

# **Advanced Masters Programs**



## **M.A. Thesis Handbook**

**College of Education**

**DePaul University 2015-2016**

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## **Introduction**

The master's thesis can be considered the capstone experience in each student's progress toward a Master of Arts Degree in Education. It provides the culminating experience for students and allows each individual to meaningfully and personally explore the relationship between theory, educational practice (broadly defined) and educational inquiry. In many ways, this should be seen not as an end but as a synthesis and continuation of one's scholarly studies and professional development. It is also important to recognize that this means a continuation and redefinition of one's relationship with the faculty in the College of Education. In this sense, working together with faculty should be seen as a process that leads to a work in which students actively participate in making sense of their world. And while this work, one's thesis, is central to the completion of the Master of Arts in Education, it is the process of collaborating and working closely with faculty that represents the dynamic and reflective nature of the thesis project. This process provides the opportunity for both students and faculty to engage in critical inquiry surrounding shared interests in educational phenomena, issues, questions, and/or problems. Hopefully, this will provide the basis for an ongoing examination of educational issues.

This handbook will explain the purpose of the master's thesis and outline the procedures you will need to follow to successfully satisfy the requirements.

## **Purpose of the Thesis**

The general purpose of the master's thesis is to demonstrate an ability to engage in research, critically analyze and explicate, in a well-documented, organized and coherent manner, an (educational) issue, problem(s) or question(s); to demonstrate knowledge in a substantive area in the field; and to prepare to conduct further independent research. More specifically, the master's thesis is an exercise in problem-posing research. Completion of a Master of Arts Thesis provides an opportunity for students to participate in rigorous intellectual discourse and dialogue.

Problem-posing research is more than the posing of a problem. It is also the process of learning how to question the taken-for-granted assumptions, ideas and beliefs that inform various educational research methodologies, theories, practices and policies. Problem-posing research requires that you open up for examination and debate the nature of the choices made

regarding education, the ends to which they are to be directed, and the means by which they are to be achieved and the interests served. The primary purpose of the master's thesis should therefore be to engage the tentative and problematic nature of educational theory, practice, policy and research.

## **Approaches to Thesis**

Various approaches, research methodological perspectives, or ways of looking at an educational issue, problem or question are appropriate for the master's thesis. Approaches to the thesis can either be theoretical/synthesis, theoretical/applied, qualitative, quantitative, or an appropriate combination.

(A) Theoretical/synthesis theses should include a theoretical analysis and synthesis, that is, a review of the literature that inquires into the beliefs, assumptions, and ideas that inform a specific theoretical framework, or multiple theoretical frameworks and critiques of those theoretical framework(s) that influence how one looks at educational issues, problems or questions, whether in the context of schooling or education defined more broadly.

(B) Theoretical/application theses should include a theoretical analysis and review of the literature that inquires into the beliefs, assumptions, and ideas that inform a specific educational practice, and a critique of what practice that brings to bear on a particular educational issue, problem or question related to the application of that practice, whether in the context of schooling or education defined more broadly.

(C) Qualitative theses rely on data that are collected through one or more of the following methods: interviews, focus groups, observations, document analysis, etc. Studies of this sort are grounded in critical reviews of existing scholarship. As with the theoretical approaches, these types of studies examine a wide range of educational issues, dynamics, experiences, policies, or concerns.

(D) Quantitative theses use numerical data drawn from large preexisting databases, or surveys created and administered by students. Analysis can take a variety of forms, depending on the research questions. As with the other types, students focus on current educational concerns.

## **Format**

In this section, you will find specific guidelines for the organization and presentation of your master's thesis. It should be emphasized that the guidelines for the organization of your chapters are suggestive, not mandatory. However, you will be expected to write the masters' thesis in an approved style with appropriate citations and references. Discuss these matters with the faculty member who is chairing your master's thesis before you begin. Also, keep in mind that the actual number and organization of chapters or sections may be different from the example that follows.

### **Organization and Structure**

What follows is a template for how a thesis may be organized. It is not the only way that a thesis may be organized and presented and the inclusion of the following structural outline should not be considered the definitive organizational paradigm.

#### **Title Page**

#### **Abstract**

#### **Table of Contents**

#### **Chapter I. Introduction**

- a) Statement of the research topic
- b) Statement of the research purpose
- c) Statement of the research question(s)
- d) Rationale and significance of the research study
- e) Definition of key terminology (as applicable)
- f) Nature and order of presentation (a preview of the rest of the thesis)

#### **Chapter II. Review of Literature**

- a) Summary of different points of view on the specific topic or theme found in books, periodicals, articles, and other relevant sources, and historical development of ideas(s) and problem(s) under study
- b) Critical analysis of these views, indicating strengths and weaknesses of previous research and scholarship

- c) General conclusion(s) about recent advances in the specific topic or theme of your literature review
- d) Rationale for current study—an explanation of the contribution your research could make to previous research and scholarship

### **Chapter III. Conceptual Framework and Methodology**

- a) Statement of your educational research issue(s), problem(s) or question(s)
- b) Discussion of conceptual framework(s) used
- c) Discussion of research methodology used
- d) Methods of data collection
- e) Methods of data analysis
- f) Research design limitations

### **Chapter IV. Findings and Discussion**

- a) Presentation of material/data in an organized manner to demonstrate the points that the study contributes
- b) Analysis of material/data collected in relationship to existing scholarship on the topic
- c) Summary/synthesis of findings

### **Chapter V. General Conclusions**

- a) Restatement of your study's purpose
- b) Conclusions with respect to the issues, problems and questions raised in your study
- c) Discussion of the implication(s) of the study for educational theory, practice and/or policy
- d) Limitations of the study
- e) Suggested areas for further research

### **Appendices**

### **References**

### **Thesis Presentation**

In preparing your thesis, there are some considerations that you have regarding style and presentation. Below are some suggestions that should be considered in preparing your thesis. If you wish to employ a style of presentation that is different than the one presented below,

please consult with your thesis chair.

## **Style**

A master's thesis may be written in any acceptable style approved by the chair of the thesis committee. Examples of acceptable styles include:

- American Psychological Association
- Chicago Manual of Style
- Modern Language Association

## **References**

While there is no prescribed number of references, it is expected that the selection of reference materials be appropriate to the methodology and scope of the issues, questions and/or problems under examination. When possible, a range of sources should be included, such as books, refereed journal articles, book chapters, etc., and documented in full citation in the references.

## **Figures and Tables**

In your master's thesis, it is suggested that figures, tables, and footnotes be incorporated appropriately within the text. Short tables and figures and other inserts (e.g., photographs) may appear on a page with some text. Each long table, long figure or other long insert is placed on a separate page immediately after the page on which the table or figure is first mentioned. Footnotes are usually kept to a minimum.

## **Typeface, Font Size, and Margins**

The typeface or font must be sufficient in size and clarity to facilitate the reading of the thesis. To this end, you should use a 12 point type in a font that is clear and legible. Do not use compressed typeface or any other setting that would decrease the spacing between words or letters that would result in reduced legibility. The final copy, to be submitted for binding, must have a left margin of 1 inch to facilitate binding. The final thesis document should be submitted as a PDF to the Department Administrative Assistant (for further information, please see the section titled Submission of a Paper on page 14).



## **Length**

The suggested minimum length is about 60 pages, however, this is not mandatory. Most theses are in the range of 60 to 120 pages. Length, however, is not as important as content.

## **Title Page**

The title page should include the title of the thesis, your name, the phrase “presented to the faculty in partial completion of the requirements for a Master of Arts Degree”, the college and institution name (College of Education, DePaul University), and the month and year of the thesis. A sample title page can be found in the appendix to this handbook.

## **Abstract**

With the final copy of your thesis, you are required to include an abstract of no more than 125 words. The abstract must be precise and specific. You should include the purpose of the study and (some of) the most important of the findings and/or conclusion(s). A sample abstract can be found in the appendix to this Handbook.

## **Procedures**

This section of this Handbook details the steps that you will need to follow in the process of completing your master’s thesis. If you have any questions after carefully reading this section, please consult with the chair of your thesis committee.

### **Identify Area of Interest**

The first step in the process of preparing for a master’s thesis is the identification of an area of interest for inquiry and research. Defining a question(s), or a problem(s) should evolve out of the natural course of your graduate study. You are encouraged to consider issues of interest that arise in your ongoing academic work, through papers that you have done for a class, and the range of experiences that you may have in schools or other educational settings in the broader community. It is recommended that you begin to identify your interest(s) towards the end of your first year in graduate school. While some students complete thesis work during the period of taking courses, many complete their research after completion of coursework. Students

work in a collaborative manner with their thesis chair and other thesis committee members.

## Select a Faculty Member to Serve as Chair of Your Committee

Once you have decided that you would like to do a master's thesis and have an idea of the issue(s) that you would like to investigate, contact a faculty member to discuss your interests. Before choosing a thesis chair, you should feel free to explore your interests with faculty members with whom you have had classes or to approach others whose area of expertise may be relevant to your proposed research inquiry. Your thesis chair is the person with whom you will spend the most time consulting in the formation and investigation of your research question and in developing your thesis.

## Write a Prospectus

To clarify the focus of your research inquiry and to engage potential thesis committee members, it is recommended by some thesis chairs that you write a two to three page prospectus. This is a brief statement of your research question, including some discussion of the issues that you would like to explore, rationale and significance of your question, and possible methodologies for inquiry. The prospectus is not an exhaustive document, but it is a first step in presenting your ideas in written form, which should follow considerable reading and discussion with your thesis chair. As a cogent statement of your intended work, you may use it to engage other faculty members as possible thesis committee members. It will provide an opportunity for them to become familiar with your question of inquiry, give you initial feedback on your ideas, and determine their interest in serving on your committee. As an exploratory document, you should expect the ideas in your prospectus to change as you continue to read, have discussions with and receive feedback from your thesis chair and other faculty on your thesis committee, and as you refine your own ideas about the goals, purpose, and focus of your research proposal.

## Formation of a Committee

A thesis committee is composed of three members: your thesis chair and two other individuals. The committee should have at least one full-time faculty member of the College of Education. The two other members could be from the College of Education (but do not

necessarily need to be), other faculty from the University, faculty from other universities, or, perhaps, from different non-university settings (such as professionals in the field) who may be able to add to the thesis process. All members of the committee must have at least a Master's degree. If there is only one person from the College of Education serving on your committee, s/he should be the chair of the committee. It is recommended that at least one member of the committee be from the student's program and/or department. Some programs require that the chair of the committee is from the student's program or department. You and your chair will need to identify two other people to serve on your committee.

## Develop Proposal

The next step in the process is the development of a thesis proposal. The proposal is a clearly developed paper which has three distinct sections: 1) Introduction (including a statement of your study's purpose, rationale, and significance); 2) Literature review that reflects key themes, issues, or topics that are related to your research focus; 3) Methodology section that includes the Conceptual Framework, Methodology, and Methods (including details about how you plan to go about doing your research),. These three sections are analogous to, the first three chapters of your completed thesis.

The proposal should be based on considerable reading and discussions with your chair. Drafts of your proposal should be shared with committee members in consultation with your chair. Typically a proposal ranges from 12 to 25 pages in length.

## Proposal Review

Following the completion of your proposal, you should confer with your thesis chair to schedule a formal meeting with your thesis committee for approval of the proposal that you have developed.

In this stage, the committee will deliberate and may make one of the four following determinations: 1) Acceptance of the proposal essentially as is; 2) Acceptance of the proposal with minor changes in conceptualization and/or methodology of the study; 3) Recommendation of acceptance pending major revisions; or 4) Non-acceptance. Optimally, this meeting should be a collaborative discussion of your work, including suggestions for refinement. In order to proceed with the implementation of your research, you must have the Approval of Thesis

Proposal Form (a copy of this form is available in the appendix of this handbook) completed with signatures from each of the committee members. This form documents your thesis proposal approval and any required changes to the proposal. Once the form is signed and dated by all committee members, please return it to the Department Administrative Assistant to be included in your student file.

## IRB Review

If your research involves gathering data or using existing data gathered from or about human subjects, you need to comply with the requirements of DePaul's Institutional Review Board (IRB). There is a substantial guide to research with human subjects. All students must follow that guide, which is available on the DePaul website: <http://offices.depaul.edu/ors/research-protections/irb/Pages/default.aspx>. As you begin to plan your thesis research, please keep in mind the need to comply with University regulations regarding Research Participants on Human Subjects. The University must approve any research involving human subjects before any data can be gathered. The procedure for securing University approval begins with submission of the appropriate application to the Local Review Board (LRB) of the College of Education, along with relevant attachments.

When submitting the proposal, the student must choose among the following options for review: exempt, expedited, full review for human subjects. Students are responsible for following the Rules and Regulation for Research with Human Subjects as they appear on the DePaul webpage. These are updated from time-to-time in compliance with federal regulations.

The thesis proposal must be approved by the thesis committee prior to applying for IRB approval. The LRB/IRB process can take at least 4 weeks, depending on when the proposal is submitted and how much revision is required prior to approval. No data can be gathered until approval of the proposed research is granted by the IRB.

Students must also secure approval from school districts or other sites selected for their research and allow time for the process. Students should work with their thesis chair in moving through these processes.

## Doing Your Research

During this stage, you are actively engaged in the process of investigating the question(s)

posed in your proposal through data collection or other forms of inquiry as outlined in your proposal (and approved by the IRB, if applicable). As is the case in any dynamic process of investigation, you may encounter unanticipated information or obstacles as you work. It is important that you discuss pivotal issues and concerns as they arise with your chair to determine how this may reframe your initial question or lead to adjustments in your methodology.

## Drafts of Master's Thesis

Following data collection and analysis, you will develop drafts of your master's thesis. The thesis contains approximately five (5) chapters, of which three are an expansion of the three sections/chapters of your proposal, and the remaining two chapters should include the presentation and analysis of the material/data and conclusions/implications of the research. The number of chapters may vary depending on the research question and overall research design for the study. Drafts of each chapter should be developed in close conjunction with your thesis chair. In addition, throughout this process prior to your oral defense sometimes you may meet with the other members of your committee for discussion and input.

## Registration

When you and your thesis chair have determined that you are almost ready to complete the thesis, you should register for the Thesis Research Course for your academic program. Obtain a copy of the Thesis Course Request Form (available on-line at <http://education.depaul.edu/downloads/forms/M.A.Thesis.Course.R.pdf> and in the appendix to this handbook). This form must be signed by your thesis chairperson. Upon completion of the form, please return it to the Department Administrative Assistant so that you can be registered for the thesis course.

## Preparation for Oral Examination

In preparing for the oral defense with your committee, you should confer with your thesis chair and the other committee members to plan a date for that meeting. At least 10 days prior to the date of the meeting, you are required to submit a copy of the completed thesis to each person on your thesis committee (chair and two members) in preparation for the review.

## Oral Defense Meeting

The purpose of the oral defense is for you to discuss and defend your research. You should bring the original copy of your thesis and any supporting information that is necessary for you to make a summary presentation of your work. During the meeting, committee members will raise questions and inquire about relevant literature, conceptualizations and methodology, analyses and conclusions from your research. The oral review will be an additional opportunity to engage in further dialogue about your research, what you have learned from the process and issues regarding future study.

The oral defense will be held for a minimum of 45 minutes with the student, but 90 minutes is more typical. The committee will then convene privately to determine the outcome of the thesis and oral defense: 1) acceptance of your thesis; 2) conditions for acceptance (e.g. recommended changes in the thesis); or 3) rejection of the thesis.

Once your thesis is approved, your chair and the other committee members must complete the *Thesis Report Form* and the *Report on the Final Oral Examination* (copies of these forms are available in the appendix to this handbook). Both of these forms should be turned in to the Department Administrative Assistant to be included in your student file.

## Deadline for Submission of Theses for Distinction

Thesis committee chairs must submit outstanding theses to the designated committee by four weeks prior to the end of the quarter in which the thesis is completed for consideration for distinction. In order to graduate with distinction, one must have a cumulative GPA of 3.75 or higher and a thesis awarded distinction by the Thesis Review Committee. (See Criteria for distinction, discussed below.)

## Submission of Thesis

One PDF copy of the completed thesis, with approved revisions, must be submitted to the appropriate Department Administrative Assistant for electronic submission to the University, and submission for binding. The student must also submit the completed Abstract and Keyword, and Author Submission Agreement forms for electronic submission; and the binding request form for the bindery. One bound copy of the final thesis is required for submission to the College of Education. It is also recommended that students have a copy bound for their

Thesis Chair. Additional bound copies may be purchased for the student's personal use.

## Timeline for Completion

From conceptualization to completion, the thesis reasonably takes a year to complete but is subject to variation based on topic, program, and the time a student puts into the project. Students should follow directions provided by their chair and/or committee in a timely manner.

## Failing Grade

If your thesis is deemed unacceptable and you receive a "no pass" grade, you may make changes in your present research and thesis as recommended by the committee, or begin on a completely new topic with another committee. In the latter instance, the process begins again with the constitution of a new committee, the development of another prospectus, proposal, plan of action, etc. It is not acceptable to form a new committee and submit work that had not been passed by the previous committee.

## Criteria for Passing

### **Quality of writing, organization, style, development of ideas, etc.**

- Logical organization
- Coherent discussion of issues and ideas
- Careful description of problem(s), issue(s), or question(s), including research methodologies, and research epistemology used
- Appropriate style
- Readability of charts, graphs and illustrations, clarity of photographs.

### **Significance of theses problem(s), issue(s), or question(s)**

- Problem(s), issue(s), or question(s) of current/ongoing concern to the field
- Potential of study to add new insights

### **Quality of analysis**

- Thoughtful analysis of problem(s), issue(s) and question(s) in relation to the information,

material, and data collected

- Considers limitations and significance of the study

### **Quality of conclusions and/or findings**

- Connects theory and practice
- Poses questions for further inquiry

## **Criteria for Distinction**

### **Coherency, creativity, and originality**

- Outstanding articulation of the thesis problem(s), issue(s) or question(s) and the rationale for why the problem(s), issue(s) or question(s) is/are worth studying

### **Comprehensive presentation of existing literature**

- A review of the literature that coherently and creatively articulates both: a) the historical development of the problem(s), issue(s) or question(s) under study; and b) contending strands, schools of thought and perspectives that bear on the topic
- Treatment of literature review goes beyond a mere summary and critically assesses the limitations and possibilities of the previous literature in relation to the study

### **Coherency in presentation of the methodology**

- Describes and provides rationale for the appropriateness—the possibilities and limitations—of the research methodology or methodologies, and research epistemology or epistemologies used in developing the conceptual framework(s) of the study

### **Conclusion(s)**

- Critically addresses the generalizability and applicability of the study and its contribution to extending the bounds of previous research in terms of originality of insight

### **Interplay of the thesis to other work**

- Coherently describes the interplay of the study's definition of problem(s), issue(s) and



question(s) and the implications for the collecting, evaluating and analyzing of information, material and data

**Potential publishability**

- Thesis has extraordinary high quality, unusual thoroughness, comprehensiveness, cogency and creativity of arguments, treatment, and analysis of problem(s), issue(s) or question(s)
- Exceptional writing
- Clarity and cogency of organization
- Comprehensive development and examination of issues and ideas
- Virtual absence of serious grammatical, syntactical, and spelling errors

## Appendix

### Checklist for Completion of Thesis

- ✓ Identify area of interest for research.
- ✓ Select faculty thesis chair and discuss topic/question with the chair.
- ✓ Develop a prospectus that is shared and discussed with the chair as well as other potential committee members as a point of departure for framing the thesis project.
- ✓ In consultation with the chair of your thesis committee, select two additional committee members to form thesis committee (as applicable to department policy; please check with your thesis chair).
- ✓ Write thesis proposal. Meet with committee to discuss and approve proposal or changes necessary for approval.
- ✓ Upon approval of the thesis proposal by your chair and committee, the form is signed by all committee members and submitted to Department Administrative Assistant to be included in your student file.
- ✓ Secure approval of the LRB/IRB, if appropriate.
- ✓ Begin collecting and analyzing data and writing chapters with guidance from thesis chair (and other committee members as needed).
- ✓ Ongoing meetings and consultation with your chair (and when needed, your committee) to discuss working draft(s) of thesis chapters or sections. Meetings should occur at least two times before oral defense.
- ✓ Theses almost always require multiple rounds of revisions. When your chair feels it is ready for the final committee review and oral defense:
  - Register for the thesis course
  - Select date and location of oral examination and confirm with your committee.
  - Submit final draft of the thesis to committee at least 10 days prior to final oral review.
- ✓ Attend the Oral Review meeting and present your work; engage in a discussion about your work with your committee.
- ✓ Make any recommended revisions from the committee as soon as possible.
- ✓ Submit approved thesis as outlined in Submission of Thesis (p.14).

**Sample Title Page**

A CASE STUDY OF INTERGENERATIONAL LIVING

A Thesis  
Presented to  
The Faculty of the Graduate Division of  
Human Services and Counseling and Special Education  
College of Education  
DePaul University  
In Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts

by

Suzette O. Student

January, 2005

DePaul University  
Chicago, IL

## Sample Abstract

### Abstract

#### A Case Study of Intergenerational Living

Suzette O. Student

This study examined twelve individuals living in an adult-adult intergenerational living setting. The purpose of this study was to determine the benefits of intergenerational living for seniors and young adults. There were six senior participants and six younger adults. This study compared the similarities and differences between the seniors and the young adults in two intergenerational houses. It was apparent through this research that intergenerational living provides a reduction in caregiver burden, decreased loneliness for the senior, and, from the mixing of generations, learning for both the seniors and for the young adults. For the younger adults, there was a sense of family and a sense of purpose. There is a need for further evaluation of intergenerational living, but from this research, intergenerational living seems to be working and should be continued.



**Approval of Thesis Proposal**

**Name** \_\_\_\_\_

**DePaul ID#** \_\_\_\_\_

**Major** \_\_\_\_\_

The department has approved a thesis proposal submitted by the above student and has granted permission for student to begin work on the thesis project described in that proposal.

**Title of Thesis:**

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

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

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

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Date of Approval**

\_\_\_\_\_

**Department**

\_\_\_\_\_ (print)

\_\_\_\_\_ (sign)

**Chair, Thesis Committee**

\_\_\_\_\_ (print)

\_\_\_\_\_ (sign)

**Member, Thesis Committee**

\_\_\_\_\_ (print)

\_\_\_\_\_ (sign)

**Member, Thesis Committee**

**DePaul University  
College of Education  
Thesis Report Form**

**I have read the thesis written by:**

**And the following is my report:**

- \_\_\_\_\_ Recommended for review by Distinction Committee
- \_\_\_\_\_ Acceptable—Student may proceed to make \_\_\_\_\_ final copies
- \_\_\_\_\_ Not Acceptable (please provide a reason)

**Reason:**

---

---

---

**Title of Thesis:**

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\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Date**

\_\_\_\_\_

**Department**

\_\_\_\_\_ (print)

\_\_\_\_\_ (sign)

**Chair, Thesis Committee**

\_\_\_\_\_ (print)

\_\_\_\_\_ (sign)

**Member, Thesis Committee**

\_\_\_\_\_ (print)

\_\_\_\_\_ (sign)

**Member, Thesis Committee**

**DePaul University**  
**College of Education**  
**Report on Final Oral Examination**

Name \_\_\_\_\_

DePaul ID# \_\_\_\_\_

Date of Oral Examination \_\_\_\_\_

**Thesis Title:**

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

**Oral Examination:**

With Distinction \_\_\_\_\_

Above Average Achievement \_\_\_\_\_

Average Achievement \_\_\_\_\_

Failure (please provide a reason) \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

*This report is to be considered incomplete unless the examining committee clearly indicates the degree of success in the place assigned, and the reason for failure if the student is not successful. The student may take a second examination only on the recommendation of the committee and after completing conditions stated by the committee. The back of this report may be used for further recommendations when such are deemed appropriate.*

\_\_\_\_\_ (print)

\_\_\_\_\_ (sign)

**Chair, Thesis Committee**

\_\_\_\_\_ (print)

\_\_\_\_\_ (sign)

**Member, Thesis Committee**

\_\_\_\_\_ (print)

\_\_\_\_\_ (sign)

**Member, Thesis Committee**



## **Abstract & Keyword Form**

**Author's Name**

**Thesis/Dissertation Title**

**Keywords**

- 1.
- 2.
- 3.
- 4.
- 5.

**Paper Abstract**

**DePaul University  
Electronic Theses and Dissertations (ETD) Approval Form**

**Steps for submitting your thesis/dissertation:**

1. Complete all sections of this form including required signatures.
2. Complete the Abstract & Keyword form
3. Submit PDF of the completed thesis or dissertation, Approval Form, and the Abstract & Keyword Form to your college graduate studies office.

**Student Information**

**Name** *(as it appears on the thesis or dissertation)*

\_\_\_\_\_

*First Name*                                      *Middle Name or Initial*                                      *Last or Surname*

\_\_\_\_\_

*College/Department conferring degree*                                      *Student ID number*

**Thesis/Dissertation Information**

**Doctoral Dissertation Master's Thesis Graduation Date (MM/YYYY)** \_\_\_\_\_

**Full Title of Thesis or Dissertation** \_\_\_\_\_

**Student Agreement**

By signing this form I agree to place the above document in the DePaul University ETD archive. (<http://via.library.depaul.edu/>)

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