

HIGH POINT UNIVERSITY

Norcross Graduate School

THESIS, CAPSTONE PROJECT, & DISSERTATION GUIDE

Effective March 25, 2015

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PURPOSE OF GUIDE

The purpose of the following Guide is to assist students and faculty in the process of writing and submitting a written project to the Norcross Graduate School in partial fulfillment of the student's degree.

The Norcross Graduate School establishes thesis, dissertation and capstone project deadlines and processes to ensure students, faculty and staff have adequate time to deliver a high quality culminating academic project. So that the Norcross Graduate School can verify that the thesis, capstone project, or dissertation is of sufficient quality and acceptable as partial fulfillment of the requirements for a masters or doctoral degree, final submission deadlines are necessarily set earlier than the end of a term.

The thesis, capstone, or dissertation should be a written document (with or without an accompanying multimedia component) that reflects positively on the student, his or her Committee, Department, and School, the Graduate School, and High Point University. In addition, the thesis, capstone, or dissertation should be a unique contribution to the literature of the student's field of study. The student and the Committee share responsibility for the quality of the final product.

REGISTRATIONS

Thesis/Dissertation Registrations

M.A. in History

Students must have a minimum of two thesis registrations, HST-5980 and HST-5990, which cannot occur in the same term. However, students may exceed two registrations by signing up for the thesis continuation course (HST-5990a). Students must continue to register for this continuation course (fall, spring and summer*) until the thesis is approved by the Graduate School.

- Required registrations for the thesis include HST-5980 and HST-5990.
- Following the successful completion of HST-5980 and HST-5990, registration in HST-5990a must be repeated each term until the thesis is approved by the Graduate School.
- Students have five years to complete all degree requirements.

M.Ed. School of Education programs

Students must register for EDU-5200. Students may exceed one registration by signing up for the thesis continuation course (EDU-5200a). Students must continue to register for this continuation course (fall, spring and summer*) until the thesis is approved by the Graduate School.

- Required registration for the thesis is EDU-5200.
- Registration for EDU-5200a is on an as-needed basis; this registration must be repeated each term until the thesis is approved by the Graduate School.
- Students have five years to complete all degree requirements.

Capstone Project Registrations

Strategic Communication

The capstone requires registration in four separate one-credit courses: COM-5900, COM-5910, COM-5920, and COM-5930. These four courses cannot be completed in one semester. A student cannot defend the proposal and the final project in the same semester. Also, a student must continue to register for a capstone project course (fall and spring) until the Graduate School approves the final project.

- Required registration for COM-5900, COM-5910, COM-5920, and COM-5930.
- Registration for COM-5931 (continuation) is on an as needed basis; this registration must be repeated each term until the Graduate School approves the capstone. Students might need to register for continuation for an earlier capstone course.
- Students have five years to complete all degree requirements.

Ed.D. in Educational Leadership

A student must register for EDU-8300 and EDU-8400, which cannot occur in the same term. However, students may exceed two registrations by signing up for the dissertation continuation courses (EDU-8300a and EDU-8400a). Students must continue to register for this continuation course (fall, spring and summer*) until the dissertation is approved by the Graduate School.

- Required registration for EDU-8300 and EDU-8400.
- Registration for EDU-8300a is on an as-needed basis; this registration must be repeated each term until chair of the committee has approved enrollment in EDU-8400.
- Registration for EDU-8400a is on an as needed basis; this registration must be repeated each term until the dissertation is approved by the Graduate School.
- Students have six years to complete all degree requirements.

**Summer registration is based on the 8-week graduate term only.*

GRADING

Thesis/capstone/dissertation project courses do not yield grades with associated quality points. Appropriate grading for thesis/capstone/dissertation project courses follows the grading scheme shown below.

Grading Options	Affected Courses	Notes
<p>HP—A grade of “High Pass” is awarded to students whose performance on their culminating project is considered by their committee to be exceptional.</p> <p>CR—Credit is awarded to indicate satisfactory completion of certain master’s level course work. The grade of CR yields course credits but with no attempted hours or quality points. The grade of CR is not considered in the calculation of students’ GPA.</p> <p>IN—Incomplete is recorded for each registration in a thesis, capstone, dissertation, or product of learning course until the project is completed. A grade of IN is not considered in the calculation of students’ GPA.</p> <p>NC—No Credit is awarded to indicate unsatisfactory completion of certain master’s level coursework. Students cannot be approved for graduation until a course with a grade of NC is retaken and earns a grade of CR. The grade of NC does not earn hours, and there are no attempted hours or quality points. The grade of NC is not considered in the calculation of the GPA</p>	<p>COM-5900</p> <p>COM-5901</p> <p>COM-5910</p> <p>COM-5920</p> <p>EDU-5200/5200a</p> <p>EDU-8300/8300a</p> <p>EDU-8400/8400a</p> <p>HST-5980/5980a</p> <p>HST-5990/5990a</p>	<ul style="list-style-type: none"> The first three one-credit courses in the Strategic Communication capstone project (COM-5900, COM-5901, and COM-5910) are graded separately. If a student successfully completes the tasks for that course, a grade of CR will be recorded. If not, a grade of IN will be recorded. If the student has not successfully completed the tasks for a course in which the student received a grade of IN, a grade of NC will be given. For the final class of the Strategic Communication capstone project (COM-5930), a grade of CR will be given when the capstone chair receives notification of approval from the Graduate School. Performance in COM-5930 that is judged to be exceptional will receive the grade of HP, while unacceptable performance in COM-5930 will receive the grade of NC. The grades of CR and HP can be submitted only when the thesis/capstone/dissertation chair receives notification of approval from the Graduate School. Only programs that award distinction can assign a grade of HP.

TIMELINE AND DEADLINES

It is important for students and their thesis/capstone/dissertation project committees to adhere to the time frames for moving through the project development and delivery processes.

- ☐ **Appointment of the Chair and Committee for either Thesis/capstone/dissertation Project**
Before the student registers for the initial thesis/capstone/dissertation course, the Chair submits the Appointment of the Chair form to the Graduate School. Ideally, the committee should be selected and form submitted to the Graduate School a minimum of two semesters prior to the planned defense of research.
- ☐ **Final approval for IRB should be completed for human subject's research if needed.**
- ☐ **Apply for graduation**
The application for graduation should be submitted a maximum of one semester prior to, or a minimum of one month after, the start of the semester in which the student expects to complete his or her degree requirements.
- ☐ **Submission of almost final product manuscript submitted to committee.**
At least two week prior to defense or a timeframe arranged prior with committee and chair.
- ☐ **Schedule of the Defense**
Before the date of the defense, the Chair submits the Schedule of the Defense form to the Graduate School. The defense should be scheduled to allow the student to meet the submission deadline printed in the Graduate School Bulletin.
- ☐ **Defense Evaluation**
On the date of the defense or the first business day after the thesis/dissertation defense, the Chair submits the Defense Evaluation form to the Graduate School.

If the committee feels substantial changes need to be made, the chair of the committee will discuss these changes with the student. If the changes cannot be made in an acceptable amount of time, the expected graduation date for the student should be changed to the following semester.

- ☐ **Delivery of the revised and finished post-defense copy of the thesis/capstone/dissertation paper with the signed Checklist for Acceptance into the Graduate School**
If the defense was successful, the student submits the revised and finished post-defense, professional final copy of the thesis/capstone/dissertation with the signed Checklist after the defense and before the deadline printed in the Graduate School Calendar. The thesis/capstone/dissertation should be submitted electronically in PDF format. Students may deliver the document to the Graduate School on a flash drive or may send it via e-mail to graduate@highpoint.edu.

If the thesis/capstone/dissertation project does not fully meet the standards of the Graduate School, it will be returned to the student, which may delay the student's graduation.

Time needed may vary from minor corrections to large formatting concerns. Significant errors may cause the student to graduate in a later term.

When possible, it is advisable to submit the thesis/capstone/dissertation to the Graduate School as early as possible prior to the deadline.

☐ **Corrections and resubmission of final product to the Norcross Graduate School**

It is advisable to make the corrections as soon as possible and resubmit the document to the Norcross Graduate School.

All corrections must be made to the satisfaction of the Norcross Graduate School. Students may be asked to make several rounds of corrections if not all are corrected by the student in the initial graduate school review.

☐ **Notification of approved final product communicated to student**

Once the final product is approved by the Norcross Graduate School, the student will be notified via email.

☐ **Submit final PDF copy**

Once notified of the approval of the final product, it is the student's responsibility to submit a PDF copy of their thesis/capstone/dissertation to the Graduate School. Students may hand deliver the document to the Graduate School on a flash drive or may send it via e-mail to graduate@highpoint.edu.

Along with the electronic copy of their thesis/capstone/dissertation, students must also submit a signed copy of the Signature Page. This page must be printed on the bonded paper provided by the Graduate School. All materials should be submitted to the Graduate School office prior to the final graduation date for the semester.

☐ **Receiving credit for enrollments in the required thesis/capstone/dissertation courses**

After the thesis/capstone/dissertation is accepted into the Graduate School, the Graduate School sends written notification to the Chair to change the IN grades to CR.

THE COMMITTEE

Role of the Committee

The committee has many responsibilities, all of which will be not listed in this guide. Some areas for consideration are:

The Committee Chair

- is the student's primary advisor in the process of bringing the research to fruition.
- ensures all protocols are followed by the department, Graduate School, and, if necessary, the IRB.
- ensures the student has been informed of all deadlines and milestones in the process towards completion of the research project.
- approves the methodology and subject of the written research project.
- reads, evaluates, copy edits, and otherwise provides guidance for drafts of the research project.
- reviews drafts for honor code violations.
- works with the committee with their opinions and comments for drafts and/or moving forward with project.
- schedules the defense.
- chairs the defense.
- handles all paperwork related to the grading of the defense and if necessary any follow-up/corrections needed.
- signs off on the formatting checklist the student submits with their initial final draft to the graduate school.
- ensures the student corrects, changes, or revises any suggestion as a result of the defense before submitting the final document to the Graduate School.
- submits the final grade for the project once it has been approved by the Graduate School.

Committee Members

- provide ideas and suggestions for research or direction of project.
- read, evaluate, critique, and provide guidance for drafts of the research project as necessary.
- read and evaluate the final draft.
- participate in the defense of the research project.
- review drafts for honor code violations.

Role of the Student

The student

- is responsive to the guidance of the committee.
- does not rely on the committee chair or committee to rewrite documents, perform spell check or other basic grammatical/spelling issues. It is assumed the student is familiar with basic rules and conventions of writing and has thoroughly proof-read the document prior to submission.
- assumes full responsibility for his/her research project and ensures that it represents a unique contribution to his/her field of study.
- follows the honor code guidelines.
- submits the final research project according to the procedures described in this Guide.
- meets the deadlines established for the proposal, defense and final submission dates
- ensures the quality and accuracy of text, graphics, tables, and figures.

Setting up your Committee

Early in your graduate program (possibly before you enroll), you should discuss with your advisor your anticipated research interest. Your research interest may help you to determine who to select as your chair and committee members. The committee should consist of a minimum of three faculty members from High Point University, one of which is the committee chair. The committee chair should be a faculty member who is designated as graduate faculty, holds a terminal degree, and teaches in the department from which you will receive your degree. The remaining two members of the committee should include one faculty member who teaches in the department from which you will receive your degree and one other High Point University faculty member from another department. Alternatively, the final member of your committee may be a respected member of the community in your field of study or a scholar employed at another four-year, regionally-accredited institution of higher education whose teaching and/or research expertise is in your particular field of study. At least 50% of the thesis/capstone/dissertation committee must be designated as graduate faculty at HPU.

A few points to consider when selecting the chair and committee members:

- Have a clear idea of the research domain on which you want to focus.
- Meet with a graduate faculty member to discuss your research ideas and their appropriateness as the subject of thesis, capstone project, or dissertation.
- Ask a member of the graduate faculty to serve as the chair of your committee.
- Once your chair is selected, ask him/her to assist you in selecting the remaining committee members.
- Discuss your timeframe for completion. Some faculty may be unavailable during certain summer months.

The "Appointment of Chair and Committee" form must be submitted to the Graduate School prior to registering for initial thesis/capstone/dissertation course. Examples of required forms may be found in Appendix B of this Guide.

GUIDELINES FOR DEVELOPING AND SUBMITTING A THESIS/CAPSTONE/DISSERTATION TO THE GRADUATE SCHOOL

Each thesis, capstone, or dissertation project is as unique as the student who created it. Indeed, it is a defining feature of these works that they are distinguishable from other products of learning that have come before. Even so, there are some stylistic conventions that need to be honored to ensure that theses, capstones, and dissertations are recognized for what they are. In addition, there are certain regulations and guidelines to which all culminating projects must adhere if they are to contribute meaningfully to the universe of human knowledge. The following sections describe the conventions and guidelines necessary to successfully submit the thesis, capstone, or dissertation to the High Point University Graduate School.

Research Involving Human Subjects

Students conducting research with the anticipated involvement of human subject must adhere to the standards and protocols set forth by the university IRB. Updated guidelines can be located on the university website – www.highpoint.edu/IRB. According to this source:

"High Point University (hereinafter "University") recognizes the importance of research in the academic environment and to this end established the human participants institutional review board (hereinafter "IRB") to ensure the ethical treatment of human participants. The IRB shall review all research involving human participants performed under University auspices, for compliance with federal guidelines and with ethical standards as set forth by The Belmont Report and the U.S. Department of Health and Human Services. "Research" is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. All University faculty, staff, and students whose research involves human participants must be familiar with and conform to this policy for all activities that fall under this definition." (<http://www.highpoint.edu/irb/policies/>)

Academic Integrity

The High Point University Honor Code is enforced with all graduate student work and should be taken into account when preparing the written research project. The Honor Code states:

Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student and which brings discredit to the student and/or to the University;

Every student is honor-bound to abstain from cheating;

Every student is honor-bound to abstain from collusion;

Every student is honor-bound to abstain from plagiarism;

Every student is honor-bound to confront a violation of the University Honor Code;

Every student is honor-bound to report a violation of the University Honor Code.

In addition, the following points are of particular relevance:

- where material is quoted, use quotation marks if the quotation involves fewer than four or fewer lines; indent, using double spacing, passages, which are longer than four lines;
- where material is paraphrased, be sure the wording is distinctly different from the original source.

Manuscript Preparation

The final written portion of the research project should represent the results of an independent research or creative project conducted by the student in the field in which they are enrolled as a graduate student. The written portion should be written in English and conform to the standards detailed in this Guide as well as the departmental expectations set forth by the director of the student's graduate program. The written portion must meet the requirements of the most recent edition of the writing style manual which is approved by the Graduate School. Students should check with their committee chair to determine the writing style manual in which their written project should be written. Commonly used style manuals include:

- *Publications Manual of the American Psychological Association*, American Psychological Association, 6th Ed. (APA, 2010). www.apastyle.org.
- *The MLA Handbook for Writers of Research Papers*, The Modern Language Association of America, 7th Ed. (MLA, 2009). www.mla.org.
- *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*, 16th edition (2010). www.chicagomanualofstyle.org/home.html

Writing Style resources are available at
http://library.highpoint.edu/reference/citation_guides.html

One of the important roles of the Graduate School is to evaluate the presentation of a thesis/capstone/dissertation submitted in partial fulfillment of the requirements for a master's degree. It is expected that the thesis/capstone/dissertation will be of high quality and reflects positively on the student, his or her Committee, Department, and School, the Graduate School, and High Point University. The keys to having a thesis/capstone/dissertation accepted into the Graduate School include consistency, logical organization, accuracy, and attractive format.

At a minimum, each thesis/capstone/dissertation is evaluated against the items included on *Required Elements of the Culminating Project* (Appendix A). It is the joint responsibility of the student and the student's Chair to ensure that the manuscript is in total compliance with these required elements. Sample pages showing proper formatting are shown at the end of this Guide.

The checklist must be completed and signed by the student and the Chair. The student delivers this signed form and the completed manuscript to the Graduate School by noon on the following dates:

- December 1 for December graduation
- April 15 for May graduation
- July 15 for August graduation

When these dates fall on a weekend, the Monday after the date will become the deadline. When possible, students should submit their completed manuscript as early as possible to allow more time for subsequent corrections (if necessary).

Writing Center Assistance

The University Writing Center is available to all students at all levels of writing abilities. For one-on-one attention to your writing at any stage of your manuscript, schedule an appointment with the writing center, go to <https://highpoint.mywconline.com>, register as a user, login, choose a location, and choose a time.

Library Research Services

The HPU Libraries Reference staff is dedicated to providing the best possible reference services to the faculty, staff, students and graduate students of High Point University. We strongly urge all graduate students as they begin the dissertation process to consult with an HPU librarian. Librarians can provide assistance with basic research, locating and retrieving hard to find resources and helping students properly cite their papers or projects. Reference librarians are available at the reference desk in Smith Library 24/7 and at the Wanek Center Learning Commons 24/5 during the school year. Through our phone, chat, and email reference services, you also have access to a reference librarian 24/7 while classes are in session. Librarians are also available for individual research appointments upon request. Call 336-841-9101 or email reference@highpoint.edu to set up an appointment.

APPENDIX A

Required Elements of the Culminating Project

Structural Formatting

Typing

- ☐ Typeface is a standard font (e.g., Times New Roman) and 11- or 12- points in size.
- ☐ Selected font is used consistently throughout the document.
- ☐ Print is laser quality.
- ☐ Document is typed in black ink only.
- ☐ Printing is single sided.
- ☐ No page begins or ends with a single line of a paragraph.
- ☐ All words fit in their entirety on a line; no word is divided by a hyphen.

Spacing

- ☐ Double spacing is used consistently throughout the document.
- ☐ Single spacing is used only for long quotes, tables, and figures.

Margins and Justification

- ☐ Left margins are 1.5 inches.
- ☐ Top margins are one inch.
- ☐ Right margins are one inch.
- ☐ Left margins are justified.
- ☐ Right margins are not justified.
- ☐ No page is short because of a table or figure; body text must occupy blank spaces around inserted tables, figures, or images.
- ☐ Figures, tables, maps, pictures, and other media fits within the established margins.

Pagination

- ☐ Each page of the manuscript, except the title page, is assigned a typed number.
- ☐ Lowercase Roman numerals (ii, iii, iv, etc.) are used on all pages preceding Chapter 1. The title page counts as page i, but the number does not appear.
- ☐ Typed Roman numerals begin with the signature page.
- ☐ Roman numerals are centered ½ inch from the bottom edge of the page.
- ☐ Arabic numerals (1, 2, 3, etc.) start with Chapter 1 or the introduction (if applicable) and are used for the remainder of the thesis/capstone/dissertation.
- ☐ The first page of the text begins with "1".
- ☐ Arabic numerals are centered ½ inch from the bottom edge of the page.

Tables and Figures

- ☐ Each table or figure is incorporated at the appropriate place in the text.
- ☐ All tables and figures are referred to by number.
- ☐ When more than one table or figure is introduced on a page of text, each follows in the order they are mentioned in the text.
- ☐ Short tables or figures do not stand alone on an empty page.
- ☐ Table or figure schemes conform to the style guide mandated by the student's program and are consistent throughout the document.

Citations

- ☐ In-text citations conform to the style guide mandated by the student's program.
- ☐ Works by the same author(s) with the same year of publication are consistently differentiated by a suffix after the year (e.g., 2005a for the first publication, 2005b for the second publication, etc.).
- ☐ All authors' names are included in the first instance of a citation with multiple authors. Thereafter, the first author's name may be used and followed with et al.
- ☐ Authors' names are listed without titles (e.g., Dr., Mr., Mrs., or Ms.).

Organization of the Thesis/Capstone/Dissertation

Unless marked as "optional," the following pages should be included in the written project in the order shown below. Incorrect formatting will result in the writing project being returned to the student for corrections, which could delay the graduation date.

- ☐ Title Page
- ☐ Signature Page
- ☐ Copyright Page (optional)
- ☐ Abstract (300-350 words)
- ☐ Distinction Award Page (optional)
- ☐ Dedication Page (optional)
- ☐ Acknowledgments (optional)
- ☐ Table of Contents
- ☐ List of Tables (if applicable)
- ☐ List of Figures (if applicable)
- ☐ List of Maps (if applicable)
- ☐ List of Abbreviations (if applicable)
- ☐ List of Symbols (if applicable)
- ☐ Text, divided into chapters
- ☐ Appendices
- ☐ End Notes (if applicable)
- ☐ References

Title Page

- ☐ The title page consists of:
 - o Full title of thesis, capstone, or dissertation.
 - o The full name of the student.
 - o The type of project being submitted (thesis, capstone, dissertation).
 - o The degree being earned (e.g., Master of Arts, Doctor of Education, etc.).
 - o The program from which the degree is being earned.
 - o The school and department (if applicable) from which the degree is being earned.
 - o The month and year on which the student graduated.
- ☐ The title of the thesis, capstone, or dissertation is set two-inches from the top of the page.
- ☐ The title is centered on the page.
- ☐ The title is written in all capital letters.
- ☐ Long titles are double-spaced between lines.
- ☐ The full name of the degree and the program issuing the degree is used.
- ☐ The full legal name of the student is used.

Signature Page

- ☐ The title of the thesis/dissertation is consistent with the title page.
- ☐ The correct name of the department or school is used.
- ☐ The name of the student is consistent with the title page.
- ☐ The name of the degree program is consistent with the title page.
- ☐ The signature lines for all committee members are aligned flush right.
- ☐ The names of the committee members and their position on the committee (e.g., Chair, Member) are written beneath each signature line.
- ☐ The signature line of the head of the Graduate School is positioned beneath the signature lines of the committee and aligned flush left.
- ☐ All signatures are original and written in black or blue ink.

Copyright Page (optional)

- ☐ The copyright symbol (©) and the year of graduation are listed first.
- ☐ The student's name is listed second and is consistent with the title page.
- ☐ The phrase, "ALL RIGHTS RESERVED" is listed third.
- ☐ All three lines are centered both horizontally and vertically on the page.

Abstract

- ☐ The heading, "ABSTRACT" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- ☐ Two double-spaced lines separate the heading from the first line of text.
- ☐ The full title of the thesis/capstone/dissertation is written in all capital letters, is centered at the top of the page, and is consistent with the title page.
- ☐ The name of the student is consistent with the title page.
- ☐ The month and year on which the student graduated is consistent with the title page.
- ☐ The degree being earned (e.g., Master of Arts, Doctor of Education, etc.) and the program from which the degree is being earned are consistent with the title page.
- ☐ The full name of the committee chair is used.
- ☐ The abstract is no longer than two pages.
- ☐ The abstract includes succinct statements of the problem, methodology or procedure, and conclusion or major finding(s) in the thesis/capstone/dissertation.
- ☐ The first line of each paragraph is indented ½ inch.

Distinction Award Page

- ☐ The heading, "[THESIS/CAPSTONE/DISSERTATION] DISTINCTION AWARD" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- ☐ Two double-spaced lines separate the heading from the first line of text.
- ☐ Title of the thesis/dissertation is consistent with the title page.
- ☐ The correct name of the department or school is used.
- ☐ The name of the student is consistent with the title page.
- ☐ The name of the degree program is consistent with the title page.
- ☐ The signature line of the dean or program director is aligned flush left.
- ☐ The name and title of the dean or program director are written beneath the signature line.
- ☐ All signatures are original and written in black or blue ink.

Dedication Page (optional).

- ☐ The heading, "DEDICATION" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- ☐ Two double-spaced lines separate the heading from the first line of text.
- ☐ The first line of each paragraph is indented ½ inch.

Acknowledgments (optional)

- ☐ The heading, "ACKNOWLEDGMENTS" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- ☐ Two double-spaced lines separate the heading from the first line of text.
- ☐ The first line of each paragraph is indented ½ inch.

Table of Contents

- ☐ The heading, "TABLE OF CONTENTS" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- ☐ Two double-spaced lines separate the heading from the first entry.
- ☐ Typing is double-spaced, except when entries run to two or more lines in length. In these situations, single-space between the continued lines.
- ☐ All sections of the manuscript that occur after the table of contents are included.
 - List of Tables (if applicable)
 - List of Figures (if applicable)
 - List of Maps (if applicable)
 - List of Abbreviations (if applicable)
 - List of Symbols (if applicable)
 - Each chapter in the main body of the document
 - Each subsection of each chapter
 - Appendices (if applicable). Each appendix is listed separately.
 - End notes (if applicable)
 - References
- ☐ All main headings of the manuscript are aligned flush left.
- ☐ All first-order headings are indented ½ inch. Second- and third-order headings (if applicable) are indented an additional ½ inch each.
- ☐ Leader lines connect each entry in the table of contents with its associated page number.

List of Tables (if applicable)

- ☐ The heading, "LIST OF TABLES" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- ☐ Two double-spaced lines separate the heading from the first entry.
- ☐ All entries are aligned flush left.
- ☐ Typing is double-spaced, except when entries run to two or more lines in length. In these situations, single-space between the continued lines.
- ☐ Tables are listed by number, title, and the page on which the table is located in the document.
- ☐ The title of the table matches that in the text.
- ☐ Leader lines connect each entry with its associated page number.

List of Figures (if applicable)

- ☐ The heading, "LIST OF FIGURES" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- ☐ Two double-spaced lines separate the heading from the first entry.
- ☐ All entries are aligned flush left.
- ☐ Typing is double-spaced, except when entries run to two or more lines in length. In these situations, single-space between the continued lines.
- ☐ Figures are listed by number, title, and the page on which the figure is located in the document.
- ☐ Leader lines connect each entry with its associated page number.

List of Maps (if applicable)

- ☐ The heading, "LIST OF MAPS" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- ☐ Two double-spaced lines separate the heading from the first entry.
- ☐ All entries are aligned flush left.
- ☐ Typing is double-spaced, except when entries run to two or more lines in length. In these situations, single-space between the continued lines.
- ☐ Maps are listed by number, title, and the page on which the table is located in the document.
- ☐ Leader lines connect each entry with its associated page number.

List of Abbreviations (if applicable)

- ☐ The heading, "LIST OF ABBREVIATIONS" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
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- ☐ Reference list entries are arranged in alphabetical order by the surname of the first author.
- ☐ Two or more references by the same author(s) lists the earlier study before the later study.
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Date

Signature of Committee Chair

Date

Submit this signed checklist with final draft of the culminating project to the Norcross Graduate School office for approval.

APPENDIX B

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Date _____

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Committee's Evaluation of the Thesis/capstone/dissertation Project Defense

☐ Pass

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Approval Signatures

Committee Chair

Date

Committee Member

Date

Committee Member

Date

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Email						
Student ID#						
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EDU 8300 Term	Spring		Summer		Fall	
Dissertation Format	Traditional		DiPP		Other	
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Sample Pages

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page to title

I DON'T FEEL VERY WELL: A LONGITUDINAL ANALYSIS OF MIDDLE-
SCHOOL STUDENTS' WISH FULFILLING IDEATION OF TERMINAL ILLNESS
ON TEST DAYS

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by

Tong N. Cheak

A thesis submitted to the faculty of
High Point University
in partial fulfillment of the requirements for the degree of

Master of Arts

in

Spurious Findings

School of Whimsical Musings
Department of Relentless Pedantry

Include only if a
departmental affiliation
is desired.

May, 2015

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→ We, in the Department of Relentless Pedantry in the School of Whimsical Musings, are submitting a thesis written by Tong N. Cheek, titled, "I DON'T FEEL VERY WELL: A LONGITUDINAL ANALYSIS OF MIDDLE-SCHOOL STUDENTS' WISH FULFILLING IDEATION OF TERMINAL ILLNESS ON TEST DAYS." We have examined the final copy of this thesis for format and content, and we recommend that it be accepted in partial fulfillment of the requirements for the Master of Arts in Spurious Findings.

Dr. I. M. Pontificating
Thesis Chair

Dr. Ewe R. N. Ignoramus
Thesis Committee Member

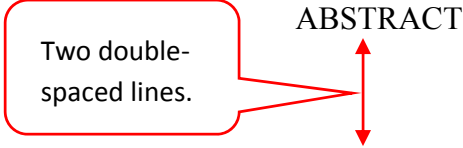
Ms. Plased Childhood
Thesis Committee Member

Accepted by Norcross Graduate School

Vice President for Research and Planning

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ABSTRACT

I DON'T FEEL VERY WELL: A LONGITUDINAL ANALYSIS OF MIDDLE-SCHOOL STUDENTS' WISH FULFILLING IDEATION OF TERMINAL ILLNESS ON TEST DAYS

Tong N. Cheak
May, 2015

Master of Arts in Spurious Findings

School of Whimsical Musings
Department of Relentless Pedantry

Thesis Chair: Dr. I. M. Pontificating

Abundant anecdotal evidence supports the idea that children, particularly those enrolled in middle school (or junior high school, as it is known outside the southern part of the country) have rich psychosomatic manifestations that ebb and flow over the course of the year. Some researchers have concluded that this phenomenon is easily explained by well-documented fluctuations in flu and allergy seasons, or by unexpected life events such as the passing of a grandparent. While there is some merit to these conjectures, they ignore an even more reliable predictor of illness symptoms in children: the dates on which important examinations or held or major homework assignments are due.

The present study followed several cohorts of middle-school aged children ($N = 2,392$) for an entire academic year with the goal of aligning patterns of psychosomatic

manifestation with examination or homework due dates. To provide accurate records of illness symptoms, each child was outfitted with a modified GoPro Hero 3+ (Silver Edition) camera that was affixed to a standard Petzl Elios Climbing Helmet. In addition to providing superior video and audio quality, the modified GoPro also recorded such diagnostic biodata as temperature, blood pressure, heart rate, and respiration rate. Examination and homework due dates were provided by the participating schools.

The participants in this study were instructed to wear their helmets at all times. At 5:00 a.m. each morning, the GoPro was automatically activated and allowed to run until 11:00 p.m., yielding a perfect record of students' health status and subjective experiences of illness or wellness throughout the year. Results of complex analyses indicated that psychosomatic manifestations of illness correlated strongly with published examination and homework calendar, even when controlling for the effects of seasonal allergies and the passing of grandparents. These findings lend strong support to the notion that middle-school children may not always be completely forthright when conveying expressions of internal distress.

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CAPSTONE PROJECT DISTINCTION AWARD

The faculty of the School of Whimsical Musings recognizes Tong N. Cheak for his outstanding capstone project, “I DON’T FEEL VERY WELL: A LONGITUDINAL ANALYSIS OF MIDDLE-SCHOOL STUDENTS’ WISH FULFILLING IDEATION OF TERMINAL ILLNESS ON TEST DAYS.”

This student demonstrated excellence in all capstone components, and his capstone has been awarded with distinction.

Dean of the School of Whimsical Musings
A. Lyre Plucker, Ph.D.

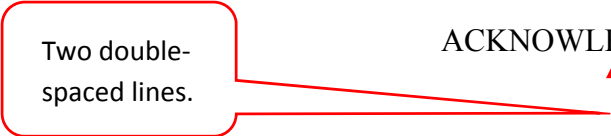
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DEDICATION




This thesis is gratefully dedicated to the parents of the children who participated in this study. Without their consent it would have been impossible to document the truly alarming extent to which middle school students fabricate symptoms of illness in an effort to avoid essential assessments of their knowledge and skills.

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ACKNOWLEDGMENTS



I wish to acknowledge formally my committee chair, Dr. Dr. I. M. Pontificating, and my committee members, Dr. Ewe R. N. Ignoramus and Ms. Plased Childhood, whose guidance, good cheer, and essential advice on capitalizing on unethical research methods made this work possible.

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LIST OF ABBREVIATIONS



FIR Feigned Illness Rate

FAEA Fraudulently Avoided Exams and Assignments

PLWD Parental Lost Work Days

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LIST OF SYMBOLS

α Salinity Value of Fabricated Tears

δ Intensity of Faux Stomach Pains

$M_p \cdot \Theta_i$ Subjective Appraisal Value of One's Acting Ability Multiplied by the Probability of Manipulation Success Divided by Overall Risk Aversion

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INTRODUCTION

In his groundbreaking work on the human capacity for deception, Jeremiah

Steerpike wrote:

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*From time immemorial, men and women of all races, classes, political leanings, and religious orientations have lied to each other. They have done so for many reasons: to gain an advantage, to hide a flaw, to garner a favor. But by far the greatest reason for lies is the avoidance of unpleasant outcomes. With but a few well-turned deceptions, one can soften the hatred of a person we've wronged, redirect the blame for an expensive error in judgment, or gracefully decline a request for labor. Lies, when used correctly and judiciously, preserve one's sense of personal comfort.*¹

Chicago footnote format.

In the decades since Steerpike wrote these words, a robust literature has emerged to

support the fundamental tenets of Steerpike's argument. For example, a recent study of

conflict resolution tactics found that participants who offered mollifying lies after a fight

with a friend were rated more positively by that friend after the conflict than participants

who either apologized to the friend or tried to lighten the mood by making a joke.² The

social benefits of lies were also demonstrated in a naturalistic experiment conducted by

Conrad and Groot (2012). Participants in this study were two sets of neighbors: (a) those

who needed assistance clearing brush on their property, and (b) those who were in a

position to offer assistance. The results of this study showed that neighbors who lied in an

effort to avoid work ("I'd love to help, but my back has been killing me today") were

judged more favorably than those who did help but were not very enthusiastic.

APA citation format.

2" in length

¹ Steerpike, J. H., *Homo Deceptus: A Natural History of Lying Liars*. (Cambridge, MA: Harvard University Press, 1952), 72n, 80n.

² Charles Minion and Paula Creep, "The Fibber's Halo: A Study of the Effects of Lying on Relationship Repair," *American Journal of Deceit*, 73 (February 1993): 67-98.

First Arabic numeral