

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line

and Must Be in the Inverted Pyramid Format When

Additional Lines Are Needed]

[Student Name, as listed on AIM]

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of [Arts, Education, Fine Arts, or Science]
(or Educational Specialist)

[Committee Chair's Name], Chair
[Committee Member's Name]
[Committee Member's Name]

Department of [Department Name]

Brigham Young University

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ABSTRACT

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line and Must Be in the Inverted Pyramid Format When Additional Lines Are Needed.]

[Student Name, as listed on AIM]
Department of [Department Name], BYU
Master of [Arts, Education, Fine Arts, or Science]
(or Educational Specialist)

An abstract is a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of an article quickly, and like a title, it enables persons interested in the document to retrieve it from abstracting and indexing databases. The abstract needs to be dense with information. A good abstract is accurate; non-evaluative; coherent and readable; and concise. See the *Publication Manual of the American Psychological Association 7th Edition* item 2.9 for more information.

Include in the abstract only the four or five most important concepts, findings, or implications. Follow these standards for theses and dissertations:

- Single-space and indent each paragraph, with a double-space between paragraphs
- Use active rather than passive voice
- Use verbs rather than their noun equivalents
- Use digits for all numbers 10 and above
- Use present tense for results/conclusions; past tense for variables manipulated
- Use the same font and size as the rest of the work
- No more than one page in length (ideally, no more than 250 words)
- Emphasize the findings of the study

Content of an abstract for an empirical study typically includes the following:

- Description of the problem (in one sentence)
- Description of the participants (with pertinent characteristics)
- Description of the study method (include key measures)
- Report of the findings (the 4 or 5 most important findings; report significance levels)
- Report of conclusions
- Report of implications or applications

Keywords: [keyword, keyword, keyword]

List your keywords at the bottom of the page, at the 1-inch margin. Use no more than six keywords; do not use acronyms. You can find keywords through BYU's paid version of [EBSCO](#). This leads you to the thesaurus, where you can type in your first word describing your research (e.g., structural equation modeling). If this search yields no results for your selected term, this means that term is not an official thesaurus keyword. You then need to choose a variation from the list that appears below (e.g., structural equation models).

ACKNOWLEDGMENTS

This page is optional. You may use the acknowledgements page to express appreciation for your committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. If you acquired funding to conduct your research, you must acknowledge the source(s) of the funding within this section. Acknowledgements should be simple and in good taste.

You should insert a section break after this ACKNOWLEDGMENTS page (if you have one) and begin numbering the pages using Roman numerals beginning with the Table of Contents (you shouldn't have to do this manually if you use this template – it has already been set up to number the pages correctly). Insert page breaks when beginning a page in a different section (e.g., preliminary pages, reference list); do not tab or use the space bar to advance to the next page).

Insert one space after each final punctuation mark. Also, make sure you have removed the extra line space before/after paragraphs and after the page numbers in the header (which is often the default for MS Word); this has been corrected in this template.

Make sure your margins are one inch on all sides. An easy way to check this is to view two pages at a time; this helps you to check the top and bottom alignment from one page to the next. Also, use a 12-point font, Times New Roman is preferred (you can use 10 or 11 point within tables and figures). The *Publication Manual of the American Psychological Association* (7th edition) recommends using one space following end punctuation (see p. 154); the McKay School also expects one space, unless the journal to which the manuscript will be submitted requires two spaces.

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This Table of Contents was created using the styles and headings function. That way you can click on one of the headings and it will link to that part in your document. This makes it easier to navigate the sections of your thesis. It also makes it easier when you turn the MS Word version into a pdf and need bookmarks for each Level 1 and 2 heading. See Appendix D of this document for specific directions for creating a linked Table of Contents.

However, it does not work well with Level 3 and 4 headings. Therefore, I have added an example of a Table of Contents that is in a MS Word Table form rather than in a linked format in the Appendix.

Insert a page break here and begin your LIST OF TABLES on the next page (This step is unnecessary if you use this template, as it has been formatted for you)

LIST OF TABLES

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Word has the capability for you to create a hyperlinked List of Tables; however, this List of Tables is not hyperlinked. Check with your graduate coordinator about whether or not this list needs to be hyperlinked.

Insert a page break here and begin your next page with LIST OF FIGURES (if you have figures).

(This template has already been formatted with this page break)

LIST OF FIGURES

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Word has the capability for you to create a hyperlinked List of Figures; however, this List of Figures is not hyperlinked. Check with your graduate coordinator about whether or not this list needs to be hyperlinked.

Insert a page break here and begin your next page with CHAPTER 1. (This template has already been formatted with this page break)

CHAPTER 1

Introduction (or Background)

This thesis template is designed to give you a general idea of what you should include in your thesis, as well as to help you with formatting issues. It is designed primarily for use with quantitative research studies for MS, MA, and EdS students in BYU's McKay School of Education. Be sure to consult with your thesis chair and committee for specific requirements regarding organization, terminology, and stylistic preferences.

In your introduction section, you should write several paragraphs to introduce your topic and to set up the problem (why it was important that you conducted this study). The length and depth of your introduction will depend upon the standard set by your discipline and target journal for publication.

The introduction usually is a concise summary of the review of literature that gets the reader interested in your topic. Conclude your introduction with a problem statement, a statement of purpose for your research, and your research questions and/or research hypotheses.

Statement of the Problem

Concisely write a logical 1-2 paragraph statement of the problem to be solved by your research. The problem should be demonstrated to be significant enough to warrant study (e.g., affecting a large number of individuals statewide, nationally, or internationally; limited or inconclusive research has been conducted on this topic with this population; research that has been conducted is outdated or not applicable; a need for replication of another research study; or a need for expanding another research study). Make sure you describe why it would be a problem if you didn't conduct this research to find answers to the presenting problem.

Statement of the Purpose

The purpose of this study is to examine (add your purpose here).

Research Questions or Research Hypotheses

This study will address the following research questions or research hypotheses:

1. Add your first question or hypothesis here.
2. Add question 2 or hypothesis here.
3. Add question 3 or hypothesis here (of course, you may have more or fewer questions than three – delete or add as necessary).

Following this section, insert a page break and start CHAPTER 2. (This template has already been formatted with this page break)

CHAPTER 2

Review of Literature

Begin your literature review with an engaging paragraph that sets the stage for your analysis of the relevant research on your topic. Then describe what you will discuss in the literature review as a transition into the remainder of the review.

Your literature review should report themes and trends in the research literature and should be adequately *described, related* to the current topic, and *critiqued*. It also should support the need for conducting this study (e.g., no published responses to the problem, conflicting results regarding the problem, current data do not respond to the problem adequately). This is where you demonstrate your in-depth knowledge of your topic.

Level 2 Heading Here

Write several paragraphs and/or pages regarding this topic and introduce the following Level 3 sections. Make it easy for the reader to follow the progression and subdivision of your topics by using logical headings. The following headings are given as examples.

Level 3 Heading Here

Write several paragraphs and/or pages regarding this topic. Introduce the other topics that are covered in the Level 4 headings, if you have the information subdivided into these headings.

Level 4 Heading Here. Write several paragraphs and/or pages regarding this topic.

Another Level 4 Heading Here. Write several paragraphs and/or pages about this topic.

Another Level 4 Heading Here. Write several paragraphs and/or pages about this topic.

Another Level 3 Heading Here

Write several paragraphs and/or pages about this topic.

Another Level 3 Heading Here

Write several paragraphs and/or pages about this topic.

Another Level 2 Heading Here

Write several paragraphs and/or pages regarding this topic.

Definition of Terms

If you have unique terminology that need to be defined, you should do so here in this section. Discuss whether this section is needed or not with your thesis chair and committee.

Following this section, insert a page break and start CHAPTER 3. (This template has already been formatted with this page break)

CHAPTER 3

Method

In your introductory paragraph, describe what you will discuss in this section, and the order in which you discuss them (e.g., participants, settings, procedures). Report ethical practices in obtaining human subjects institutional review board approval and participants' consent/assent. Be sure to include your stamped consent/assent form and/or IRB Approval Letter in an appendix (you must include either your IRB-approved consent form or your IRB Letter of Approval to Conduct Research; similarly, if your study includes minors, you must also include a copy of your assent form or IRB approval letter in that appendix).

At the prospectus stage, write this section using future tense, indicating what you propose to do with your study. After you have conducted the research, change the terminology to past tense, indicating the procedures you actually followed in conducting your study.

Participants

Describe your sample here. If you have several types of participants, you should create a heading for each group. Describe how your sample was drawn from the population and the sampling procedure. Include the limitations of the sampling procedure. Report the most relevant numbers, percentages, means, standard deviations, and ranges of participants and relevant characteristics such as male and female, age range and mean, race/ethnicity, socio-economic status, grade level, educational environments of participants, and disability classifications. You do not need to report all of these data. Refer your readers to a demographic table for specific data.

Group One

Describe this group. You may include a table that depicts the participants.

Group Two

Describe this group.

Settings

If there is more than one setting involved in the study, describe them all, using separate headings.

Setting One

Describe this setting, while maintaining confidentiality.

Setting Two

Describe this setting, while maintaining confidentiality.

Measures (or you may call it Instruments)

If you have more than one measure, describe each measure, using separate headings for each instrument, including references if applicable. Present validity and reliability data of your instruments. For non-commercial or self-developed instruments, describe procedures for assuring validity and reliability). Also, present limitations of instruments/apparatus.

Instrument One

Describe this instrument. Refer the reader to the instrument in the appendix for a five-chapter thesis.

Instrument Two

If you have more than one instrument, describe them in separate paragraphs.

Procedure(s)

Discuss exactly how you conducted the study. This should be comprehensive enough for a skilled researcher to follow your procedures and replicate the study. Clearly describe how data were collected and report inter-rater reliability/agreement procedures and accompanying results.

Describe Administration of Instrument One

If you used more than one measure, you may want to use separate headings to indicate the procedures you followed in administering each instrument to each group. Be sure to describe how you administered the instrument and/or intervention, how you gathered the data, and how you ensured confidentiality of the participants.

Describe Administration of Instrument Two

Describe procedures for the second instrument here.

Research Design

Describe the research design used to answer the research questions. Provide evidence regarding why this design is appropriate for the study. Also, present limitations of the research design you selected.

Provide operational definitions of the independent and dependent variables. Report how controls were made for limitations such as maturation, history, testing effects, instrumentation, regression, selection, mortality, halo effect, or Hawthorne effect.

Data Analysis (or you may call it Statistical Analysis)

In this section you should describe the type of data you collected and how the data were analyzed. Also specify the statistical analysis with your rationale for selecting the particular test(s). Present limitations/violations of assumptions of the statistical analysis.

Your prospectus will contain four main sections: (a) BYU preliminary pages, (b) introduction chapter, (c) review of literature chapter, and (d) method chapter.

Obtaining Institutional Review Board (IRB) approval for research not conducted in public schools requires two steps: (a) obtaining approval through the McKay School Scientific Review Committee, and (b) obtaining IRB approval through BYU Office of Research and

Creative Activities (ORCA). A third step is required for research conducted in the schools.

Information and the application can be found here:

https://education.byu.edu/request_to_conduct_research.

After you have your prospectus approved by your advisory committee and get clearance, you will conduct your study and write the results and discussion sections of your thesis.

Insert a page break and start CHAPTER 4. (This template has already been formatted with this page break)

CHAPTER 4

Results

Begin this paragraph with a reminder to the reader about the research questions and the intervention and/or data gathered. Give readers a preview regarding what you will discuss in this chapter (it should correspond with each research question).

Present results of the analysis for each research question. Summarize each research question with a non-statistical statement. Use tables and/or figures to provide a more thorough presentation of the results.

Level 2 Heading Here

Report data from research question one here. Be sure not to interpret the data in this section – do that in the discussion section. Reference each table and figure before it appears in the document. Include the table as close to the in-text reference as possible, without splitting the table between two pages. Table 1 is an example of a table formatted according to APA guides.

Table 1

Title of Table 1 Here in Title Case and Italicized

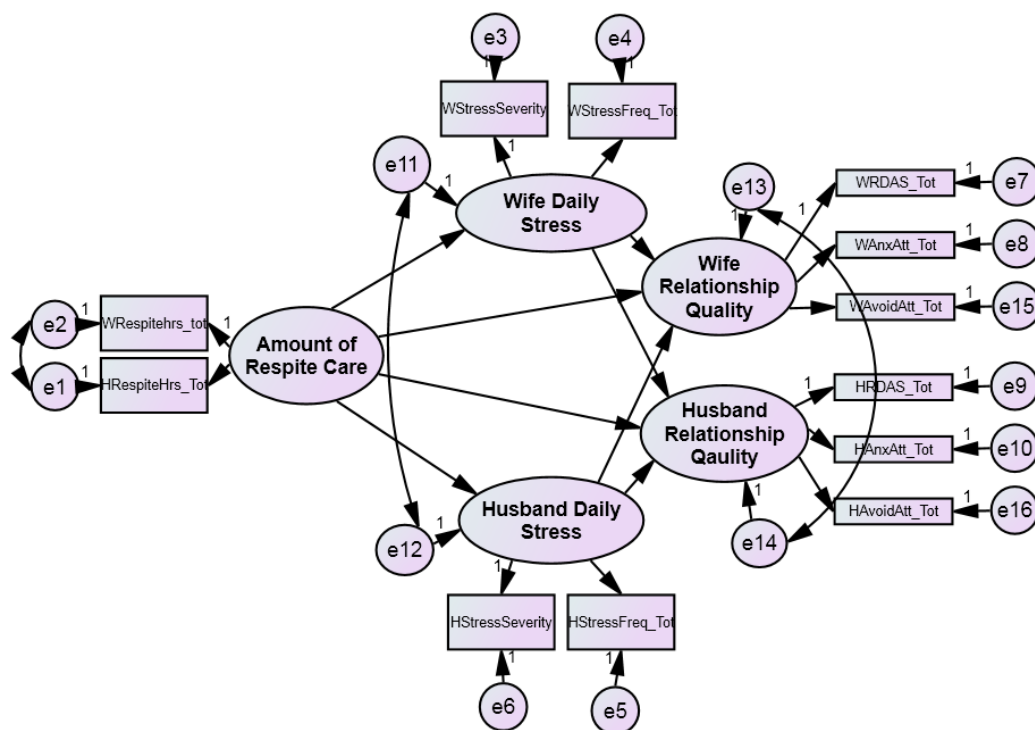
Variable	Mean	SD	t-value
Name of Variable 1	.09472	.44545	1.647
Name of Variable 2	.11824	.50863	1.692
Name of Variable 3	-.04088	.54771	-.543
Name of Variable 4	.07233	.46857	1.124
Name of Variable 5	-.08753	.38909	-1.638

* $p < .05$ ** $p < .01$ $p < .001$.

Note. See the APA manual for table and figure guidelines.

Figure 1

Title of Figure 1 Here in Title Case and Italicized



Note. See APA items 7.22-7.36 on pages 225-250 for more guidance on figures and formatting.

Check the APA 7th edition for specific guidelines on how to format tables and figures. Also, be sure to eliminate all widows/orphans throughout your document. You can do this by selecting the paragraph with the widow/orphan, right click, then select paragraph, then select “widow/orphan” and “keep lines together”. Alternatively, you can right click on your document, select “paragraph” and then “line and page breaks” and check off “widow/orphan control” and “ok”.

Level 2 Heading Here

Report data from research question two here.

Level 2 Heading Here

Report data from research question three here. If you have two or more different subsections under any Level 2 heading, then you can add Level 3 headings.

Level 3 Heading Here

Start your paragraph here.

Level 3 Heading Here

Start your paragraph here.

Level 3 Heading Here

Start your paragraph here.

Conclude this chapter with a summary statement (non-statistical) of the results, which will lead directly to the discussion section.

Following this section, insert a page break and start CHAPTER 5. (This template has already been formatted with this page break)

CHAPTER 5

Discussion

Begin this section with a brief statement of the central purpose of the study and how the findings relate to the purpose. Provide a concise statement about the results (e.g., This study examined – then write what you examined).

Justify all conclusions with the data and integrate other research results with this study (e.g., how do they differ, how are they similar, how do your results build upon what was previously known?). Explain how your findings relate to the field's theoretical or practical understanding of the topic. Make inferences with the results, including possible alternative explanations for what resulted.

There are many ways you can structure your discussion section. You may choose to have separate headings to discuss (a) comparison of findings to other research, (b) interpretations of findings, (c) contributions of findings to the literature, (d) factors contributing to results, among other reflections and insights gained. However, the example provided below is organized around each research question, where comparisons, interpretations, contributions, and factors contributing to the results can be discussed for each question. Follow recommendations of your thesis chair and committee regarding how they want you to organize this section. Examples of discussion subheadings can be found in Appendix C.

Results (or you may call it Findings)

Introduce the results you will present in this section. This will give the reader an idea of the structure of this section. You should do this for every section that has subheadings – give an introductory paragraph following the Level 2 heading prior to including Level 3 headings.

Add Your First Question Here

Discuss your first result. This is where you can make sense of the data by interpreting what they mean. You should report what you found and can hypothesize about what it means. You should refer to existing literature that supports or contradicts your results. These can include references from your literature review or additional literature. Discuss these similarities/differences.

Discuss the contributions of these findings to the extant literature on this topic. Also discuss any factors that may have contributed to your results.

Add Your Second Question Here

Discuss your second result. Discuss the results as you did for the previous research question.

Add Your Third Question Here

Discuss your third result. Discuss the results as you did for the previous research question. If you have more questions, add more subheadings and discuss each one.

Limitations

This study is limited in its scope due to (add your limitations here). Examples include limitations of the population sampled, validity-reliability of the instrument, unusual/novel use of the instrument, maturation, equivalency of groups, knowledge of participants, mortality, and cooperation of sample.

Describe generalizability of results but be sure not to over-generalize. Present threats to internal and external validity and discuss how these were controlled.

Implications for Future Research

Note what future research can be conducted as a result of this study. This is where you could answer these types of questions: What would you do to improve this study? What needs to be studied next, in relation to this topic? How could you conduct the same research in a better way (eliminating some of the limitations)?

Implications for Practitioners

Write about how practitioners can benefit from the results of this study. This is the “so what?” section of the thesis. What do you expect practitioners to be able to do with this information? For which practitioners is this information most applicable? Be creative and realistic in your recommendations. Be sure not to overgeneralize the results of your study (don't recommend something that is not clearly supported by your data).

Conclusion(s)

Write a few paragraphs here that summarizes your research. An easy way to think about this section is to consider how your study's findings could be communicated to the general public (e.g., a report for a newspaper or other popular media outlet). What are the major findings of your study? What is relevant for other researchers, practitioners, and/or the general public?

Insert a page break and begin your reference list. (This template has already been formatted with this page break)

REFERENCES

Add the references from your thesis in a list here, ordered alphabetically and chronologically order according to APA guidelines. Follow the *Publication Manual of the American Psychological Association* (7th Edition) for formatting your reference list. Use the “hanging indent” format for all references, with a .5 inch hanging indentation. Be sure to include digital object identifier (DOI) numbers if they exist.

Follow the *Publication Manual of the American Psychological Association* (7th Edition) guidelines when you create your reference list. Use the “hanging indent” format for all references, with a 5-7-point indent (1/2 inch). According to APA 7th standards, you should include issue numbers on all periodical references for which they are available.

Insert a page break and begin your Appendix A. (This template has already been formatted with this page break)

APPENDIX A

Consent/Institutional Review Board Approval Letter

Include a copy of your IRB Approval Letter here.

Guidelines for writing your consent form can be found at

<https://orca.byu.edu/research/Forms.php>, under the section “Institutional Review Board for Protection of Human Subjects (IRB).”

Insert a page break and begin Appendix B on the next page. (This template has already been formatted with this page break)

APPENDIX B

Instruments

Add copies of your instruments here if they were the next item you mentioned in your text following your consent form. Be sure to include the title of each instrument. If you used a copyrighted instrument in your study, you can only include it if you have copyright permission. Check with your thesis chair regarding whether you will summarize copyrighted instruments here or not.

Insert a page break and include Appendix C, if you have one. (This template has already been formatted with this page break)

APPENDIX C

Examples of Discussion Subheadings

Comparison of Findings to...

Comparison of Findings to Literature

Comparison of Results to Other Findings

Interpretations/Explanations of Findings

Possible Explanations for Findings

Interpretation of Research Findings

Contributions of Findings to the Literature

Contributions to the Literature

Information Gained from Findings

Role Findings Played in Addressing Research Issues

Role of Findings in Addressing Research issues

Role of Findings in Addressing Issues Related to _____

Reflections

Reflections of Findings

Evaluations of Results

Evaluation of _____ (content or topic of question addressed)

Insights Gained

Insights Gained from Results

Evaluation of Findings

Summary of Findings

Comparisons of Qualitative and Quantitative Findings

Summary of Findings in Regards to...

Implications

Implications for Practice

Implications for Research

Factors Contributing to Results

Potential Factors Contributing to Results

Factors Influencing the Results

Identifying Themes

Reflections on relation of themes

Relation of themes to each other

Limitations

Conclusions

Insert a page break and include Appendix D, if you have one. (This template has already been formatted with this page break)

APPENDIX D

How to Create a Table of Contents in Microsoft Word**Step 1**

Open your document and locate the **Home** tab.

Step 2

Highlight the first heading and select **Heading 1**. If you need to modify the style to conform to APA standards, select the Styles Pane button. When the Styles Pane is open, click the down arrow to the side of the current style. Select “modify style” and make the necessary changes. Make sure that you consistently format your headers. This will ensure that your Table of Contents is properly paginated.

Step 3

Using Step 2, identify all remaining headings in the document (Heading 2 for APA Level 2, etc.). You will need to create a heading for the Thesis/Dissertation level heading (ABSTRACT, ACKNOWLEDGMENTS, etc.). Once you have identified all of the headings in the document, place your cursor at the top of the document (or where the table of contents should be located) and click on the **Insert** tab, then scroll to find **Index and Tables**.

Step 4

In the **Index and Tables** window, select Table of Contents and choose “from template” from the menu on the left. You can modify the formatting for each level in the Table of Contents by clicking the “modify” button. Select the TOC level you want to modify and make any necessary changes (you will have to do this if you need to change the line spacing). Make sure each of your headings will be nested appropriately and modify as necessary (using the “modify” button to change TOC levels). Also, click on the “options” button. In the window that appears, uncheck “Outline levels” and check “Table entry fields”. After you have selected your format and made any necessary changes, click **OK**. Make sure the settings specify Times New Roman, 12 font, and no bold.

*For the appendix and chapter headings, make sure things are done in the following order:

1. Type in APPENDIX A at the top of the page
2. Highlight APPENDIX A and apply the Appendix/Chapter style from the styles pane (this style should be centered and bolded).
3. press **shift+return** to create a soft return (if you just press return, it will create a hard return and the headings will not show up appropriately in the table of contents).
4. Type in the title of the appendix.
5. Remove the bolding from the other part of the heading (e.g., APPENDIX A).
6. Update the table of contents and insert a colon between the first and second parts of the heading on the table of contents, so they appear as APPENDIX A: Consent Forms...

Step 5

A table of contents will be inserted where you have placed your cursor. If you wish for the table of contents to be on a separate page, place your cursor just above the table of contents and click on the **Insert** tab. Select **Page Break** from the **Break** menu.

Step 6

After you have made changes, then click on the “Update Table” tab, and “Update entire table”. Continue to do this as you make change in your document, and if you only need to update page numbers click on “Update Table” and select “Update page numbers”. Or, you can right click on the table and click on “Update field”.

You will need to modify your chapter headings and appendix headings in the TABLE OF CONTENTS so they include a colon between the first and second parts of the heading (e.g., CHAPTER 1: Introduction, APPENDIX A: Literature Review). You will also need to change the entry for the title page, so it appears as TITLE PAGE in the TABLE OF CONTENTS, rather than the actual title. This is best done when everything else in the document is done. You may choose the option “Update page numbers” without affecting the revisions but updating the whole table will remove these revisions.

Insert a page break and include Appendix E, if you have one. (This template has already been formatted with this page break)

APPENDIX E

Levels of Headings Using the APA 7th Publication Manual

Check your levels of headings to make sure you have the appropriate types and levels of headings (and that they are bolded or bolded/italicized, as appropriate). Your headings should make up your table of contents (you can link these using "styles and headings" in MS Word).

THESIS/DISSERTATION LEVEL HEADING (CENTERED, NO BOLD, ALL CAPS)

Level 1: Centered, Bolded, Title Case

Level 2: Flush Left, Bolded, Title Case

Level 3: Flush Left, Bold Italic, Title Case

Level 4: Indented, Bolded, Title Case, Paragraph Heading, Followed by a Period. Paragraph continues.

Level 5: Indented, Bold Italic, Title Case, Paragraph Heading, Followed by a Period. Paragraph continues.

When you use headings, you must have more than one heading at each level (you can't have just one heading of each type) because headings are used to divide a section logically into two or more sub-sections. For example, if you have a Level 4 heading in a section, you need another Level 4 heading in the same section. The headings used in this template are included as examples. You may not need all five levels of headings in your paper.

Also, if you do use all five headings, you don't have to place the Level 4 and 5 headings in your Table of Contents. On the following page you will see how a 5-leveled paper would look.

Writing a Thesis (Level 1 Heading)

Writing a Thesis Without Going Crazy (Level 2)

Techniques for Not Going Crazy (Level 3)

Helping Your Cohort to Not Go Crazy. (Level 4)

Helping Your Thesis Chair to Not Go Crazy. (Level 4)

Techniques for Following APA Formatting While Maintaining Your Sanity (Level 3)

Completing Your Thesis in Advance of All Deadlines (Level 3)

Writing a Thesis Following Millions of Writing Guidelines (Level 2)

Techniques for Learning the Writing Guidelines (Level 3)

Techniques for Learning APA Guidelines. (Level 4)

Using the APA 7th Edition Manual. (Level 5)

Using the Purdue OWL Website. (Level 5)

Techniques for Learning BYU Guidelines. (Level 4)

Techniques for Using the Writing Guidelines (Level 3)

Did you notice that I don't have a Level 4 heading under the final Level 3 heading?

That's okay. That's because the topic may not be easily divided or the information that will be presented is not comprehensive and does not need subdividing. All of the information can go in one or several paragraphs under this level.

Furthermore, headings should be concise statements about the topic that you are discussing. Avoid using questions and acronyms in your headings.

Insert a page break and include Appendix F, if you have one. (This template has already been formatted with this page break)

APPENDIX F

Reference Check

1. Check the references in your text.

- Be sure that every reference that is in the text of your “journal ready” portion of your thesis is found on the reference list for this portion and that every reference in the list is cited in the journal ready portion. You can do this manually or electronically. If you want to do it electronically, select the last name of the author that appears FIRST in your manuscript, click in the search box on the top right of the MS word spanner, type in the author’s name and click on the "next" arrow. Go through the whole document clicking on the arrow. This will help you to make sure that every time in the document that you use that author's name, it is spelled correctly, and the citation is formatted correctly. Then check the reference list to make sure it is spelled correctly there, too. (For example, in Jones, Smyth, and Young, 2018 – you would search for Jones throughout the document and then in the reference list you would make sure that each name is spelled correctly, and the year correlates with the year found in the text).
- If the citation has three or more authors, you should find only the first author’s name listed followed by et al. (e.g., Jones et al., 2018), unless distinguishing between two sources with the same author.
- With two authors, you always include both surnames in the citation.
- When you have followed this procedure for the first citation found in your document, then you need to make sure you have noted that you have done this. I usually highlight in yellow the first author’s last name in the reference list to make sure I remember that this

citation is correct. Then when I have finished checking all of the citations, I get rid of the highlights.

- When you have finished the first citation, you will be taken to the top of your document where your first citation was found, placing you in the correct position for finding the author's name for the second citation. Select this author's name and follow the same procedure.
- Check for repeated citations of the same source in the same paragraph (APA 8.16, pp. 265-266). If the name of an author appears as part of the narrative, then the year follows in parentheses and it is *not* necessary to include the year again when the author's name is repeated in the narrative of the same paragraph and cannot be confused with any other citations in the same paragraph. *But*, any parenthetical references (i.e., the citation appears in parentheses) in the same paragraph *should* include the year.

2. Check the citations in your reference list.

- Make sure each author is listed and their names are spelled correctly.
- Check the use of ampersands (&) rather than the word "and" in your reference list. (Do the same for the text - as appropriate - if in a sentence, you need to use the word "and" and if in parentheses, you need to use an ampersand). You can do a quick "Find/Replace" search for the ampersand and make sure these are used correctly.
- Make sure you have the year of publication noted in parentheses.
- Make sure you have the title of the work (e.g., journal article, book chapter), followed by the title where the work is found (e.g., journal, book).

- Make sure italics and upper/lower case are used correctly (e.g., journals are in mixed case/italicized, books are in sentence case/italicized, and journal article titles are in lower case without italics).
- Make sure page numbers are included for journal articles (the full page-range), and that they match any reference to these pages in the text (for example, if in your text you have a quote from page 387, but your citation indicates the pages as 377-380, then either your quote is from the wrong page, or you have the wrong page numbers in your citation).
- Check periods, commas, colons, and other punctuation for appropriate use.
- Check for a DOI number for each citation. DOI means “digital object identifier” and leads internet users to the article directly. Include the DOI for each citation, if available.
- Make sure your list is alphabetized correctly. (see APA 9.44-9.50, pp. 303-306)
- If you find that you have a citation in your reference list that does not appear in your text, delete it. Also, if you find that you have a citation in your text that does not appear in your reference list, find the correct source and include it on your list.
- Review the APA manual to make sure you have attended to all formatting issues.

Insert a page break and include Appendix G, if you have one. (This template already includes the page break)

APPENDIX G

Getting Your Thesis Approved

See the Graduate Studies [ETD Instruction Packet](#) for details regarding formatting and submission standards.

Program Approval

If you pass the oral defense of your thesis with qualifications, you will be required to make the changes recommended by your advisory committee, as directed by your committee chair. Upon making these changes, your committee must approve your defense on the [Graduate Progress website](#).

Dean's Office Approval

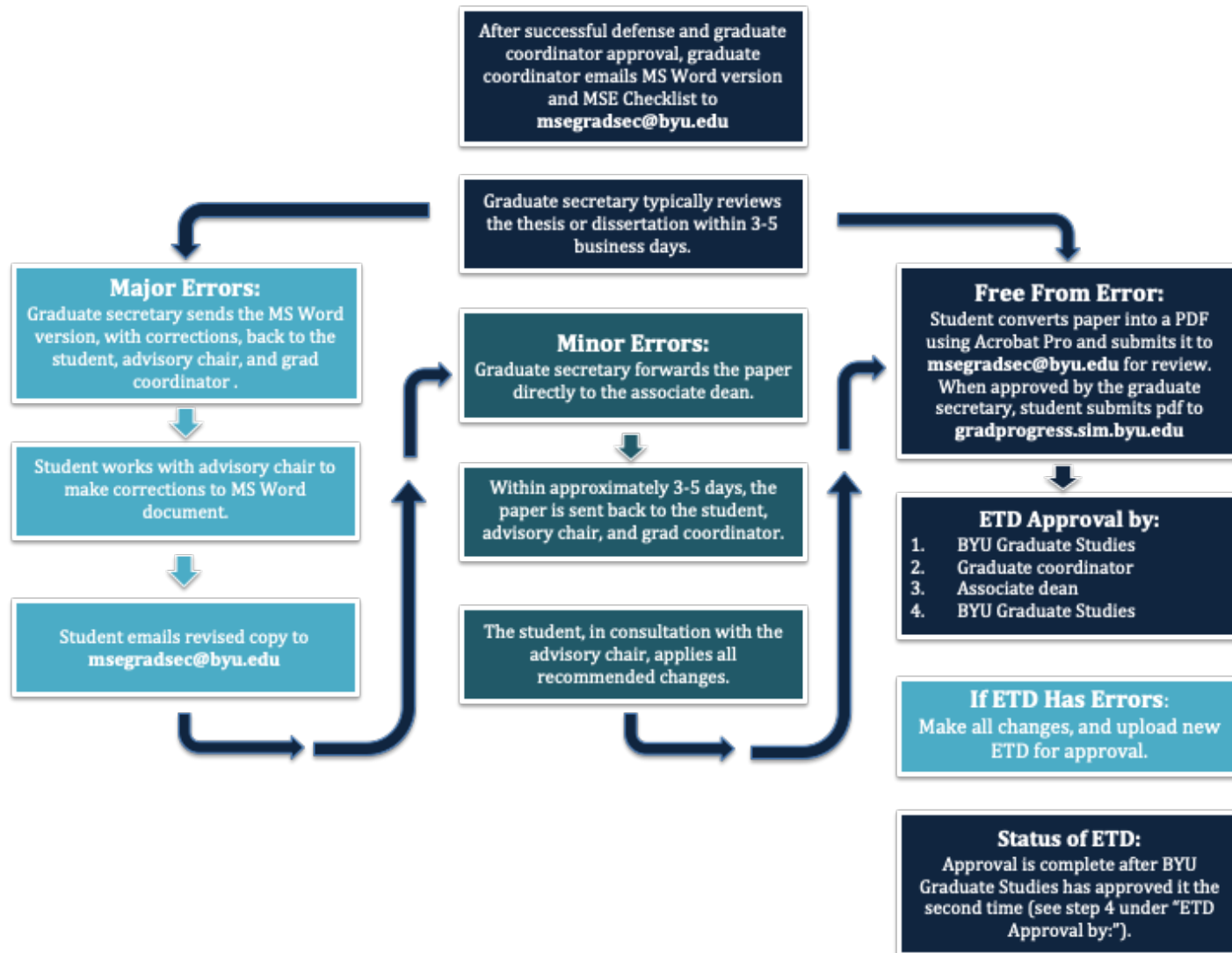
After you make all changes the graduate coordinator requires and it has been approved by them, they will submit the following to the Dean's Office:

1. An electronic (Word) copy of your entire thesis. Email this to msegradsec@byu.edu.
2. A completed electronic or printed copy of the *Checklist for Formats and Conventions of Theses and Dissertations*.

The Dean's Office will provide feedback to you and most likely will require changes. If substantial changes are recommended, your chair and committee will be notified. Be sure you attend to each change the Dean's Office requires. If requested, provide a revised version of your thesis electronically to the Dean's Office with the original recommendations from the Dean's Office. If this is not requested, revise the Word version, convert it to a pdf, and upload it to the Graduate Progress website for ETD approval.

Figure A1

MSE Thesis and Dissertation Approval Process Flowchart (https://education.byu.edu/research/dissertation_aids.html)



Electronic Thesis and Dissertation Upload

After you make all of the changes the Dean's Office requires, you will upload the document as a PDF file to the [Graduate Progress website](#). Please see the [Graduate Progress website](#) for information and guidelines regarding your ETD. For further instruction, you can watch [video tutorials](#) posted on the Graduate Progress website and sign up for [software training classes](#) on the Harold B. Lee Library website. Attending a class will save you a lot of time, particularly when deadlines are fast approaching!

Be sure to attend to the following when uploading your thesis:

1. Upload a PDF file with bookmarks for all Level 1-3 headings (Levels 1-2 are required and Level 3 is strongly recommended in the Table of Contents and the bookmarks).
Also bookmark your preliminary pages and appendices.
2. Under "Document Properties," select "Initial View" and make sure the Navigation tab indicates "Bookmarks and Panel" rather than just "Page only". This will ensure that when viewers open your thesis, the bookmarks and panels will appear for easy navigation.
3. Select "Embed All Fonts" when converting to PDF and use the full Adobe for the conversion (usually this means you must use Adobe Cloud to complete the conversion). Failing to do so results in many errors in uploading the document to the Graduate Progress website and in a printed copy.
4. Blank pages are not allowed in the ETD.

Initial ETD Approvals

Once uploaded, BYU Graduate Studies does an initial review and approval, then the graduate coordinator reviews and approves it (checks to see if the file is working correctly – all

necessary headings are bookmarked, the bookmarks lead to the right pages, and all metadata are correct). If it is not approved at either level, you will need to make changes and upload the revised pdf.

MSE Dean's Office Approval

Upon graduate coordinator approval, the file is automatically sent through the Graduate Progress website to the Dean's Office for approval. If it is not approved by the Dean's Office, you will need to make changes and resubmit your thesis on this website.

Graduate Studies Approval

Once it is approved by the Dean's Office, it will go to BYU Graduate Studies again for final approval.

Bound Copies

If you will print bound copies (departmental or personal), you will submit a PDF to the BYU Print and Mail website (<https://printandmail.byu.edu/gradWorks/>) and pay associated fees. Bound copies will be printed from the electronic PDF. Cost is calculated per page and per color page. Most programs do not require a department copy; however, individual chairpersons may request a bound copy, and this cost is paid by the graduating student.

Insert a page break and include Appendix H, if you have one. (This template has already been formatted with this page break)

APPENDIX H

Typical Contents of Your Prospectus and Thesis**Prospectus**

1. Preliminary Pages
 - a. Title Page
 - b. Abstract (page marker – you will complete it for your final thesis)
 - c. Acknowledgements (optional; page marker)
2. Table of Contents (List of Tables and List of Figures as page markers)
3. Introduction
4. Review of Literature
5. Method
6. References
7. Appendix A– Proposed Consent Form
8. Appendix B– Proposed Recruitment Materials
9. Appendix C – Proposed Instruments

Thesis

1. Preliminary Pages
 - a. Title Page
 - b. Abstract
 - c. Optional Acknowledgment Page
2. Table of Contents (List of Tables and List of Figures, if appropriate)
3. Introduction (or Background) (approximately 4-5 pages)
4. Review of Literature

5. Method
6. Results
7. Discussion
8. References
9. Appendix A– Consent Form
10. Appendix B– Recruitment Materials
11. Appendix C – Instruments
12. Other Appendices, if relevant

Insert a page break and begin Appendix I on the following page, if you have one. (This template has already been formatted with this page break)

APPENDIX I

Sample Table of Contents Without Using Styles to Create Table

Consider using this table rather than the linked one at the beginning of this document. Then you can create the bookmarks in Adobe Pro by highlighting each level of heading and pulling them over to the bookmark area. You then organize them according to levels.

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