.
 - Two or more tables or figures can be placed subsequently in the manuscript even if narrative referencing them is separated by several pages.
- **Table and figure placement should be consistent throughout the text.**
 - A page break may be inserted in the text to allow for the placement of a table or figure on a separate page, leaving blank space on the bottom of the preceding page, but use this method consistently throughout the manuscript.
- It is preferable to number tables and figures sequentially in Arabic numerals, beginning with 1. However, some style manuals and specialized programs allow for sub-numbering (e.g., Table 4a, Figure 1.2) in tables and figures, and this is also acceptable.
- Keep table titles and figure captions brief, and do not use multiple sentences. Additional descriptive material can be placed, if necessary, in a note below the table or above the figure caption.
- Narrative must continue on table/figure pages if there is room for at least two lines of text.
- **Space surrounding all table titles, figures captions, and equations should remain consistent throughout the document.**

Tables

- In order to be designated as a table, the information presented must be arranged in rows and columns (at least 2 of each).
- **Table titles should precisely reflect the table's content.**
- The table should be designed to display information in a way that *clarifies* the textual description.
- The table title is placed above the table.

Tables should be prepared in the following manner:

1. Present the table as directly as possible after the first reference to it, but do not split a table if it can fit on a single page.
 - Rather than divide the table between pages, you may begin the table at the top of the next page and fill the remainder of the previous page with narrative.
2. Follow the table format presented in the style manual used by your department.
3. Tables may be inserted horizontally (i.e., in the “landscape” orientation)—see example on the following pages.
 - **Note that the position of the page number does not change**, and that the **top** of the table is placed at the **left** margin.

Table 7
Summary of Approaches for Conducting Evaluations

Attribute			
Approach	Organizer	Purpose	Key strengths Key weaknesses
Politically controlled Public relations	Threats	Get, keep or increase influence, power, or money.	Secures evidence advantageous to the client in a conflict. Violates the principle of full and frank disclosure.
	Propaganda needs	Create positive public image.	Secures evidence most likely to bolster public support. Violates the principles of balanced reporting, and objectivity.
Experimental research	Causal relationships	Determine causal relationships between variables.	Strongest paradigm for determining causal relationships. Requires controlled setting, limits range of evidence, focuses primarily on results.
Management evidence systems	Scientific efficiency	Continuously supply evidence needed to fund, direct, and control programs.	Gives managers detailed evidence about complex programs. Human service variables are rarely amenable to the narrow, quantitative definitions needed.

Attribute				
Approach	Organizer	Purpose	Key strengths	Key weaknesses
Decision-oriented	Decisions	Provide a knowledge and value base for making and defending decisions.	Encourages use of evaluations to plan and implement needed programs. Helps justify decisions about plans and actions.	Necessary collaboration between evaluator and decision-maker provides opportunity to bias results.
Policy studies	Broad issues	Identify and assess potential costs and benefits of competing policies.	Provides general direction for broadly focused actions.	Often corrupted or subverted by politically motivated actions of participants.
Consumer-oriented	Generalized needs and values, effects	Judge the relative merits of alternative goods and services.	Independent appraisal to protect practitioners and consumers from shoddy products and services. High public credibility.	Might not help practitioners do a better job. Requires credible and competent evaluator.

Table 7—Continued

outlined the role of a teacher in helping students to meet literacy goals created by the state, and

3) Curricula documents used in the classroom with the intent of aiding in literacy development.ⁱⁱ

Since this model follows the critical tradition of asking questions about authorship and about audience, the first part of this analysis looked at these aspects. Table 4 gives an overview of these documents, who they were published or produced by, and intended use as identified by administration and presented to teachers:

Table 4. Documents, Published By, and Intended Use

Literacy Models	Published By	Intended Use
WIDA ELL Can Do Booklet	WIDA Consortium	Teachers, informally assess English language level, on occasion
Balanced Literacy	Fountas and Pinnell	Teachers, in classroom, every day
Math MATTERS	ProjectSMART	Teachers, in classroom, every day
Reports	Published By	Intended Use
CAN	CAN Committee	FYI to teachers, identifies needs of regional population
SDP	MDOE Members, Special Pops. Unit	Teachers are responsible for how SMEPs reach goals based on needs stated in CNA
Curricula	Published By	Intended Use
Math MATTERS	ProjectSMART	Teachers, in all SMEPs in MI
DRA2	Pearson	Teachers, for entrance and exit assessments or all students
Home state curricula (FL, TX)	Multiple	Secondary credit teachers for testing/preparation purposes

Technically, the *Math MATTERS* curricula falls into two of these categories since it follows a type of literacy model that attempts to integrate literacy and math, and claims to use a “balanced literacy” model. It was also used in the classroom as curriculum. Table 4.2 shows how these documents were actually used by the teachers in observations or referenced in interviews. The phrase “Not directly used” means that teachers were not using these models intentionally although parts of them may have fit with some aspects of their teaching.

Participants with 4–10 hours of training had the greatest percent that had ever reported to CPS (75%), compared to 51% for those with less than 4 hours of training and 64.3% for those with more than 10 hours of training, $p = .045$ (see Table 2).ⁱⁱⁱ

Table 2
Ever Reported Abuse by Non-Academic Training

	Never Reported		Reported	
	<i>N</i>	(%)	<i>n</i>	(%)
Training >3 hours	35	(48.6)	37	(51.4)
Training 4–10 hours	10	(25)	30	(75)

Note. 14.1% missing: chi square p -value $\leq .045$.

There was no association between non-academic training on abuse and child care providers' highest education, $p = .258$ (see Table 3).

Table 3
Non-Academic Training on Abuse by Highest Education

	Training >3 hours		Training 4–10		More than 10	
	<i>n</i>	(%)	<i>n</i>	(%)	<i>n</i>	(%)
High School	12	(41.4)	9	(31)	8	(27.6)
Community College	21	(70)	7	(23.3)	2	(6.7)
College	28	(47.5)	19	(32.2)	12	(20.3)
Graduate School	11	(50)	5	(22.7)	6	(27.3)

Note. 14.1% missing: chi square p -value = .258.

Figures

- All kinds of illustrations—such as photographs, graphs, diagrams, and maps—may be presented as figures.
- **As with tables, each figure must have a figure caption that is precisely and uniquely titled.**

Figures are subject to the following requirements:

1. Present the figure as directly as possible after the first reference to it. If there is not room on that page to present the figure, present it on the next available page and fill the remainder of the page of reference with narrative.
2. Figure caption placement and format are determined by the style manual used by the department. However, figure captions must present below the figure.
3. Copies of theses and dissertations are deposited with the University Libraries and theses and dissertations submitted electronically may contain color materials.

Equations

- Equations should be prepared and numbered according to the style manual used by the department.
- A list of equations is not required.
- It is customary to set equations off from the rest of the text and you may choose to number them consecutively throughout the document, especially if a List of Equations is present in the front matter.

CHAPTER II

LITERATURE REVIEW AND THEORETICAL FOUNDATIONS

Theoretical Frame

The theoretical frame of this study draws on important work in Latina/o Critical Theory (LatCrit, with connections to Critical Race Theory), and Critical Literacy (CL).ⁱⁱ To narrow the frame, I specifically looked at the ways the literature discusses the education of Latina/o and migrant students with a focus on literacy education. This is a fairly small, but rapidly expanding intersection. This frame was decided upon after looking at the various ways in which LatCrit has intersected with the Marxist idea of critical pedagogy. LatCrit stems from Critical Race Theory (CRT), and both share many similarities, but LatCrit “insists on analyzing race and racism” by using both “historical and contemporary contexts” specifically for the Latina/o population (Grant and Chapman 117). Critical literacy stems from critical pedagogy, but can also be influenced by LatCrit and CRT. In this way, CRT, Critical Literacy and LatCrit are not mutually exclusive but inform and influence each other.

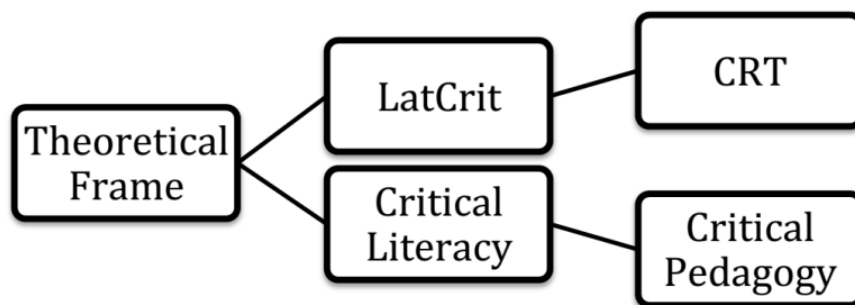


Figure 2. Theoretical Frame

attended classes more than 30 years ago, and 4.3% attended 20–30 years ago (see Figure 4).ⁱⁱⁱ

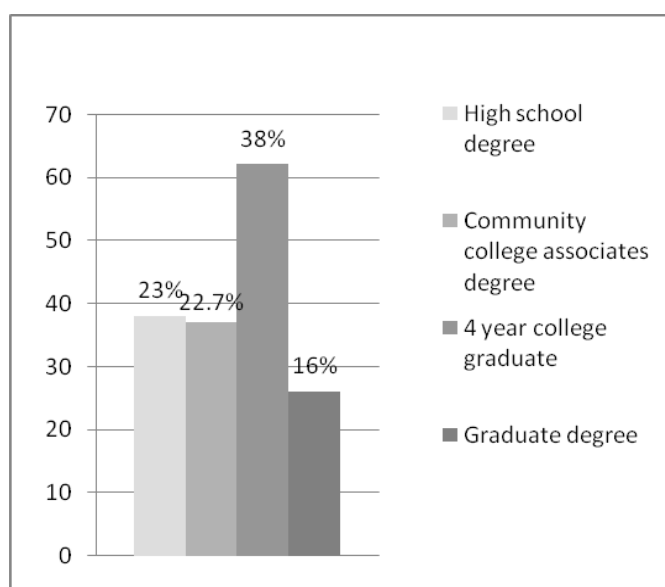


Figure 3. Education Level

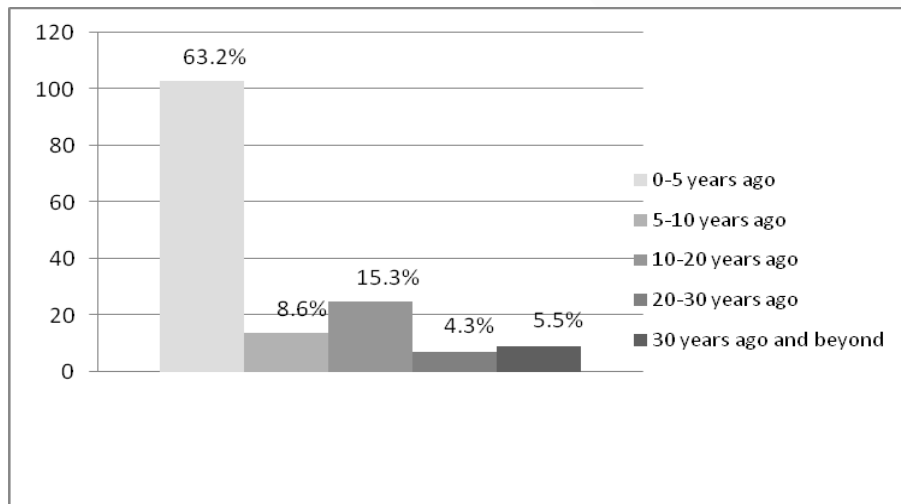


Figure 4. Last Academic Class

educational content on abuse and neglect, 18% received no educational content, and 18% received more than 10 hours. Four percent did not answer the question (see Figure 6).ⁱⁱⁱ

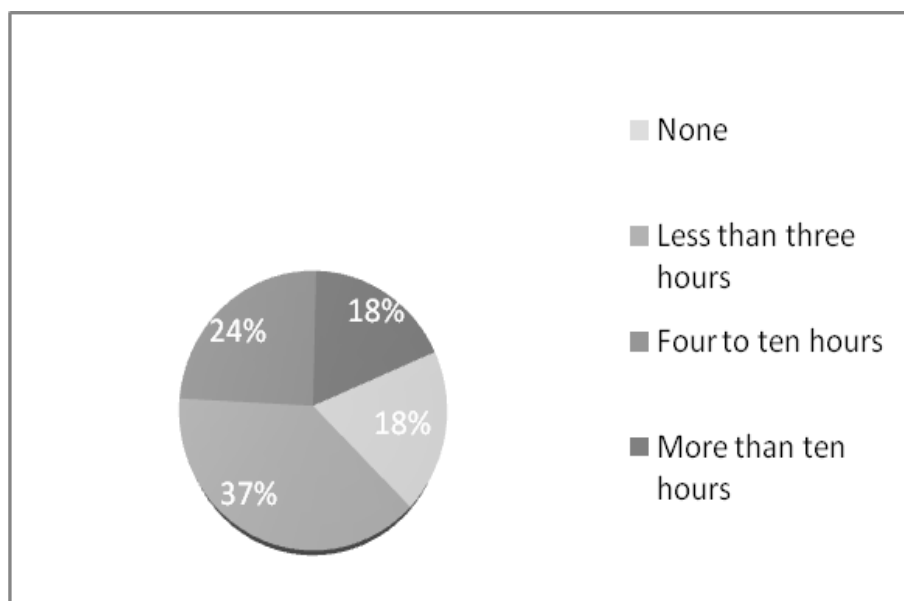


Figure 6. Academic Classes on Abuse

As a result of this academic training, 26% reported it was mostly true they had been adequately trained in mandated reporting, 26% stated it was not true at all, 24% stated it was somewhat true, and 17.8% said it was completely true. Seven percent did not answer the question (see Figure 7).

Forty-four percent said that the non-academic training received in conferences, workshops, in-services involved less 3 hours of training specific to abuse and neglect and mandated reporting; 25% said that received between 4 to 10 hours of non-academic training specific to abuse and neglect and mandated reporting; 17.9% received more than 10 hours of training; and 10.4% received no training at all on abuse, neglect, and mandated reporting (see Figure 8).

Appendices

- Appendices may include detailed statistical data, questionnaires, form letters, results of pilot studies, figures, or tables providing supplementary information.
- Do not include letters and documents from individuals or institutions that may reveal the identity of confidential subjects, or take care to block out identifying information when including such materials.
- If the student's research involved protected subjects or materials such as those regulated by the University's Human Subjects Institutional Review Board (HSIRB), the Institutional Animal Care and Use Committee (IACUC), or the Institutional Biosafety Committee (IBC), a copy of the signed letter, i.e., HSIRB approval letter, must be included as an appendix.
- No copyrighted material in excess of "fair use" may appear in the appendices without the express written consent of the copyright holder. (See "Copyright Law and the Limits of 'Fair Use'.")
 - Any material that might exceed generally accepted fair use guidelines must be accompanied by a letter from the copyright holder granting the author permission to reproduce (not just use) the material. The most common potential copyright infringement in this regard is the reproduction of standardized tests.
 - It is important to understand that permission to use an instrument or test in one's research (whether by paying a fee or through some other arrangement) does not constitute permission to reproduce that instrument in a thesis or dissertation.
- Doctoral dissertations submitted to ProQuest are examined closely for inclusion of material copyrighted by other authors, whether individual or corporate. When ProQuest encounters copyrighted material used without permission, publication is delayed until appropriate consent is obtained—a process that may take many weeks.
 - Furthermore, ProQuest recommends that authors clearly state when they have devised new instruments and tests as part of their research, in order to avoid ambiguity regarding copyright ownership.

Appendices should be prepared in the following manner:

1. A title page should be prepared for each appendix.
 - The heading Appendix A (B, C, etc.) is centered in the middle of the page (if there is only one appendix, just title it "Appendix").
 - The title is centered on the second line (a double space) beneath. Each word of the title should be capitalized or not capitalized according to the same system used in the capitalization of your headings.
 - Titles requiring more than one line should be single-spaced and divided so that the first line is the longest and each succeeding line is shorter (inverted pyramid).
2. The page number style and location of each appendix is to be consistent with the page numbering system used in the body of the document. **Every page in each appendix, including photocopied material, must have a page number.**
3. The font may vary from that of the text if it is reproduced material.

Citations and References/Bibliography

- The style manual chosen by the student's department should be consulted to determine the style used and for correct content of individual entries.
- Note, however, that the format of the citations, references, or bibliography, in terms of the page heading format, vertical spacing, and pagination, must be consistent with the rest of the document.
- All published material and any other sources mentioned in the text should be included.
 - Such sources would include public acts, tests, unpublished manuals, court cases, conference papers, maps, computer programs/software, interviews, etc., in addition to books and journal articles.

Copyright Law and the Limits of “Fair Use”

One of the essential elements of scholarship for which authors of theses, specialist projects, or dissertations must be responsible is the proper use of the scholarship of other authors. Contrary to popular belief, academicians and educators do not have special license to “borrow” freely from the work of other authors and are not exempt from the limits of “fair use”. The thesis, specialist project, or dissertation constitutes a publication in its own right and the reproduction of materials in these documents exceeds the scope of use for educational purposes. It is also not enough merely to cite works from which one has borrowed when the material borrowed exceeds the generally accepted limits of fair use and permission for the use has not been granted by the original author.

Authors who exceed fair use are liable not only to charges of copyright infringement, but to civil penalties as well. Therefore, it is important to be aware of generally accepted limits of fair use and of procedures for obtaining permission for use of materials exceeding the limits.

Doctoral dissertations written at Western Michigan University are published by ProQuest, where each dissertation is reviewed for possible infringement of copyright. ProQuest offers guidelines for common uses that may exceed fair use. Please refer to and see especially beginning on page 5 in: “Copyright and Your Dissertation or Thesis: Ownership, Fair Use, and Your Rights and Responsibilities,” by Kenneth D. Crews, J.D., Ph.D., which is used under a CC BY/NC license from the Copyright Advisory Office at Columbia University, at http://media2.proquest.com/documents/copyright_dissthesis_ownership.pdf.

If there is any doubt about whether or not the potential use is “fair,” it is best to proceed as if permission is needed. ProQuest can also provide authors with information regarding:

- (a) examples of permitted copying,
- (b) blanket licenses held by UMI that cover some commonly used materials,
- (c) copyright owners who routinely deny permission requests.

To obtain this information, contact ProQuest’s Copyright Unit at 1-800-521-0600, ext. 77020 or disspub@proquest.com.

- For more information on Copyright Law and Graduate Research by Kenneth D. Crews is a helpful resource for copyright:

Crews, Kenneth D. “Copyright and Your Dissertation or Thesis: Ownership, Fair Use, and Your Rights and Responsibilities.” Columbia University, 2013. Web. 22 Feb. 2016

How to Request Permission from a Copyright Holder

- If the proposed use of material requires permission from the copyright holder, prepare a letter that includes:
 - (a) a thorough description of the proposed use and
 - (b) a place for the copyright holder to indicate permission is granted.
- If copies of your thesis, specialist project, dissertation will be available through ProQuest, permission letters must further state “ProQuest may supply copies on demand.”
- You must have an affirmative written response from the copyright holder.
 - *Do not assume that failure to respond is “tacit permission.”*
- A copy of each copyright permission letter must be submitted to the Graduate College with your thesis, specialist project, or dissertation. Make sure to acknowledge the source of the material in the text and your permission to reproduce the material.
- The following example illustrates what should be included in the permission letter. The following example may be used in an email correspondence as well.

Date

Dear Dr. Copyright Holder:

I would like to request your permission to include an excerpt from the following item in my dissertation:

(provide full citation of work here)

(Explain briefly your reason for seeking permission to include the item.) The source will receive full credit in the manuscript.

By agreeing to the use of the item in my dissertation, you give ProQuest Information and Learning (PQIL) the right to supply copies of this material on demand as part of my doctoral dissertation. Please attach any other terms and conditions for the proposed use of this item.

If you no longer hold the copyright to this work, please indicate to whom I should direct my request.

Thank you for your time and attention to this matter.

Sincerely,

Name

Email

ETD: Submission, Review, and Approval Process

All theses, specialist projects, and dissertations written by students at Western Michigan University are reviewed by The Graduate College for approval of style and format. The following procedures should be followed in order to complete the approval process. (Information in *italics* applies to doctoral students only.)

1. Apply for graduation by the deadline for the semester/session in which you intend to graduate. Graduation applications are available at the Registrar's Office or online at <http://www.wmich.edu/registrar>.
 - It is best practice to check with your department to make sure a current program of study and approved committee appointment form are already on file before you apply for graduation.
 - It is recommended that you apply for graduation at least six months before you plan to graduate – your graduation date can be changed after the initial audit is completed at no additional cost to you by contacting your graduation auditor.
 - Doctoral students must have completed the graduation audit process and clear any outstanding requirements before the oral dissertation defense can be scheduled.
2. Format your document according to the requirements of this manual and your department's style manual of choice.
3. Create a ProQuest ETD Administrator (ETD site) account for your dissertation or thesis submission by visiting: www.etdadmin.com/wmich
 - When creating your account be sure to enter the email address you use most regularly; this may be your wmich.edu email or another email account. You will be asked to confirm your account using the email address you have provided and that will be the email through which all communication will be handled.

Submission Procedures for Electronic Thesis/Dissertation (ETD)

- Once your departmental committee has approved your manuscript (indicated by their signatures on the approval forms), you may upload the manuscript and related paperwork on the ProQuest ETD Administrator website.
- The deadline for submission of your manuscript and materials is published on the Graduate College website (<http://www.wmich.edu/grad>).
- Your audit letter will also indicate the submission deadline for the term in which you have applied to graduate.

The following items below must be submitted:

- Review by the Graduate College will not begin until all items have been submitted on the ETD site.
- *Failure to submit all required materials will result in the document not being accepted for review.*

Master's Theses and Specialist Projects:

- One complete, electronic pdf copy of the manuscript
- One completed and proofread approval form with original or electronic signatures of your committee
- Copyright permission letters, if needed
- Select and accept terms for ProQuest agreement
- Select and accept terms for institutional repository agreement (ScholarWorks)
- Complete WMU Exit Survey

Doctoral Dissertations:

- One complete, electronic copy pdf of the manuscript
- One completed and proofread approval form with original or electronic signatures of your committee
- Copyright permission letters, if needed
- Select and accept terms for ProQuest agreement
- Select and accept terms for institutional repository agreement (ScholarWorks)
- Complete WMU Exit Survey
- Complete Survey of Earned Doctorates

Manuscript Review and Approval Process

The Graduate College will review the manuscript for compliance with University guidelines.

Time Frame for Review:

- Dissertations:
 - are read in the order in which they are received on the ETD site.
 - a minimum of two weeks should be allowed for first review for dissertations
- Theses/ Specialist's Projects:
 - are reviewed post-graduation in the order in which they are received.
 - a minimum of four weeks for theses, although more time may be needed if extensive corrections are required.

Corrections:

- If corrections are needed, the student will receive an email notifying them that corrections are necessary, and they will be able to download the manuscript with comments, make those corrections and resubmit their manuscript on the ETD site.
- The corrected copy will be due back within approximately one week of return of the manuscript – a due date will be specified upon return.
 - *Failure to meet this deadline may delay graduation by one semester or session.*
- The review and revision process involves a minimum of two cycles, depending on the quality of the original work, the revisions and adherence to the guidelines.
- It will be necessary to correct any and all errors in formatting, spelling, punctuation and grammar indicated.
- If you need to make changes that involve pagination, please make changes to your table of contents, list of tables and list of figures accordingly.
- The reader may make stylistic suggestions; it is your choice whether to incorporate these changes.

Final Approval:

- Once the manuscript format is approved, the Dean of the Graduate College will sign and date the approval form; a copy of the signed form will be returned to the candidate if requested.
- At this point:
 - The dissertation or thesis will be officially accepted to ProQuest.
 - The dissertation or thesis will be placed in ScholarWorks at WMU (either visible or embargoed).

- Any final or bound copies that may be required by the committee or department are the candidate's responsibility and may be purchased through ProQuest during the submission process.

Last-Minute ETD Check List

The following are some potentially costly and time-consuming problems that are easily avoided. Before submitting a thesis, specialist project, or doctoral dissertation to the ETD site, the student should double-check the following:

1. **Name and Title:** Are your name and the title of your document exactly the same on the approval forms, abstract, title page, copyright page, and acknowledgments?
2. **Abstract:** Does your abstract adhere to the 1-page limit for theses and specialist projects or less than 800 words for dissertations?
3. **Are you submitting a clean, completely error-free PDF to the ETD site?**
 - ☐ Before submitting, check for:
 - ☐ Spelling
 - ☐ Grammar
 - ☐ Punctuation
 - ☐ Content
 - ☐ Formatting errors
 - ☐ Paragraphs are indented 1 tab space
 - ☐ Double spacing or 1.5 spacing in the body of your manuscript
 - ☐ Block quotations are single-spaced and indented 1 tab space on each side
 - ☐ All page margins are 1" in your entire manuscript
4. **Page Numbers:** Is your document *consecutively* paginated throughout and are all pages included?
 - ☐ Check that all page numbers are $\frac{3}{4}$ " from the edge of the page and are centered in the footer or in the upper right corner of the header.
 - ☐ Check for any blank pages and delete them.
 - ☐ Check that the page numbers in your Table of Contents match the font and size of the rest of your manuscript.
5. **Headings:** Are all titles identical in both wording and capitalization? Check titles in Table of Contents, List of Tables, List of Figures, and Chapter headings, etc.
 - ☐ Headings and subheadings represent a logical system of internal division applied consistently throughout the document.

6. Tables, Figures, Equations:

- ☐ All tables and figures are titled uniquely and numbered in order of first mention in the text.
 - ☐ Tables and figures are explicitly referenced in the text and placed immediately, e.g., at the next paragraph break or on the next page.
 - ☐ Tables, figures, and appendices fit completely within the frame of margins.
7. **HSIRB, IACUC or IBC signed approval letters:** If your research involved working with regulated subjects/materials (humans, vertebrate animals, biohazards, or genetic material), have you included in the appendices a copy of your signed approval letter by the appropriate University board or committee?
8. **Citation:** If you are including previously copyrighted material in your document, have you:
- ☐ contacted the copyright holders and received written permission to include the material?
 - ☐ properly acknowledged, in your manuscript, the permission given to use the materials?
 - ☐ included a copy of each permission letter with the manuscript as an appendix?
9. **Notes and Bibliography:** Do you cite all of your primary and secondary source materials correctly, according to your style manual, not only in any footnotes or endnotes, but also in your bibliography?

ⁱ Sarah Gillette, “*Remedying Dis-ease: Trauma and Healing in Medieval Literature*,” (Ph.D. Diss., Western Michigan University, 2018).

ⁱⁱ Briana Asmus. *Literacy Practices Among Migrant Teachers: Educator Perspectives and Critical Observations*. Diss. Western Michigan University, 2015. Web. 16 Feb. 2016: examples of front matter, 29, 87.

ⁱⁱⁱ Aileen McKenna. *Reluctant to Report: The Mandated Reporting Practices of Child Care Providers*. Diss. Western Michigan University, 2010. Web. 16 Feb. 2016: examples of front matter, 68, 70, 86.