[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

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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 2.04 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
* Use active rather than passive voice
* Use verbs rather than their noun equivalents
* Use digits for all numbers
* 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
* 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 (highlighting the most important)
	+ 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 at <http://web.b.ebscohost.com/ehost/thesaurus?vid=1&sid=0e99e305-daa3-418d-84d8-48d58e553495%40sessionmgr102>). 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 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).

Remove the extra line space before/after paragraphs and after the page numbers in the heading (which is often the default for MS Word); this has been correct 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 on tables and figures). The *Publication Manual of the American Psychological Association* (7th edition) recommends using only one space following end punctuation.

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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

Table 1 *Title of Table 1 Here in Title Case and Italicized* 9

This List of Tables includes all tables in the document, including any appendices. Tables in the main document are numbered in order of appearance. Tables in an appendix are labeled with “A” preceding the roman numeral (e.g., A1, A2). If there is more than one Appendix (A, B, C, etc.), make sure they appropriate letter is attached to the table number (e.g., “Figure B1” for Appendix B). 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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This List of Figures includes all tables in the document, including any appendices. Figures in the main document are numbered in order of appearance. Figures in an appendix are labeled with “A” preceding the roman numeral (e.g., A1, A2). If there is more than one Appendix (A, B, C, etc.), make sure they appropriate letter is attached to the figure number (e.g., “Figure B1” for Appendix B). 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

 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 qualitative 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). Also introduce the conceptual framework that will be used to investigate the issue. 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 overview 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 Question(s)

What you list here depends on if you are doing a mixed method or a purely qualitative study. A mixed method study will normally have more than one question, with an overarching question that frames the study and detailed questions that will be answered through quantitative analysis. Studies that are purely qualitative typically have only one, or perhaps 2, questions.

Following this section, insert a page break and start CHAPTER 2. (This template already includes the 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 relevant only to your study topic and is not meant to be exhaustive. However, all topics included should be adequately *described*, *related* to the current topic, and *critiqued*. It should open space for the question(s) you are proposing andsupport 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. Add/delete as needed.

### 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 need to subdivide the information into these headings.Subheadings should come in at least a set of two. If you don’t have a second level 3 heading, then there is no reason for the first level 3 heading. The same goes for level 4 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 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 needs 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 already includes the page break.)

CHAPTER 3
Methods

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). Begin with an explanation of why a qualitative approach was selected and how it is appropriate for the purpose of this study.

Report ethical practices in obtaining human subjects institutional review board approval and participants’ consent/assent. Be sure to include your consent form and/or letter of approval in an 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.

## Research Design

Describe the research design used to answer the research questions. For mixed method designs, explain how the two approaches complement each other and accomplish your goal of the study. Provide any operational definitions and report how controls were made for any limitations of the quantitative elements.

This is also where you describe the theoretical lens or conceptual framework that drives your study. You may need to include a summarized explanation of the theory for the audience, then link it to the purpose of the study and to your research question(s). This will lend further justification of the qualitative design of the study. There are some instances where the theoretical framework guiding your methodological selection and design may be introduced in the review of literature; place it there if it is appropriate to frame the question(s). Discuss with your chair where it is most appropriate, given your field, methodology, and question.

## Context

 Provide a summary of the context of the study; how it came about and where it takes place, including the rationale for the selection of this location, situation, or case. Situate it within your framework and the research question(s). You should also reveal your position to the study participants (e.g., if you are doing a study with your own classroom, other relationships you may have with the study site or participants).

## Participants

 Describe all participants here. If you have several distinct groups of participants, you should create a heading for each group. Describe the process and procedure for recruiting and the selection of the participants, including why any potential participants were excluded, if that is the case. Include the relevant characteristics such as gender, age range, race/ethnicity, socio-economic status, grade level, education levels, years of experience, etc. Depending on the size of your participant group, you may provide a demographic table for specific data (added in the appendix for large tables) and refer your readers to the table rather than listing it all here. Explain how you ensured confidentiality of the participants and be sure to note any use of pseudonyms.

## Procedures

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, providing steps in the order in which they happened. Include the description of any research protocols, such as interviewing procedures or instruments/questions.

### First Protocol

If you used more than one protocol, you may want to use separate headings to indicate the procedures you followed in administering each instrument to each group. Provide details of the instrument, its purpose, the process of collection and the kind of data collected. Be sure to describe how you administered the instrument and/or intervention.

### Additional Protocol

Describe procedures for the second instrument here, if needed, as above. Do the same for as many instruments used in data collection.

## Data Analysis

In this section you should describe the type of data you collected and how the data were analyzed. Describe your coding process and any other analysis procedures used to bound and/or reduce the data. For mixed methods, present limitations, if any. Also include the processes to assure trustworthiness, validity/dependability/confirmability, such as member-checks, inter-rater reliability of coding, etc. as applicable.

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, update the three chapters of the prospectus, and write the findings and discussion sections of your thesis.

Insert a page break and start CHAPTER 4. (Already included in this template)

CHAPTER 4
Findings

Begin this paragraph with a reminder to the reader about the research questions and theoretical framework. Introduce the findings 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.

Present findings in general of the analysis for each research question. Contextualize findings in the data by presenting data segments that illuminate and respond to the research question(s). You may present data in many forms, depending on your research design and analysis, for example, analytic vignettes, I-Poems, representational quotes, etc. Negotiate with your chair how you will represent these items (italicized, bold, alternative font, etc.) in light of APA requirements. The main issue is consistency in representation. Be open to following APA explicitly if required. Headings should generally reflect the finding that will be described in that section and should be grammatically parallel to the other headings of that level.

## Level 2 Heading Here

Report first finding here with sufficient detail about the context of your findings. Present examples or quotes or use other means to establish the trustworthiness of your findings. If you have done a mixed method study, you should include a table to report statistical information. Other numerical data can also be displayed in simple charts that can be inserted in the body of the thesis as demonstrated below. For larger tables and charts, place them in the appendix and refer your readers to the tables/figures related to these data. Be selective with the data you choose to present in tables; it is not necessary to share information in both prose and in a table.

**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.

**Figure 1**

*Title of Figure 1 Here in Title Case and Italicized*



You do not need to interpret the results of any statistical data at this point; that will be done in the discussion section. However, it is good to discuss the results of any statistical measures in context of your study and the questions it was intended to answer. Some research findings may result in a creation of a model, which are displayed in a figure. Any figures should be in the body of the thesis and described in detail. Explain its purpose in relation to the findings and describe how the model works and how it came about.

Typically, tables should not span over multiple pages, and the titles and notes that accompany tables and figures should be on the same page. 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 second finding here. Remember to contextualize and make sense of the data in a way that will help the reader see the connection to what you report and what they read in the data presented. Some interpretation of the data is necessary; do not assume that your interpretation is evident to the reader.

## Level 2 Heading Here

Report third finding 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 Her***e***

Start your paragraph here.

### Level 3 Heading Here

Start your paragraph here.

Conclude this chapter with a summary statement of the findings, which will lead directly to the discussion section.

Following this section, insert a page break and start CHAPTER 5. (This template already includes the 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 and also allude to implications of the findings. Provide a concise statement about the findings (e.g., This study examined – then write what you examined). Give readers a preview regarding what you will discuss in this chapter (it should correspond with each finding from the previous chapter). In much qualitative research, the findings and discussion can happen concurrently, presenting the findings and the interpretation of it in context within the same section. However, in a traditional 5-chapter thesis, these sections are broken up and the discussion becomes a place to really discuss the relevance of the findings for specific contexts.

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 or differ to the field’s theoretical or practical understanding of the topic and why that is significant. Make inferences with the findings, including possible alternative explanations for what resulted. This is where the majority of the interpretation and implications of the findings will be located.

There are many ways you can structure your discussion section. You may choose to have separate headings to discuss (a) comparisons of findings to other research, (b) insights gained, (c) contributions of findings to the literature, (d) potential benefits or detriments implied in the findings. etc. Alternatively, you can have headings that expound upon the findings for specific purposes. 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.

## Level 2 Heading Here

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 findings. 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 findings.

## Level 2 Heading Here

Discuss meaning and interpretations for this insight as you did in the previous heading for this new topic.Add more subheadings and discuss each one, if needed.

## Implications

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). Also be careful not to use causal language.

## 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)?

## Limitations

 Qualitative research differs from quantitative in that the limitations of quantitative measures and analysis pertain to limits on what the tools and tests can reasonably predict based on the factors analyzed. In qualitative research, the specifics of the choice in design will typically account for differences and limitations, and have often been addressed as the design was discussed. Whether or not you include this section is up to your committee, based on your design.

If you are conducting a mixed methods study, you may want to discuss generalizability (if appropriate) and applicability of results as you see them, discussing possible benefits and liabilities. Present threats to internal and external validity and discuss how compensation was made for such cases. In many cases this may include a statement of your position as researcher (especially if you are both researcher and participant or if you have some previous relationship to the participants).

## Conclusion

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 according to APA guidelines. Follow the *Publication Manual of the American Psychological Association* (7th Edition) for formatting your reference list. Do not rely on a citation found in older research, as APA requirements have changed over the years. Use the “hanging indent” format for all references, with a 5-7 point indent (1/2 inch). According to APA standards, you do not need to include the issue number for journals that do not repaginate with each issue. However, the thesis will also be accepted if you include the issue number on all journal article references. Be sure to include digital object identifier (DOI) numbers if they exist.

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

APPENDIX A
Consent Form and/or 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 already includes the page break.)

APPENDIX C
Examples of Discussion Subheadings

In qualitative research, these will all be dictated by your study and the findings. Headings reflect the relevance to and implications for the focus of your study (people, profession, institution, etc.). The headings below are examples and are not required. Discuss your headings and subheadings with your thesis chair and committee.

**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 already includes the 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 already includes the 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, unless otherwise directed by your department. 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)** Text begins on same line.**Helping Your Thesis Chair to Not Go Crazy. (Level 4)** Text begins on same line.***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)** Text begins on same line.***Using the APA 7th Edition Manual. (Level 5)*** Text begins on same line.***Using the Purdue OWL Website. (Level 5)*** Text begins on same line. **Techniques for Learning BYU Guidelines. (Level 4)** Text begins on same line.***Techniques for Using the Writing Guidelines. (Level 3)*** |

 Did you notice that there isn’t 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 manuscript section of your thesis is found on the reference list following Chapter 5, and that every reference in the list is cited in the manuscript section. Similarly, if you have citations in your appendices are not in your manuscript section/reference list, you need to include a separate reference list for those. You can check your citations 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 8.6 p. 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.
1. **Check the citations in your reference list.**
* Make sure each author is listed and the authors’ 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 and that it matches with the reference list.
* Make sure you have the title of the work (e.g., journal article, book chapter), followed by 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, whereas 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](https://gradstudies.byu.edu/page/etd-instruction-packet) for details regarding formatting and submission standards. See Figure A1 for the flowchart describing the thesis approval process.

**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 chair must make the approval official in the Graduate Progress system.

**Dean’s Office Approval**

After you make all changes the graduate coordinator requires, the graduate coordinator will forward your clean copy of the thesis and the checklist to the Dean’s Office. 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. Provide a revised version of your thesis electronically to the Dean’s Office and upload a pdf version to GradProg.

**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](https://gradprogress.sim.byu.edu/). Please see the [Graduate Progress website](https://gradprogress.sim.byu.edu/resources) for information and guidelines regarding your ETD. For further instruction, you can watch [video tutorials](http://learnsoftware.org/etd/) posted on the Graduate Progress website and sign up for [software training classes](https://lib.byu.edu/services/software-training/) 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 Levels 1 and 2 (include more if bookmark levels if directed by your department). 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 already includes the page break.)

APPENDIX H
Typical Contents of Your Prospectus and Thesis

**Prospectus**

1. Preliminary Pages
	1. Title Page
	2. Abstract (page marker – you will complete it for your final thesis)
	3. 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
	1. Title Page
	2. Abstract
	3. 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. Findings
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.*

TITLE PAGE i

ABSTRACT ii

ACKNOWLEDGMENTS iii

TABLE OF CONTENTS iv

LIST OF TABLES vii

LIST OF FIGURES viii

CHAPTER 1: Introduction 1

 Statement of the Problem 1

 Statement of the Purpose 2

 Research Question(s) 2

CHAPTER 2: Review of Literature 3

 Level 2 Heading Here 3

 Level 3 Heading Here 3

 Another Level 3 Heading Here 4

 Another Level 3 Heading Here 4

 Another Level 2 Heading Here 4

 Definition of Terms 4

CHAPTER 3: Methods 5

 Research Design 5

 Context 6

 Participants 6

 Procedures 6

 First Protocol 6

 Additional Protocol 7

 Data Analysis 7

CHAPTER 4: Findings 8

 Level 2 Heading Here 8

 Level 2 Heading Here 10

 Level 2 Heading Here 10

 Level 3 Heading Here 10

 Level 3 Heading Here 11

 Level 3 Heading Here 11

CHAPTER 5: Discussion 12

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 Level 2 Heading Here 13

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