The Graduate School
at
Fort Hays State University

Guidelines for Thesis and Field Study

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GUIDELINES FOR THESIS AND FIELD STUDY

1. In the following guidelines, the term "thesis" will represent both theses and field studies. The term "advisor" represents thesis or field study advisor.

2. The thesis advisor and the departmental thesis committee have full responsibility for the **content** of the student's work on the thesis or field study.

3. Each thesis must be carefully proofread for typographical errors, grammar, style, citation/ reference accuracy, and format by the student, advisor, and committee before submission.

4. The thesis must be <u>double-spaced</u> with a minimum of 1-inch left, right, top, and bottom margins, using 12-point font size and black ink. See the disciplines style manual and advisor about spacing for block quotations and references. Font style is to be an embedded font, such as Times New Roman.

5. The thesis title on the title page should be in an inverted pyramid style and in all caps.

6. The margins for the title page are: 1-inch left and right, and 1 ½ to 2-inches top and bottom.

7. A short abstract of the thesis must be included in the thesis.

8. Roman numerals are used in the page numbers for the introductory pages (TABLE OF CONTENTS, ACKNOWLEDGMENTS, etc.) The page number is centered, ½ inch from the bottom of the page. All pages, except the title and committee signature page, should be numbered.

9. Titles of major sections of the thesis should be in all caps (e.g., ABSTRACT, ACKNOWLEDGMENTS, TABLE OF CONTENTS, LIST OF TABLES, LIST OF FIGURES, LIST OF APPENDICES, etc.). Bolding of the major section titles are not permissible. Each of these major sections of the thesis should begin on a separate page.

10. The TABLE OF CONTENTS page should include a listing of all introductory pages, main headings, and reference pages. Use dot leaders and a right tab between the title and page number. On the Introductory pages, such as LIST OF TABLES, LIST OF FIGURES AND LIST OF APPENDICES, use small Roman numerals. The page numbers for the remaining pages, beginning with the INTRODUCTION, are Arabic numbers.

11. After successfully defending the thesis and making all the changes suggested by the thesis committee. The thesis should be correctly formatted and edited, before submitting to The Graduate School Degree Analysts, then forwarded to the Dean, who will mark corrections or changes, if any, on the digital copy. Once that process has been completed, the digital copy will be returned to the Graduate School Degree Analyst before the end of the semester. The specific date is listed on the academic calendar for the semester or term and in the Graduate School deadlines.

12. Any changes resulting from the vetting will be the responsibility of the student and must be completed before the thesis is accepted. Credit for the thesis is deferred until the thesis is completed and signed by the Graduate Dean.

13. The title page and committee page (if included) must be signed by the Major Professor and committee in <u>black or blue ink</u>. Then the title page is delivered to the Graduate School for the graduate dean's signature.

14. After the title page is signed by the Graduate School Dean the page is returned to the student, the student will receive instructions and a link to submit the following items to the Forsyth Library Repository.

15. **Please review the repository requirements for uploading process and completion.**

16. **Title:** Enter the full title of your thesis using Headline Capitalization.
    (NOTE: _Do not use all caps and do not put quotes around your title.)_

17. **Author:** Enter an email address that you will be using after graduation so you can receive author updates about the usage of your thesis. Enter your name exactly as it is on your thesis. _The institution <u>must</u> be Fort Hays State University._

18. **Date of Award:** Choose the semester (fall, spring, summer) from the drop down and enter the year as YYYY.

19. **Document Type:** This field must be set to the _Thesis_.

20. **Degree Name:** Select your degree from the dropdown menu.

21. **Department:** Select your department from the dropdown menu.

22. **Advisor:** Enter the title and name of your thesis advisor. (_Example: Dr. Lyman Wooster_)

23. **Keywords:** Enter up to five keywords or phrases, separated by commas. Do not use words that appear in your title or abstract. Examples include geographical locations, scientific terms, technologies used, or other concepts related to your thesis that will help searchers find your work.

24. **Subject Categories:** Select your required subject categories. You may select more than one subject category but you ***must*** include the required category. Please refer to the link below for required subject categories.
    https://fhsuguides.fhsu.edu/ld.php?content_id=45136474

25. **Abstract:** Copy and paste your thesis abstract here. MFA students will copy and paste their artist's statement.

26. **Rights:** Enter your rights statement: Copyright [Year] [Author's full name]
    (*Example: Copyright 2018 William S. Picken*)

27. **Upload Full Text:** Save your original document as a PDF. To locate your file, click the "Browse" button to locate your manuscript on your computer. Your file must meet the requirements listed above to be accepted.

28. ***Please contact your degree analyst if you have any further questions.***

QUICK REFERENCE GUIDE FOR FORMATING A THESIS

Font: Standard embedded font, such as Times New Roman, size 12, 11 or 10. Font style and size is consistent throughout the document. Use ALL CAPITAL LETTERS for the titles of all major headings, for example ABSTRACT, TABLE OF CONTENTS, LIST OF TABLES, CHAPTER HEADINGS, REFERENCES/BIOLIOGRAPHY and APPENDICES. Begin each heading at the top of a new page.

Justification: Left justification, except for title page which is centered.

Line Spacing: Double spacing throughout the thesis. In Word, under Paragraph set the *spacing* at *0 pt before* and *after*. Single spacing is acceptable for blocked quotations, footnotes, end notes, charts, graphs, and appendices.

Margins: 1 inch top, bottom, left and right. If a personal copy is to be bound, the left margin may be set at 1.5 inches.

Title Page: Page is centered vertically and horizontally. Use the template found on the webpage. The title is in all capital letters.

Paragraph Indention: Indent each new paragraph ½ inch.

Page Numbering:

Thesis Section	Page Number Displayed	Page Number Margin	Page Count
Title Page and optional Signature Page	None	None	No
Initial Pages, through List of Appendices (sections 1 -8)	Lowercase Roman numerals, (i, ii, iii, iv, etc.)	½ inch from the bottom	Begin with i on the Abstract page
Thesis Body, beginning with the Introduction	Arabic numerals (1, 2, 3, 4, etc.)	½ inch from the bottom	Begin with 1 on the Introductory page

Order of Pages/Sections:
1. Title Page
2. Optional Signature Page for Thesis Committee, if required by discipline
3. Abstract
4. Acknowledgements
5. Table of Contents, use dot leader tabs with a right tab set at the 1-inch page margin. Titles and page numbers must match
6. List of Tables, if tables are included. Must match the title on the Table
7. List of Figures, if figures are included. Must match the title on the Figure
8. List of Appendices. Must match the title on the Appendix
9. Introduction
10. Body of Thesis, begin each new heading on a new page
11. References, organized alphabetically
12. Appendix or Appendices, including IRB approval letter

These are suggested guidelines, the thesis should follow the author's disciplinary style.

DIFFICULTIES MOST FREQUENTLY ENCOUNTERED DURING THESES VETTING

Suggestion: **Invest in your discipline's style manual and use it. It will be useful to you in your career. Also, get a good general style manual and use it - several are listed below. You might also visit the Writing Center at Fort Hays State University, Forsyth Library #20, (785) 628-4106.**

The comments below are related to items that present frequent difficulties. <u>Some comments may not be applicable to all theses because of differences in discipline style.</u>

1. Confusion in the use of *that*, *which*, *who*, and *what*. *That* clauses are restrictive and essential to the meaning of the sentence. *Which* clauses can be nonrestrictive and merely add information, or a *which* clause can be restrictive and add meaning essential to the sentence. Most sources (APA specifically) reserve *which* for nonrestrictive clauses and set these clauses off by commas. *That* clauses are not set off by commas.

2. *That* refers to animals, things, and is used to introduce restrictive clauses. *Which* refers to lower animals, things, and ideas and is used to introduce nonrestrictive clauses. *Who* (and *whose*, *whom*, *whoever*, *whomever*) refers to persons.

3. Avoid word choices that imply bias against persons on the basis of gender, sexual orientation, racial or ethnic group, religion, disability, or age. Scientific writing should be free of implied or irrelevant evaluation of the group or groups being studied.

4. The word *data* is plural and needs a plural verb (e.g., The data *are* arranged in tabular form.).

5. Use the symbol for percent (%) only when it is preceded by a number. Be cautious in the use of the words *percent* and *percentage*.

6. The pronoun *This/this* needs a referent (e.g., This *procedure* resulted in tremendous damage to the participant.) for clarity and precision in writing, especially if there is a complicated sentence directly before *This/this*.

7. Use of *its* and *it's*. *Its* is possessive, and *it's* is a contraction of it is.

8. "By being consistent in the use of verb tenses, you can help ensure smooth expression. Past tense (e.g., "Smith *showed*") or present perfect tense (e.g., "researchers *have shown*") is appropriate for the literature review and the description of the procedure if the discussion is of past events. Stay within the chosen tense. Use past tense (e.g., "anxiety *decreased* significantly") to describe the results. Use the present tense (e.g., "the results of Experiment 2 *indicate*") to discuss the results and to present the conclusions." (*APA Manual*, p. 33)

9. In general, use figures to express numbers 10 and above and words to express numbers below 10.

10. The headings in the Table of Contents, including wording, punctuation, font, style, etc., should match exactly the headings in the text. The page numbers should also match.

11. In the Table of Contents, List of Tables, etc., the numbers on the right-hand side of the page should be right justified (i.e., line up on the right).

12. The order of the authors' names in reference citations in the text should match exactly the name citations in the References. In multiple author citations, do not change the order of authors' names.

13. The dates and the spelling of all authors' names in the text and in the References should be identical.

14. All authors should be listed the first time (with exceptions noted in your style manual) they are mentioned, and then, Author et al. (Notice the lack of a comma after the *First Author*, the lack of a period after *et*, the period after *al*., and that *et al.* is not italicized) in subsequent citations. If *et al.* is used outside of parentheses, there is no comma before the date [e.g., Smith et al. (1989)], if *et al.* is used inside of parentheses, there is a comma before the date [e.g., (Smith et al., 1989)].

15. Quotations should be exactly as stated in the source, even if incorrect ([*sic*] can be used immediately after an error in a quotation). The author, year, and specific page number(s) should be provided, along with a complete citation in the reference list.

16. Place a period or comma before rather than after closing quotation marks. Put other punctuation marks outside quotation marks unless they are part of the quoted material.

17. Use a comma between elements, and before *and* and *or* in a series of three or more items.

18. Use an *&* within parentheses and use *and* outside of parentheses (for APA Style only).

19. Using a spell checker is obvious, but make sure the correct words are being used in a sentence (e.g., affect vs. effect).

20. Use the proper tense, and do not change tense randomly.

21. The general convention is that a page does not end or begin with one typed line. These lines are sometimes called orphans and widows.

22. When reporting statistics, use the convention of your discipline's style manual.

23. Spell out all abbreviations the first time they are used followed by the abbreviations in parentheses [e.g. Minnesota Multiphasic Personality Inventory (MMPI)]. The abbreviation should be used throughout the manuscript after its first introduction.

24. In individual tables, the numbers in columns should line up on the decimal point.

25. Tables and figures should be referenced in the text, using the appropriate style for the discipline.

INSTRUCTIONS FOR TABS, MARGINS, PAGE NUMBERING IN MS WORD (2010)

Tabs with Dot Leaders (TABLE OF CONTENTS, LIST OF TABLES, LIST OF FIGURES, LIST OF APPENDICES)
- On the Ribbon, click Paragraph dialog box
- Click Tabs at the bottom
  - Clear all tabs
  - Set tab stop position at 6"
  - Set right tab in alignment
  - Select leader 2, click Set
  - Set a left tab stop at .5" if you need to indent a sub heading (Leader 1. None) and click Set
  - Click OK

Setting Margins to 1 inch
- Click Page Layout tab, located at the top of the screen
- Click Margins
- Select Normal

Page Numbering
- Select Insert tab, located at the top of the screen
  - Click Page Number
- Select Position (Bottom) and choose which format to use (Plain Number 2 for center)
- Then select Format Page Number (Choose Roman or Arabic)
- To change the page numbers to Arabic begin a new section by
  - Select Page Layout
  - Click Breaks
  - Select Next Page, under Section Break
  - Disable Links between section by clicking Link To Previous to disable it—in the document
  - Repeat page number procedure selecting Arabic Number Format and then Start at 1
- To make changes to Page Numbering go to the Footer, by selecting Insert tab on the Ribbon and then select Footer.

1 1/2" to 2.0" Even Top and Bottom Margins

FAMILY STRUCTURE, FAMILY HAPPINESS, SELF

CONCEPT, AND ACADEMIC ACHIEVEMENT

IN MIDDLE CLASS FAMILIES

**Title should be
Inverted
Pyramid style**

A Thesis Presented to the Graduate Faculty

of Fort Hays State University in

Partial Fulfillment of the Requirements for

the Degree of Master of Science

**Center text
between margins**

by

Alex Smith

B.S., Fort Hays State University

Date _____   Approved _____
                                                        Major Professor

**1" Left
Margin**   Approved _____
                                                        Dean of the Graduate School

1 1/2" to 2.0" Even Top and Bottom Margins

ABSTRACT

In previous studies regarding betrayal, the primary focus has been on motivations behind the betrayal, the effect of the betrayal on the relationship, and individual differences in betrayal. However, there seems to be little research regarding the different ways in which people cope with betrayal along with the effectiveness of those strategies. Recent studies performed by Rupp (1999) and Hickel (2000) examined the effectiveness of different coping strategies by utilizing a model for the resolution of unfinished business. This model, proposed by Greenberg and Foerster (1996), was based on a task analysis that examined the processes individuals actually used to perform specified tasks and resolve unfinished business during therapy.

Rupp (1999) and Hickel (2000) obtained similar results regarding the model for the resolution of unfinished business. Both concluded that the model has potential for identifying effective ways of coping with betrayal outside of psychotherapy contexts.

In addition to the use of the model for the resolution of unfinished business, Hickel (2000) examined the areas of coping with loss and making sense of and finding benefit in betrayals, processes that were not specified by the model, as ways of coping with betrayal. Her findings suggested that these strategies may assist in coping with betrayal. Although both Rupp (1999) and Hickel's (2000) findings contribute to the knowledge about how people cope with betrayal, they involve certain limitations. Both studies explore how persons cope with betrayal, however they are constrained by preconceptions based on the model of unfinished business, or ideas based on bereavement literature. An additional constraining factor is included in Rupp's (1999) study.

ACKNOWLEDGMENTS

This thesis was made possible through the help, advice and support of many individuals. A very special thanks to Dr. Robert Smith, my advisor, who had the expertise to guide me through many difficult situations. Thanks also to the members of my graduate committee, Dr. Ann Jones, Dr. Daniel Evans, and Dr. Chris Henderson, for reviewing my thesis and making recommendations along the way.

Also, thanks to my parents, John and Eleanor, and my brother, Ron, for always being there for me. You will never know how much I appreciate your love and support!

TABLE OF CONTENTS

LIST OF TABLES

NOTE:

*Double space the LIST OF TABLES.

*Table titles should be typed <u>exactly</u> as they are typed above or below
  each table.

LIST OF FIGURES

NOTE:

* Double space the LIST OF FIGURES.

*Figure titles should be typed <u>exactly</u> as they are typed above or below
 each figure.

LIST OF APPENDICES

NOTE:

*Double space the LIST OF APPENDICES.

*Appendix titles should be typed <u>exactly</u> as they are typed on Appendix
  pages.

INTRODUCTION

Jones and Burdette (1994) note that "half of one's most important current relationships involve betrayal, while virtually everyone has betrayed and been betrayed at some point in life" (p. 260). On a similar note, Jones, Couch, and Scott (1997) state that "betrayal is fairly commonplace and is most likely to occur in one's most important relationships" (p. 480). Even though betrayal seems to be fairly commonplace, the research on it has only just begun (Jones & Burdette, 1994).

There appears to be little research aimed at identifying various ways in which people cope with betrayal, despite its frequent occurrence. Therefore, the purpose of the present study was to examine the various ways in which people cope with betrayal. This chapter provides a background for the description of the method of the study by considering several aspects of the concept of betrayal and by reviewing the research pertaining to coping with betrayal.

The Concept of Betrayal

Defining Betrayal

Of the several definitions of betrayal that exist in the literature, the current study uses a definition proposed by Jones et al. (1997). According to Jones et al. (1997), betrayal is any violation of trust and allegiance that occurs within the context of established and ongoing relationships. Couch, Jones, and Moore (1999) have recently considered betrayal in similar terms. Couch et al. (1999) describe betrayal as a serious violation of trust and commitment containing two essential features. First, a relational partner commits a harmful act that hurts the victim in one way or another, and second, the behavior in question is committed by someone whom the victim trusted.

Putnam and Hansen (1972) surveyed a stratified sample of 375 females 16 years of age. The Tennessee Self-Concept Scale and the Vocational Development Inventory (VDI) were utilized. The results of the study indicated that self-concept was useful for predicting vocational maturity in females. Means of VDI indicated that females were lower in vocational maturity than males.

A study by Royalty, Sedlacek, and Johnson (1984) focused of self- esteem and career maturity. The sample, made up of freshmen and seniors, was divided into Homemaking-Oriented, Traditional, and Non-Traditional College females, according to vocational choice expressed on a questionnaire. Traditional consisted of students whose choices were ones in which 50% or more of employees in the occupations were female according to the United States Department of Labor. The Non-Traditional category consisted of those students whose occupational choices were identified as ones in which 10% or fewer of those people employed in the occupations were female. The remaining subjects were identified as Homemaking-Oriented[1]." The Tennessee Self-Concept Scale and the Attitude Scale of the Career Maturity Inventory were used. Analysis of variance indicated seniors' self-esteem and career maturity scores were significantly higher than the freshmen's scores. Among the career-oriented women (traditional and non-traditional), mean self-esteem scores were significantly . . .