

**GUIDELINES FOR THE PREPARATION OF
THESES, SPECIALIST PROJECTS,
AND DISSERTATIONS**



WESTERN MICHIGAN UNIVERSITY

**GRADUATE COLLEGE
KALAMAZOO, MICHIGAN
2010-11 EDITION**

© 2010 Graduate College, Western Michigan University.
All rights reserved.

Preface

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

This version of the *Guidelines for the Preparation of Theses, Specialist Projects, and Dissertations* allows for flexibility in the choice of formatting styles used in the document. The focus of the review process is to ensure consistency of style within each individual document, rather than enforcing consistency across all documents. This process allows students to better follow the standards of their disciplines and to incorporate new technology into their documents. Students who follow the standards as published in previous editions of the *Guidelines for the Preparation of Theses, Specialist Projects, and Dissertations* are still in compliance, as no new requirements have been added to this version.

As part of the review process, the Graduate College will:

1. Certify compliance with copyright laws and protected subjects regulations.
2. Verify numbering of all pages and consecutive pagination throughout document (i.e., no missing pages, consecutive page numbering throughout text and appendices).
3. Verify compliance with *Guidelines* in matters that require consistency across all documents; i.e., minimum margins of 1.5 inches on left and 1 inch on remaining sides; use of Roman numerals centered at bottom in front matter of document; use of standard serif or sans-serif fonts (no script fonts) in point sizes 10 to 12.
4. Verify consistency in all formatting matters in any given document, i.e., font selection, vertical spacing, preparation of headings, margins, placement of page numbers, etc.
5. Require inclusion of abstract, title page, copyright page, table of contents, and list of tables/list of figures, if needed. Graduate College format to be followed in preparation of abstract and title page. In Table of Contents/List of Tables/List of Figures, tabs must be used to align listed items and page numbers.
6. Edit text of abstracts as needed to ensure quality of scholarly writing.
7. Check accuracy of page numbers listed in Table of Contents/List of Tables/List of Figures.
8. For paper copies, approve the quality of the paper used and the quality of the printing or photocopying.
9. Reserve the right to return papers to departments for substantive editing concerns (numerous typographical errors, poor use of English language, etc.).

The student should be aware that this manual is to be used in conjunction with the style manual chosen by the student's academic department or unit. In matters in which there is a conflict between the requirements of this manual and those of the academic department's style manual, this manual will take precedence. In matters that are not addressed by this manual (for example, style of citations and bibliography), the department's style manual should be followed.

The student and his/her doctoral, project, or thesis committee are responsible for the accuracy of the content of the manuscript, and should proofread and edit the manuscript carefully for correct syntax, grammar, spelling, punctuation, references, and adherence to University guidelines. The Graduate College reserves the right to reject theses, projects, and dissertations that contain errors or do not follow format and style guidelines.

Graduate College

Table of Contents

Preface	ii
Basic Requirements	1
Word Processing and Printing.....	1
Pagination.....	1
Margins and Placement of Page Numbers	1
Headings	2
Vertical Spacing Summary	2
Sample Pages and Instructions	4
Approval Forms	4
Abstract	6
Title Page	8
Copyright	10
Acknowledgments	11
Table of Contents	13
Use of Chapters and Headings	16
List of Tables and List of Figures	17
Tables, Figures, and Equations	20
Tables	20
Figures.....	24
Figures	24
Equations.....	24
Appendices.....	26
Citations and References/Bibliography	27
Copyright Law and the Limits of “Fair Use”	27
Submission, Review, and Approval Process	29
Submission Procedures	29
Paper Review and Approval Process.....	30
Last-Minute Check List	31

Basic Requirements

Word Processing and Printing

Of the most widely available word-processing programs, Microsoft® Word is highly recommended for use in preparing a thesis, project, or dissertation. A formatting template in Microsoft Word is available free of charge on the Graduate College website (<http://www.wmich.edu/grad>). Highly technical or specialized programs such as LaTeX may be used if appropriate -- please check with your advisor.

The following regulations must be observed when preparing your manuscript:

1. Select and use consistently throughout the manuscript any standard serif or non-serif font in point sizes 10 to 12. Script fonts are not acceptable. The same font should be used for all text, headings, page numbers, table titles, and figure captions. A smaller typeface may be used in footnotes and elsewhere if appropriate; however, the size must be at least 10 points.
2. Use a letter-quality, laser, or inkjet printer when submitting a paper copy of the document. The original printed document or a high-quality photocopy may be submitted (except when the document is printed on an inkjet printer—then a photocopy *must* be submitted to avoid ink smearing). Use 20 lb. bond (standard photocopy paper) or heavier paper, on one side of the page only. The same paper stock should be used throughout the manuscript.
3. No evidence of any kind of correction should be visible on the submitted copy. No handwritten corrections of any kind are acceptable.

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

Pagination

Introductory Material. The abstract, title page, copyright page, acknowledgments, table of contents, list of tables, and list of figures pages appear in this order and are considered the introductory material of the manuscript. Page numbers in the introductory pages are expressed in lower case Roman numerals (i.e., i, ii, iii). The abstract and copyright pages are not counted in the page numbering. The first page counted in the numbering is the title page, but a page number does not appear on that page. The first page of the document that bears a page number is page ii, which is usually the first page of the acknowledgments (unless acknowledgments do not appear).

Body of the Manuscript. The main text, illustrations, appendices, and bibliography are considered the body of the manuscript. Each of these pages is assigned a page number that is expressed in Arabic numerals (i.e., 1, 2, 3). Begin the pagination at 1 and continue consecutively to the end of the manuscript, including the appendices and bibliography.

Margins and Placement of Page Numbers

The margin on the left or bindery side of the manuscript must be 1.5 inches; the margins on the remaining three sides must be at least 1 inch. Page number placement is determined by the department's style manual, but should be at least 0.5 inch from the edge of the page. The top margin and page number placement of each new chapter or major section page (major sections generally begin with a heading in all capital letters) may be different from that of subsequent pages in that chapter.

Headings

Careful organization is needed to reflect a logical development of the research project. Most manuscripts are organized by chapters although a structured organization can exist without the use of the specific heading CHAPTER. Also, each chapter or major section may be subdivided by second-, third-, and occasionally fourth- and fifth-level headings to emphasize specific aspects of the discussion. There should never be fewer than two headings under each preceding level (e.g., you would have at least two fourth-level headings if you subdivided a third level). When subdividing a section, always advance directly to the next level of heading; do not skip any levels.

First- and second-level headings should be listed in the Table of Contents, and it is recommended that third-level headings also appear. The wording of the Table of Contents and the text headings must match exactly. The appearance of the levels of headings used should follow your department's style manual, and should be consistent throughout the entire manuscript. Capitalization of the first letter of each word in headings (except articles, conjunctions, and prepositions that are less than 4 letters in length such as *a*, *an*, *and*, *but*, *by*, *for*, *of*, *the*, etc.) is optional. Capitalization in headings, if used, must be consistent throughout the document. Spacing above and below all headings should also be consistent throughout the manuscript.

A sample page illustrating the use of five heading levels is on the following page.

Vertical Spacing Summary

The student's department will determine vertical spacing.

Generally, single spacing is used within a heading, table title, or figure caption that runs more than one line; within reference lists, bibliography entries, and footnotes; and in quoted material if set off and indented within the body of the text ("blocked" quotations). [Normally, quotations longer than 40 words (or 4 lines) are "blocked." If set off, do not use quotation marks unless found in the quotation itself. All material directly quoted must include exact page references.]

Double spacing (one blank line) is frequently used within the body of the manuscript and between single-spaced material and adjacent material, unless such single-spaced material is a heading.

Triple spacing (**two** blank lines between lines of text) is often used above and below headings, tables, and figures (see example on next page). However, other amounts of space may be used as well, as long as the spacing is consistent throughout the document.

If you are using LaTeX or a similar program, please do not use the vertical justification option as this may distribute the spacing above and below the headings unevenly.

CHAPTER I

INTRODUCTION

Historical Background of Problem

Pre-Twentieth Century Delinquency

The problem of juvenile delinquency is a historical phenomenon which has affected every society in the world throughout the centuries (Cavan, 1969). It is a social problem that requires effective treatment and rehabilitation for this group of youngsters, rather than a criminal problem requiring restrained punishments. From a counseling perspective, delinquent behavior results from a socially, mentally, and emotionally immature human personality that needs to be guided and helped not punished.

The Jordanian Problem

The problem of juvenile delinquency has been receiving increasing official attention in Jordan. Majali (1981) indicates that the first reformatory in Jordan was established in 1934, and the first girls' reformatory was founded in 1957.

Separate social department for juvenile delinquency. Modern day Jordan has developed an active program to combat delinquency. A separate department for juvenile delinquency has been formed in the Social Defense Department.

Sample Pages and Instructions

Approval Forms

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

1. The forms are available on the Graduate College's Web site (<http://www.wmich.edu/grad>). Select the appropriate form and follow the instructions. Do not type your own forms—only approval forms generated by the Graduate College may be used.
2. Master's and specialist students will need to print two forms; doctoral students will need three forms. Each of the forms will need to be signed by the student's committee upon approval of the paper.
3. DATE: Use the date of the student's oral defense or the date the paper was approved by the department.
4. NAME: Type in the student's name **exactly** as it appears on the abstract and title page of the paper. (No initials or degree abbreviations should follow the name.)
5. TITLE: Type in the **exact** title as it appears on the abstract and title page of the paper. You may use either upper-/lowercase or all capital letters.
6. DEGREE: Select the correct degree name to follow the words "for the degree of" (do not add any other words):
 - Master of Arts
 - Master of Music
 - Master of Science
 - Master of Science in Engineering (Computer)
 - Master of Science in Engineering (Electrical)
 - Master of Science in Engineering (Industrial)
 - Master of Science in Engineering (Mechanical)
 - Specialist in Education
 - Doctor of Education
 - Doctor of Philosophy

The web-based forms have a pull-down menu for the selection of the proper degree.

7. DEPARTMENT: If your academic unit is a department (e.g., psychology, mathematics), it is not necessary to precede with the words "Department of". If the unit is not a department, the full name of the unit should be given (e.g., The Medieval Institute, School of Public Affairs and Administration). If two lines are needed, place both lines of text above the department line with the longer line over the shorter line (inverted pyramid format).
8. PROGRAM: The official name of the program should appear in this space. Sometimes the program name is the same as the name of the department, and sometimes it differs. If you are uncertain of the official program name, please refer to the current graduate catalog.
8. SIGNATURE SPACES: The web-based forms allow you to type in the names of your committee members under the signature line. Use only black or blue ink for signatures.
9. APPROVAL SPACE: Leave the approval and date spaces at the bottom of the page blank. The graduate dean will complete these upon approval of the paper by the Graduate College.
10. Carefully **proofread** the forms before printing. Any errors will result in the affected form(s) being returned for retyping **and** re-signing. This may delay the approval of the paper.

THE GRADUATE COLLEGE
WESTERN MICHIGAN UNIVERSITY
KALAMAZOO, MICHIGAN

Date July 3, 2006

WE HEREBY APPROVE THE DISSERTATION SUBMITTED BY

Amanda Rachelle Warren

ENTITLED Ridge-runners

AS PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF Doctor of Philosophy

English

(Department)

William Olsen, Ph.D.
Dissertation Review Committee Chair

Creative Writing

(Program)

Nancy Eimers, Ph.D.
Dissertation Review Committee Member

Daneen Wardrop, Ph.D.
Dissertation Review Committee Member

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

APPROVED

Dean of The Graduate College

Date _____

Abstract

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

The abstract page is not numbered, is placed before the title page, and is submitted with each copy of the thesis, project, or dissertation required by the University. The format must be prepared according to the following instructions and shall be similar in appearance to the sample illustrated on the following page.

1. Center the title of your manuscript 1.75 inches from the top of the page. **The title must be an accurate and clear description of the content of the research study and must be identical (including line breaks) to the title appearing on the title page of your manuscript and on the approval forms.** Titles should not be more than 20 words in length.

Whenever possible, use words, not symbols, acronyms, formulas, superscripts, subscripts, or Greek letters.

If your title is more than one line in length, the second and third lines should be single-spaced with the longest line being the first line (i.e., an inverted pyramid shape). Arrange the lines logically (e.g., break after a colon or before a clause).

2. Center the author's name on the third line (a triple space) below the title, and follow the author's name with a comma and the appropriate abbreviation for the degree to be received. The author's name must be identical to that which appears on the title page and the approval forms. Abbreviations for degrees awarded at Western Michigan University are M.A., M.F.A., M.M., M.S., M.S.E., Ed.S., Ed.D., and Ph.D.
3. Center the institution's name—Western Michigan University—followed by a comma and the year the degree is conferred, on the second line (a double space) below the author's name.
4. Begin the text of the abstract on the third line (a triple space) below the institution's name. Indent each paragraph 0.5 inch and double-space the text.
5. The abstract of a master's thesis or a specialist project must be complete on one page.

The abstract of a doctoral dissertation must not exceed 350 words and must be complete on two pages. **If your dissertation abstract exceeds the 350-word limit, it will be shortened by ProQuest/UMI editors.** On the second page of a dissertation abstract, the top margin reverts to 1.25 inches, and no header is used.

See the sample abstract on the next page.

EXPENDITURE CONTROL AND TRADITIONAL BUDGETS: COMPARING TWO IMPLEMENTATIONS

Angela Lauria Gunnink, M.A.

Western Michigan University, 2001

My research will entail examining the budget processes of Kalamazoo, Michigan, and Fairfield, California. The difference between these two cities and their budgets is that Fairfield implemented an expenditure control budget and Kalamazoo operates with a traditional budget. The purpose of this dissertation is to compare and contrast Fairfield's performance with the expenditure control budget to Kalamazoo, a city of approximately the same size in terms of population, square mileage, and local government authority, but operates with a traditional city budget.

This study revisits the empirical claims made by Osborne and Gaebler (1992), which illustrates Fairfield, California as a successful model for budget innovation and performance. This study promises to advance our empirical understanding of how these innovative budgets work and to extend theoretical approaches to reinventing government that have proliferated in public administration over the past 15 years. Much of the prior empirical work that this research project entails is anecdotal and limited. The research that I carry out permits a long-term test of some of the claims made about the effects of entrepreneurial budgeting - claims that were initially made with only a few years experience.

Title Page

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

1. Center the title of your manuscript in capital letters 1.75 inches from the top of the page. The title must be identical, both in wording and in line breaks, to the title appearing on the abstract of your manuscript (in other words, the "inverted pyramid" rule should still be applied).
2. Approximately 10 lines below the title, center the word "by." On the second line (a double space) below "by," center the author's name exactly as it appears on the abstract, the acknowledgments, and approval forms.
3. Approximately 10 lines below the author's name, center "A Thesis," "A Project," or "A Dissertation" followed by 6 lines (7 lines if the academic unit name requires a second line) of single-spaced text identifying the degree and academic unit. Note that it is The Graduate College (see sample page). Be sure to use the correct name for the academic unit (e.g., School of Music, The Medieval Institute, Department of Biological Sciences).
4. Approximately 10 lines below the name of the academic unit, center "Western Michigan University." On the next line, center "Kalamazoo, Michigan," and on the third line center the month and year of actual graduation (April or May, June or July, August, or December). **No comma follows the month.**

VYGOTSKY'S THEORY OF THE CREATIVE IMAGINATION: A STUDY
OF THE INFLUENCES ON PRESERVICE TEACHERS' CREATIVE
THINKING CAPACITIES

by

Stephen J. Worst

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Philosophy
Department of Educational Leadership, Research and Technology
Advisor: Andrea Beach, Ph.D.

Western Michigan University
Kalamazoo, Michigan
December 2007

Copyright

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

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

Copyright by
Your name
Year

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

© 2010 Your name

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

All doctoral dissertations written at Western Michigan University will be made available to the academic community, nationally and internationally, through reproduction by University Microfilms Inc. [UMI]. (Authors of master's theses/specialist projects have the option to deposit with UMI) UMI/Proquest can be contracted to act as the author's agent in filing the copyright registration. For a fee of \$55 (certified check or money order payable to PQIL), UMI/ProQuest will file the necessary application for copyright and deposit 2 copies of the manuscript in the U.S. Copyright Office. Your federal copyright application will be processed upon receipt by UMI, but it will take several months before an official notice can be sent to you. You also have the option of filing your own registration, which requires a fee and the deposit of 2 copies of the manuscript along with the copyright registration form. For more information on fees and options at the U.S. Copyright Office visit: <http://copyright.gov/docs/fees.html>.

The copyright registration form, or further information on copyright law, can be obtained at the Library of Congress Web site (<http://lcweb.loc.gov/copyright>), by calling the U.S. Copyright Office at (202) 707-9100, or by writing to:

U.S. Copyright Office
Library of Congress
101 Independence Ave. S.E.
Washington, D.C. 20559-6000

The following items, available from the Copyright Office, may be of interest:

Circular R1	Copyright Basics
Circular R15a	Duration of Copyright
Circular R21	Reproduction of Copyrighted Works by Educators and Librarians
Circular R22	How to Investigate the Copyright Status of a Work
Circular R38a	International Copyright Relations of the United States

Acknowledgments

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

The acknowledgments page should be prepared according to the following instructions and shall be similar in appearance to the sample illustrated on the following page.

1. Center the heading ACKNOWLEDGMENTS in capital letters 1.75 inches from the top of the page.
2. On the third line (a triple space) below that heading, begin entering the text. Indent each paragraph 0.5 inch and double-space the text.
3. On the third line (a triple space) below the last line of text, beginning at the center of the page and moving right, place the author's name. **The name must be identical to that appearing on the abstract, title page, and approval forms.**
4. The acknowledgments section is numbered in lowercase Roman numerals, beginning with "ii," with the number centered horizontally 1 inch from the bottom of the page. Any subsequent pages would be numbered consecutively.
5. If your acknowledgments text exceeds 1 page, center the heading
Acknowledgments—Continued
on the extra page(s) 1.25 inches from the top of the page. The continued text will begin on the third line (a triple space) below this heading.

ACKNOWLEDGMENTS

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

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

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

Andrew J. Moskalik

Name begins at center [2.875"]—
it is not centered

Table of Contents

An auto-formatted table of contents is acceptable when generated in Microsoft Word or specialized programs such as LaTeX. Automatic generation of the table of contents in Microsoft Word creates links within the document and is therefore recommended for students submitting electronically. It may also be updated during revisions to ensure that the page numbers and headings listed are accurate. Please make sure that page setup and numbering on these pages are consistent with the rest of the text. See the table of contents of this manual for an example of an automatically formatted table of contents. If manually creating a table of contents, the following format is recommended. Refer to the department's style manual when varying from this format.

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

Table of Contents—Continued

 This heading is centered 1.25 inches from the top of the page. On the third line (a triple space) below the heading, continue entering the text. If a page break occurs within a listing of chapters or appendices, the heading CHAPTER or APPENDICES is repeated, a triple space below the page heading.
8. Tab leaders (leader dots) should extend from the last word of each entry to the page number indicating where each entry is located. Leave a small gap (about 0.25 inch) between leader dots and page numbers.
9. If there is only one Appendix, it can simply be labeled APPENDIX. When including multiple appendices, use the heading APPENDICES in your Table of Contents. Each appendix is identified with an upper case letter (i.e. A, B), a title, and is listed in the Table of Contents. **The page number listed in the Table of Contents is for the title page of each appendix.**
10. If you have a section titled REFERENCES or ENDNOTES at the end of the document, this first-level heading will precede APPENDICES in the Table of Contents. The section itself immediately follows the text of the manuscript. However, it is possible to have references or endnotes concluding each chapter. If there is a chapter section for references or endnotes, this would normally be included in the Table of Contents as a second-level heading (see example on pg. 16). Please refer to your department's style manual for details.

Align page numbers at right margin with a right-flush tab

Align end of leader dots with a leader dot tab (ca. 5.375")

Align beginning of chapter titles with a left-flush tab at 0.5"

TABLE OF CONTENTS

ACKNOWLEDGMENTS ii

LIST OF TABLES v

LIST OF FIGURES vii

CHAPTER

I. INTRODUCTION 1

II. DOMESTIC VIOLENCE HISTORICAL REVIEW 6

 The Discovery of Domestic Violence 6

 Feminist Activism and Scholastic Contributions 12

 Mainstream Contributions 14

III. MAINSTREAM AND FEMINIST THEORIES ON VIOLENCE AGAINST WOMEN AND THE ALCOHOL CONNECTION ... 20

 Mainstream Theories of Wife Abuse 20

 Mainstream Theories on Cohabiting Couple Abuse 29

 Mainstream Theories of Alcohol Use and Violence 31

 Feminist Historical Evidence of the Alcohol/Wife Abuse Connection 35

IV. METHODS 44

 Study Objectives 44

 Methodology 44

 Population and Sample 45

 Setting 46

Align dot after number with decimal tab

Indent 2nd level 0.375" from 1st level

Indent 3rd level 0.375" from 2nd level

Table of Contents—Continued

CHAPTER	Repeat heading if chapter or appendix listings divided by a page break	
IV.	DISCUSSION AND RECOMMENDATIONS	50
	Discussion	50
	Recommendations	54
	Endnotes.....	58
	REFERENCES.....	60
	APPENDICES.....	66
	A. Fry Readability Graph	67
	B. Graphs of Weekly Improvement of Performance for All Individuals From the Beginning to the End of Treatment	69
	C. Graphs of Weekly Improvement of Performance for Each Individual From the Beginning to the End of Treatment	82
	D. Graphs of Comparison Between Experimental and Control Groups	106
	E. Treatment of the Writing Performance of Experimental Group From the Beginning to the End of the Program	113
	F. Approval Letter From the Department of Education and Professional Development	117
	G. Approval Letter From the Human Subjects Institutional Review Board	119
	BIBLIOGRAPHY	121

Use of Chapters and Headings

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

TABLE OF CONTENTS

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

List of Tables and List of Figures

If any tables or figures appear in your manuscript, a List of Tables and/or List of Figures should be prepared according to the following instructions. These should be similar in appearance to the samples illustrated on the following pages. As with the table of contents, if your list of tables and list of figures are automatically generated by Microsoft Word or a specialized program such as LaTeX is used, an alternate format is acceptable.

1. Center the heading LIST OF TABLES or LIST OF FIGURES in capital letters 1.75 inches from the top of the page.
2. When both are needed, the List of Tables page(s) precede(s) the List of Figures page(s).
3. On the third line (a triple space) below the heading, begin entering the table/figure listings—single space within entries and double space between entries. Titles should be listed word-for-word the same as they appear in the text. Capitalization of the first letter of each word in headings (except articles, conjunctions, and prepositions that are less than 4 letters in length such as *a, an, and, but, by, for, of, the*, etc.) is optional. Capitalization in headings, if used, must be consistent throughout the document.
4. Headings requiring more than one line should be divided so that the first line is the longest and each succeeding line is shorter.
5. Tab leaders (leader dots) are required for each entry. The leaders should extend from the last word of each entry to the page number indicating where each entry is located. Leave a small gap (about 0.25 inch) between leader dots and page numbers.
6. Each page is numbered with a Roman numeral centered 1 inch from the bottom of the page.
7. If your List of Tables or List of Figures is longer than 1 page, the second page heading is

List of Tables—Continued

or

List of Figures—Continued

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

LIST OF TABLES

1. The New Jersey Task Force Taxonomy of Thinking Skills	17
2. Characteristics of Direct Teaching and Integrated Teaching	38
3. Population Characteristics of Educationally Deficient Adults Enrolled in General Educational Development Programs	42
4. Population Characteristics of Educationally Deficient Adults Enrolled in Basic Education Programs	44
5. Adult Life Cycle Tasks	53
6. Barriers to Learning.....	63
7. A Comparison of the Assumptions and Designs of Pedagogy and Androgogy	66
8. Characteristics of Critical Thinking Programs	75
9. Evaluation of Five Available Critical Thinking Programs According to Perkins' Criteria	76
10. Tests of Thinking	79
11. Social Problems and Their Manifestations as Troubles and Issues	94
12. Summary of the Taxonomy of Educational Objectives in the Cognitive Domain	122
13. Summary of the Taxonomy of Educational Objectives in the Affective Domain	124
14. Age of the Students	133
15. Sex of the Students	133

LIST OF FIGURES

1. Trials-to-Criterion for Subject 1 for Acquisition and Retention Sessions	24
2. Trials-to-Criterion for Subject 2 for Acquisition and Retention Sessions	25
3. Trials-to-Criterion for Subject 3 for Acquisition and Retention Sessions	26
4. Errors for Subject 1 for Acquisition and Retention Sessions	27
5. Errors for Subject 2 for Acquisition and Retention Sessions	28
6. Errors for Subject 3 for Acquisition and Retention Sessions	28
7. Responses/Second for Subject 1 for Acquisition and Retention Sessions	29
8. Responses/Second for Subject 2 for Acquisition and Retention Sessions	30
9. Responses/Second for Subject 3 for Acquisition and Retention Sessions	30

Tables, Figures, and Equations

No designation other than Table or Figure is used to identify tabular or graphic representations in the manuscript. If information in a table or figure is taken from another source, a complete citation should acknowledge the source(s) and page(s); such sources must be cited in your bibliography. No table or figure may be reproduced in whole from another source without express written permission from the author (see pg. 28).

No table or figure is included if not referenced in the text. Additional tables and figures may be placed in the appendices; such tables and figures need not be identified on the List of Tables or List of Figures, and do not need to be referenced in the text.

In the text, the table or figure should be placed as directly as possible after its first reference. However, the narrative may continue even if reference to another table or figure is made -- the table or figure does not need to immediately follow. Two or more tables or figures can be placed subsequently in the manuscript even if narrative referencing them is separated by several pages. Table and figure placement should be consistent throughout the text. A page break may be inserted in the text to allow for the placement of a table or figure on a separate page, leaving blank space on the bottom of the preceding page, if this method is used consistently throughout the manuscript.

It is preferable to number tables and figures sequentially in Arabic numerals, beginning with 1. However, some style manuals and specialized programs allow for sub-numbering (e.g., Table 4a, Figure 1.2) in tables and figures, and this is also acceptable. Keep table titles and figure captions brief, and do not use multiple sentences. Additional descriptive material can be placed, if necessary, in a note below the table or above the figure caption.

Narrative must continue on table/figure pages if there is room for at least two lines of text. Do not, however, inset narrative alongside either tables or figures.

Spacing and format of all tables, figures, and equations should remain consistent throughout the document.

Tables

In order to be designated as a table, the information presented must be arranged in rows and columns (at least 2 of each). Table titles should precisely reflect the table's content. The table should be designed to display information in a way that clarifies the textual description. Tables should be prepared in the following manner:

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

Table 7
 Summary of Approaches for Conducting Evaluations

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

No solid line appears at bottom of page if table continues on another page

Page number remains in same orientation as rest of manuscript

Continued table page begins with this heading

Column headings repeated

Table 7—Continued

Attribute

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

As the hours of training increased from less than 4 hours to 4–10 hours to greater than 10 hours, the percent of participants that had daily contact with family members decreased from 87.5% at <4 hours to 60.0% at more than 10 hours ($p = .025$) (see Table 4).

Table 4

Professional Relationship With Family by Non-Academic Training on Abuse

	Less than Daily Contact		Daily Contact	
	<i>n</i>	(%)	<i>n</i>	(%)
Training >3 hours	8	(12.5)	56	(87.5)
Training 4–10 hours	8	(22.2)	28	(77.8)
More than 10 hours	8	(40.8)	12	(60)

Note. 26.4% are missing: chi square p -value, $\leq .025$.

Pearson's chi square was then used to test if amount of education of child care providers had an association with mandated reporting rates by child care providers.

A greater percentage of child care providers who have a 4-year college (80.3%) or graduate (76%) degree worked in a child care center rather than in a licensed child care home, while those with a high school or community college degree were more likely to work in a licensed child care home (63.2% and 62.9%, respectively). The result was statistically significant, $p = \leq 0.0005$ (see Table 5).

A greater percentage of child care providers with college (66.1%) or graduate degrees (69.2%) stated that they had ever reported abuse to CPS compared to those with

Figures

All kinds of illustrations—such as photographs, graphs, diagrams, and maps—may be presented as figures. As with tables, each figure must be precisely and uniquely titled.

Figures are subject to the following requirements:

1. Present the figure as directly as possible after the first reference to it. If there is not room on that page to present the figure, present it on the next available page and fill the remainder of the page of reference with narrative.
2. Figure caption placement and format are determined by the style manual used by the department.
3. Copies of theses and dissertations deposited with the University Libraries and theses and dissertations submitted electronically may contain color materials, but no reference to specific colors should be made in texts that will be deposited with Bell & Howell. This is necessary because references to color would be meaningless to readers who access the manuscript through Bell & Howell, since Bell & Howell does not have the capacity to reproduce in color. All figures in manuscripts that will be deposited with Bell & Howell should be done in black ink so that neat, sharp photocopies can be made, and all photographs should be black and white and dry mounted on the same type of paper used in the rest of the manuscript, or photocopied with a laser photocopier in black and white.
4. If maps or other large figures that cannot be inserted in the text are used, each must be numbered, included in a list in the introductory pages (e.g., List of Plates, List of Maps), and prepared for placement in a pocket in a bound volume. Foldover pages may also be used -- please indicate on the submission check-in form that your manuscript contains items that will require special handling.

Equations

Equations should be prepared and numbered according to the style manual used by the department. A list of equations is not required. It is customary to set equations off from the rest of the text and number them consecutively throughout the document.

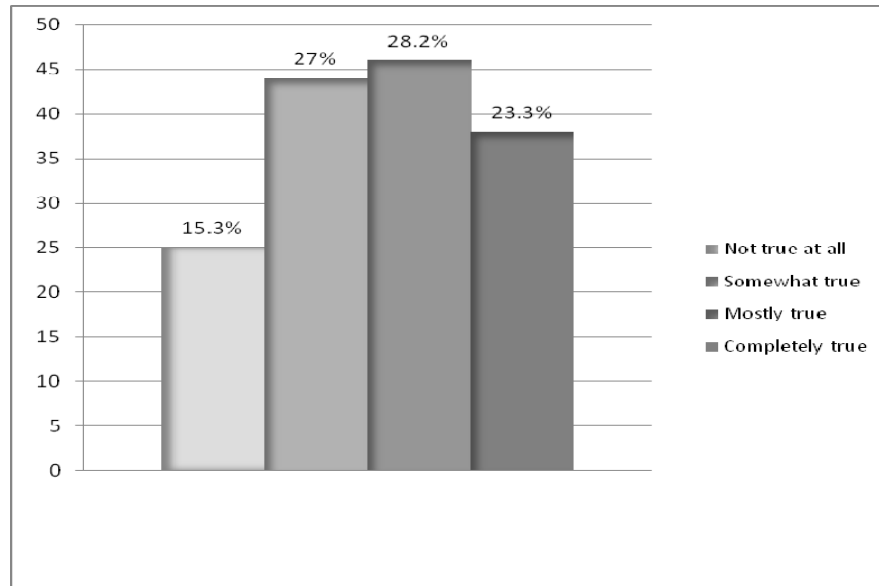


Figure 9. Adequacy of Non-Academic Training on Abuse

Current Understanding of Role as a Mandated Reporter

Sixty-four percent of survey respondents felt they were fully aware of their responsibilities for mandated reporting, 23% felt they had some idea of what they were required to report but did not fully understand it, 3.7% reported they had no idea what they were supposed to report, and 9.8% did not answer the question (see Figure 10).

Sixty-eight percent of survey respondent reported they understood their legal responsibilities in reporting suspicions of abuse or neglect and correctly answered the survey question that they, *not* their supervisor, must report. Twenty-six percent incorrectly identified their supervisor or another professional was responsible for filing a report with CPS, 1.2% believed that based on the severity of the abuse they could make the determination of whether or not they needed to file a report, and 9.8% did not answer the question (see Figure 11).

Appendices

Appendices may include detailed statistical data, questionnaires, form letters, results of pilot studies, figures, or tables providing supplementary information. Do not include letters and documents from individuals or institutions that may reveal the identity of confidential subjects, or take care to block out identifying information when including such materials. **If the student's research involved protected subjects or materials such as those regulated by the University's Human Subjects Institutional Review Board (HSIRB), the Institutional Animal Care and Use Committee (IACUC), or the Institutional Biosafety Committee (IBC), a copy of the signed letter of research protocol clearance must be included as an appendix, ie: HSIRB approval letter.** Manuscripts submitted electronically must still include these materials as part of the thesis or dissertation.

No copyrighted material in excess of "fair use" may appear in the appendices without the express written consent of the copyright holder. (See p. 27, "Copyright Law and the Limits of 'Fair Use'.") Any material that might exceed generally accepted fair use guidelines must be accompanied by a letter from the copyright holder granting the author permission to reproduce (not just use) the material. The most common potential copyright infringement in this regard is the reproduction of standardized tests. It is important to understand that permission to **use** an instrument or test in one's research (whether by paying a fee or through some other arrangement) does not constitute permission to **reproduce** that instrument in a thesis or dissertation.

Doctoral dissertations submitted to UMI/ProQuest are examined closely for inclusion of material copyrighted by other authors, whether individual or corporate. When UMI/ProQuest encounters copyrighted material used without permission, publication is delayed until appropriate consent is obtained—a process that may take many weeks. Further, UMI recommends that authors clearly state when they have devised new instruments and tests as part of their research, in order to avoid ambiguity regarding copyright ownership.

Appendices should be prepared in the following manner:

1. A title page should be prepared for each appendix. The heading Appendix A (B, C, etc.) is centered in the middle of the page (if there is only one appendix, just title it "Appendix"). The title is centered on the second line (a double space) beneath. Each word of the title should be capitalized or not capitalized according to the same system used in the capitalization of your headings. Titles requiring more than one line should be single-spaced and divided so that the first line is the longest and each succeeding line is shorter (inverted pyramid).
2. The page number style and location of each appendix is to be consistent with the page numbering system used in the body of the document. **Every page in each appendix, including photocopied material, must have a page number.**
3. If necessary, margins in the appendices may be narrower than in the text except on the bindery side (left margin of 1.5 inches). The typeface may vary from that of the text if reproduced material.
4. Materials in the appendices must be reproduced on one side of the page only.

Citations and References/Bibliography

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

Copyright Law and the Limits of "Fair Use"

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

Authors who exceed fair use are liable not only to charges of copyright infringement, but to civil penalties as well. Therefore, it is important to be aware of generally accepted limits of fair use and of procedures for obtaining permission for use of materials exceeding the limits. *Copyright Law and Graduate Research* by Kenneth D. Crews is a helpful resource for copyright: <http://www.il.proquest.com/en-US/products/dissertations/copyright/>

Doctoral dissertations written at Western Michigan University are published by UMI/ProQuest, where each dissertation is reviewed for possible infringement of copyright. UMI/ProQuest offers the following guidelines for common uses that may exceed fair use:

1. *Long quotations.* In general, UMI raises questions about quotations from pre-existing materials that extend for more than one and one-half single-spaced pages.
2. *Reproduced publications.* Avoid reproducing copies of any material in the form in which it was originally published elsewhere. Examples include copies of standard survey instruments or questionnaires and articles. This scrutiny applies even if you are the author of the original work; you may have assigned the copyright to the original publisher.
3. *Unpublished materials.* Recent court rulings that narrow the scope of fair use for unpublished works have led UMI to question most uses of manuscript materials.
...
5. *Music.* Many owners of copyrights to musical works—whether the music itself or the lyrics—have aggressively asserted a limited scope of fair use. Thus, any excerpting of music or song lyrics must be made with caution.
...
7. *Graphic or pictorial works.* Reproducing a picture, chart, graph, drawing, or cartoon often constitutes copying the owner's entire work; thus, the right of fair use is narrowly applied.

(Crews, 1992, pp. 16-17)

If there is any doubt about whether or not the potential use is "fair," it is best to proceed as if permission is needed. UMI/ProQuest can also provide authors with information regarding: (a) examples of **permitted** copying, (b) blanket licenses held by UMI that cover some commonly used materials, and (c) copyright owners who routinely deny permission requests. To obtain this information, contact UMI/ProQuest's Copyright Unit at 1-800-521-0600, ext. 7020.

Source: Crews, Kenneth D. (1992). *Copyright law and the doctoral dissertation: Guidelines to your legal rights and responsibilities*. Ann Arbor, MI: University Microfilms, Inc.

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

August 30, 2010

Copyright Holder
Address
Address

Dear Dr. Copyright Holder:

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

(provide full citation of work here)

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

For your convenience, I am including a space for your signature on of the page to indicate your permission for my use of the above-mentioned material. By signing below, you give ProQuest Information and Learning (UMI) the right to supply copies of this material on demand as part of my doctoral dissertation. Please attach any other terms and conditions for the proposed use of this item below. If you no longer hold the copyright to this work, please indicate to whom I should direct my request on the bottom of this page and return it to me.

Name

Date

Please return this letter in the self-addressed, stamped envelope provided. Thank you for your time and attention to this matter.

Sincerely,

Name
Address
Phone

Submission, Review, and Approval Process

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

1. Apply for graduation by the deadline for the semester/session in which you intend to graduate. Graduation applications are available at the Registrar's Office or online at <http://www.wmich.edu/registrar>. It is best practice to check with your department to make sure a current program of study and approved committee appointment form are already on file before you apply for graduation. It is recommended that you apply for graduation at least six months before you plan to graduate - your graduation date can be changed after the initial audit is completed at no additional cost to you by contacting your graduation auditor. *Doctoral students must have completed the graduation audit process and clear any outstanding requirements before the oral dissertation defense can be scheduled.*
2. Format your document according to the requirements of this manual and your department's style manual of choice.
3. *Prior to submitting the manuscript, doctoral students must request information for the UMI agreement form via email to jennifer.holm@wmich.edu.* The candidate must also obtain a Dissertation or Thesis Check-In Form, available on the Graduate College website, which lists the items that must be submitted along with the manuscript by the deadline for the graduation period.

Submission Procedures

Once your departmental committee has approved your paper (indicated by their signatures on the manuscript approval forms), you may submit the paper to the Graduate College. The deadline for submission of papers is published on the Graduate College website (<http://www.wmich.edu/grad>). Your audit letter will also indicate the submission deadline for the term in which you have applied to graduate. The following items must be submitted. Review by the Graduate College will not begin until all items on the dissertation check-in form have been submitted. Failure to submit all required materials will result in the document not being accepted for review.

Master's theses and specialist projects:

- One complete, unbound copy of the manuscript
- One additional title page and abstract
- Two signed, **original** (not photocopied) approval forms with **original signatures** of your committee
- One photocopy of a signed approval form.
- Copyright permission letters, if needed.
- A thesis/project check-in form with current and future contact information.

Doctoral dissertations:

- One complete, unbound copy of the manuscript
- Two additional title pages and abstracts
- Three signed, **original** (not photocopied) approval forms with **original signatures** of your committee
- One photocopy of a signed approval form
- Copyright permission letters, if needed.
- Completed **and signed** UMI agreement form
- One photocopy of UMI agreement form
- \$70.00 fee (subject to change) to cover the cost of microfilming.

- A dissertation check-in form with current and future contact information.

Paper Review and Approval Process

The Graduate College will review the manuscript for compliance with University guidelines. A minimum of two weeks should be allowed for first review for dissertations and a minimum of four weeks for theses, although more time may be needed if extensive corrections are required. Dissertations are read in the order in which they are received in the Graduate College, theses are reviewed post graduation. If corrections are needed, the manuscript will need to be picked up either in person or sent by priority mail, to the student or the student's editor for corrections. The corrected copy will be due back within approximately one week of return of the manuscript - a due date will be specified upon return. Failure to meet this deadline may delay graduation by one semester or session. You are required to return the marked-up copy of the manuscript along with your corrected copy.

The review and revision process involves a minimum of two cycles, depending on the quality of the original work, the revisions and adherence to the guidelines. It will be necessary to correct any and all errors in formatting, spelling, punctuation and grammar indicated. If you need to make changes that involve pagination, please make changes to your table of contents, list of tables and list of figures accordingly. The reader may make stylistic suggestions; it is your choice whether to incorporate these changes.

Once the manuscript format is approved, the Dean of the Graduate College will sign and date all copies of the approval forms; one copy of the signed form will be returned to the candidate. At this point, one complete copy of the manuscript will be due from master's and specialist candidates; this copy will be bound and placed in the University Libraries. *Doctoral candidates will be required to deposit two complete approved copies of the document; one copy will be bound and placed in the University Libraries, and the other copy will be submitted to UMI/ProQuest for microfilming.* Any additional final copies that may be required by the committee or department are the candidate's responsibility.

We strongly advise staying in the vicinity during the review process of your dissertation. However, if you are planning to leave the state after submission of your dissertation or thesis an electronic submission option may be available for you. If you would like to discuss submitting your dissertation or thesis electronically, please contact Jennifer Wendling Holm at jennifer.holm@wmich.edu.

Last-Minute Check List

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

Note: Dissertations submitted for review are not to be bound in any way: no staples, no clips, no notebooks, no holes punched. No special paper, just 20 lb copy paper. Writing must be on only one side of the page.

1. Did you fill out and include the Thesis or Dissertation Check-In form?
2. Are your name and the title of your document **exactly** the same on the approval forms, abstract, title page, copyright page, and acknowledgments?
3. Does your abstract adhere to the 1-page limit for theses and specialist projects or 350 words (2 pages) for dissertations?
4. Is your document consecutively paginated throughout and are all pages included?
5. If your research involved working with regulated subjects/materials (humans, vertebrate animals, biohazards, or genetic material), have you included in the appendices a copy of your protocol approval by the appropriate University board or committee?
6. If you are including previously copyrighted material in your document, have you:
 - contacted the copyright holders and received **written permission** to include the material?
 - properly acknowledged, in your manuscript, the permission given to use the materials?
 - included a copy of each permission letter with the manuscript?

Doctoral students only:

 - made sure the copyright permission letters state that ProQuest Information and Learning (PQIL) may "supply copies on demand"?
 - attached a copy of each permission letter to the UMI agreement form?
7. Does all the material in the appendices have a 1.5 inch left margin and a page number, including reproduced material?

Doctoral Students and Master's Students Submitting for Microfilming Only:

8. Have you included the microfilming fee, payable to WMU (currently \$60 for theses and \$70 for dissertations)?
9. If registering your copyright, have you submitted the \$55.00 fee in the form of a cashier's check or money order, payable to PQIL?
10. Have you signed the UMI agreement form?