I. **INTRODUCTION**

II. **SUPPORT AND PROCEDURE**
- Thesis Committee
- Thesis Topic and Prospectus
- Thesis Defense

III. **THESIS PREPARATION AND SUBMISSION**
- Format
- Copies
- Typing Guides
- Approval Sheets
- Preliminary Pages
- Thesis Abstract

IV. **FORMS AND EXAMPLE PAGES**
- Thesis Proposal Approval Form
- Thesis Approval Form
- Example Copyright Page
- Example Title Page
- Example Abstract
- Example Table of Contents
- Example List of Tables
- Example Table
- Example of a Table Integrated in the Text
I. INTRODUCTION

The Graduate Studies Office of The University of Texas at Brownsville has adopted this guide to assist students in the mechanical detail of writing a thesis for the Master’s degree. A thesis is an accurate report of research conducted by the student and as such should reflect credit upon the student, the major department and The University of Texas at Brownsville. Important and worthwhile research can be written in such a manner that it loses much of its significance. Therefore, it is important that students present their work in a manner that is grammatically correct, attractive, and academically rewarding.

The University of Texas at Brownsville service area provides excellent opportunity for research in all fields of graduate study. Graduate students are encouraged to pursue research activities as the opportunity for making a significant contribution in their field is great due to the lack of previous research in the geographic area. However, the decision to write a thesis should be a deliberative one. It is a major research activity and as such requires time, planning and the attention to detail necessary for all scientific endeavors. The master’s thesis must be able to stand the scrutiny of professional colleagues.

II. SUPPORT AND PROCEDURE

Thesis Committee

A thesis committee of three or more graduate faculty members shall be appointed by the chair of the thesis committee. The thesis must be acceptable to the student’s major professor, the thesis committee and the Graduate Studies Office. The research and the manner in which it is presented in the thesis are the responsibility of the student, the major professor, and the committee. The concerns of the Graduate Studies Office are with the format used in the presentation of the thesis, adherence to stated procedures and deadlines.
Thesis Topic and Prospectus

The thesis topic and prospectus must be approved by the major professor, the thesis committee and the Graduate Office prior to the student undertaking the research problem. All proposed research must be approved by the UTB Human Subjects Research Review Committee prior to the collection of any data. The thesis prospectus normally covers the first three chapters in a five chapter thesis format. A thesis proposal approval sheet is included in this document and serves as a cover sheet for the prospectus.
The University of Texas at Brownsville

Thesis Proposal Approval

Title of the Research Project

A Research Proposal

Presented to the

Graduate Faculty of the

(Name of School or College)

in Partial Fulfillment

of the Requirements form the Degree

(Name of Degree)

by

(Name of Student)

(Date)

Approved by the Thesis Committee:

________________________________________

________________________________________

________________________________________

Approved by the Graduate Office:

________________________________________

Dean of Graduate Studies

A COPY OF THE THESIS PROPOSAL MUST BE ATTACHED TO THIS APPROVAL SHEET AND FILED IN THE GRADUATE STUDIES OFFICE.
Thesis Defense

Students must successfully defend their research before their thesis committee and a representative appointed by the Graduate Studies Office from outside of the discipline represented by the student. Thesis defense meetings are scheduled by the Graduate Office announced in advance and open to the university community. Students are responsible for meeting all deadline dates with regards to the thesis and should consult the academic calendar found in the university class schedule published each semester for deadline dates related to completion and submission of the thesis. A copy of the completed thesis must be delivered to the Graduate Program Representative. Questions not answered by this guide or the current Graduate Bulletin should be referred to the major advisor or the Graduate Office.

The origin of the oral thesis and dissertation defense is in the European tradition in which students "read" in a discipline and then write a thesis paper about some aspect of the discipline. In this country, students usually have highly structured programs of study with frequent examinations and little interaction with faculty on their research...thus the nature of the oral defense is different. In Europe, the thesis defense is the major evaluation of the student's entire education. In this country, the purpose of the oral thesis defense is a little different.

The purpose of the thesis defense at UTB is to:

- provide an opportunity for the committee and others to discuss and interact together and with the student on the research,
- provide an opportunity to share with the educational community new research,
- provide an opportunity to assess the student's ability to express his or herself orally in an academic forum,
- provide evidence through the written document of the student's research skills and writing ability,
- provide an opportunity for scholarly debate when appropriate.

During the defense proceedings the degree candidate is given an opportunity to debate as a peer and in this aspect moves from the role student to that of colleague in the examination of thesis ideas.
Thesis and Dissertation Defense
Guidelines for Committee Members

The graduate faculty presumes that its members will exercise sound academic judgment in the conduct of all graduate examinations. The following instructions are guidelines to the conduct of an examination and specify the consequences of the balloting at the end of the examination.

1. **ATTENDANCE OF THE COMMITTEE MEMBERS:** Each member is expected to attend the entire examination. Those who cannot do so should ask the Thesis or Dissertation Committee Chair and the Dean of the Graduate School to appoint someone else. In no event shall the examination be held without a full complement of committee members. If at the time of the examination a committee member is absent, the student’s major advisor must notify the Graduate Dean and find a suitable replacement or cancel the examination. To verify that the replacement is a member of the Graduate Faculty, the advisor should call the Graduate Office, ext. 6552. If the absent member is the Graduate School representative, the advisor shall call the Graduate Office to request the immediate appointment of another representative.

2. **LENGTH OF THE EXAMINATION:** There is no time limit set by the Graduate School. However, at least two hours, but probably not more than three hours, should be scheduled for an examination. If questioning is not completed in a reasonable length of time, the examination may be adjourned until a later time, which is not to exceed three weeks duration from the scheduled examination date.

3. **COPIES OF THE THESIS OR DISSERTATION:** Each committee member shall have a copy to read at least seven working days prior to the examination. The oral examination is not to be held until the thesis or dissertation is in final draft (except for minor points brought out during the examination) as described in Guidelines For Preparing A Thesis or Dissertation. A vote to fail the candidate or adjourn the examination may be cast if the thesis or dissertation is incomplete or requires substantial rewriting.

4. **VOTING:** Committee members may discuss any topics concerning the candidate’s performance and qualification. However, committee members must cast their votes independently. A vote to pass, fail, or adjourn the examination to a later date may be cast. A candidate will pass the examination if all votes but one are to pass. A candidate will fail if there are two or more votes to fail, and the examination will be adjourned if there are two or more votes to adjourn. Two votes of fail override two votes to adjourn. One vote to fail
and one vote to adjourn are not acceptable and an additional ballot or ballots must be cast. If the vote is to adjourn, the examination must reconvene within 3 weeks.

5. **GRADUATE FACULTY REPRESENTATIVE**:

- The Graduate Dean’s Representative will call the oral examination to order. The dean’s representative shall determine that the thesis or dissertation is in final draft form as required. In the event that the thesis or dissertation is found not to be in such form, the examination shall be adjourned and the Dean of the Graduate School notified immediately. It shall be the responsibility of the student and the advisor to bring the thesis or dissertation into a final presentable form according to the provision of the Guidelines for Preparing a Thesis or Dissertation.

- It will be the responsibility of the Dean’s Representative to see that the ground rules are discussed and understood by all present for the examination.

- Following this the major advisor assumes the chair and has the responsibility of presiding over the questioning of the candidate. Each member of the committee shall be given sufficient time and opportunity to question the candidate.

- After questioning of the candidate is complete, the Dean’s Representative shall resume the chair. The candidate is asked to leave the room. General discussion of the examination and the candidate’s performance should be allowed and encouraged before balloting.

- At the conclusion of the exam, each member of the committee will vote. The Dean’s Representative tallies the vote, announces the result, and executes the form titled Report of the Examination Committee and Dean’s Certificate.

- The candidate is informed of the results by the Committee Chair.

- The Dean’s Representative is responsible for delivery of the Dean’s Certificate to the Office of the Graduate School. Under no circumstances shall the vote form be given to the student.

6. **VISITORS**: Thesis and Dissertation defense meetings are open to the University community. Questions from visitors should be restricted to the thesis or dissertation or the clarification of prior answers and should not introduce new topics. Visitors’ questions should be addressed to the chair, who may use discretion in addressing them to the candidate. The length of time devoted to questioning of the candidate by visitors is at the discretion of the major advisor. Visitors should arrive before the examination begins and will be excused when the questioning of the candidate is complete.
III. THESIS PREPARATION AND SUBMISSION

Format

The main aim for the format of the thesis is consistency, logical organization, attractiveness, and mechanical correctness. Although this guide covers most of the general areas involved in the preparation of a thesis and includes specific examples, it does not cover all presentation possibilities. No set of examples and regulations can substitute for sound judgment. The general recommendations is that theses, abstracts and proposals follow the format of the latest edition of the *Publication Manual of the American Psychological Association*, Date Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*, or the *MLA Handbook for Writers of Research Papers*. For help in selecting the appropriate format for their discipline, students should consult with their major professor and thesis committee and purchase the appropriate publication or style manual.

Copies

One original copy of the thesis must be submitted to the Graduate Studies Office by the deadline date published in the most recent class schedule. Submit PDF file to the Office of Graduate Studies for electronic submission to the Texas Digital Library Repository.

Typing Guides

The following typing guides are recommended: margins, left, 1-1/2"; right and bottom of the page, 1"; first line of type 1-1/4" from the top of the paper. There are two sets of page numbers in the thesis. The preliminary pages (the title pages up to the body of the paper) should be numbered with small (lower case) Roman numerals centered at the bottom of the page. The second set of number, Arabic numerals, begins with the first page of Chapter I and continues throughout the paper, references and appendices. Every page of the paper (except blank cover page and signature page) is assigned a number, although that number may not be typed on the face of every page. The title, copyright and dedication pages are given numbers but they do not appear on the pages. The first page of each Chapter, in the body of the thesis, is included in the numbering but does not have a number typed on it.

Approval Sheets

Each of the five copies of the thesis submitted to the Graduate Studies Office is required to have an approval sheet (on the same paper and in the same type style as the rest of the thesis). This sheet must be signed by the student's committee and the Graduate Studies Office representative. The signatures must be original and no one may sign another person's name. The approval sheet, which is not numbered, is inserted before the title page. A copy of the approval sheet is included in this document.
Preliminary Pages

The preliminary pages of a thesis include the title page, copyright page (if needed), dedication page (if any), acknowledgements (if any), Abstract, Preface or foreword (if any), Table of Contents, List of Tables, List of Figures, and List of Symbols (if any). A short vita of the Student may be included following the appendices at the end of the thesis. The vita page is not numbered. The pages of the thesis should be placed in the following order:

1. Cover Sheet - front and back
2. Signature/Approval Page
3. Title Page
4. Copyright Page – optional
5. Dedication Page – optional
6. Acknowledgement - optional
7. Abstract
8. Table of Contents
9. Text
10. References
11. Appendices
12. Vita – Optional

Thesis Abstract

Each thesis is required to have an Abstract which may contain the following: (1)a short statement of the problem or area of investigation; (2)a brief discussion of the methods and procedures used in gathering the data; (3)a condensed summary of the findings; and (4)conclusions of the study. The Abstract may not exceed 350 words and is the responsibility of the student and the committee.
Title

by

Student Name

A Thesis Presented to the Graduate Faculty of the (School/College Name) in Partial Fulfillment of the Requirements for the Degree of

Master of (Degree)

in the Field of (Name of Field)

Approved by:

____________________________
Name
Thesis Director

____________________________
Name of Committee Member

____________________________
Name of Committee Member

____________________________
Dr. Charles Lackey
Dean of Graduate Studies

Graduate School

University of Texas at Brownsville

(MONTH AND YEAR)
COPYRIGHT

BY

(NAME OF STUDENT)

(MONTH, DAY AND YEAR)
Complete Title of the Thesis
Research

A Thesis Presented to the
Faculty of the (Name of College or School)
The University of Texas at Brownsville

In Partial Fulfillment
of the Requirements for the Degree
(Title of the Degree)

by

(Name of the Student)

(Month and Year)
(SAMPLE ABSTRACT)


ABSTRACT

The primary purpose of the study was to collect and analyze data concerning attitude toward and practice of corporal punishment by educators selected by administrators and peers for teacher of the year awards. Regional trends on the issue of corporal punishment were investigated.

The study was descriptive. The data-gathering instrument was a questionnaire designed by the researcher. The population surveyed was the teacher of the year program award recipients from 1980 through 1984 inclusively. Two follow-up requested were conducted; one by mail and another by telephone. The n of the study was one hundred and thirty-five (n=135). This represented a 56.25% rate of return.

The analysis of the data was presented by percentage results of the total sample and, subsequently, for each of eight regions of the united states. The chi-square test was applied to five ex post facto hypotheses.

The major conclusion of the study was that the overwhelming majority of the teachers of the year do not use or support corporal punishment. There was no significant difference in the sample with regards to education, school setting, grade level, or gender. The sample also reported, as opinion, that written policies are followed and that parents are well-informed about the issue of corporal punishment.

Various recommendations were made as a result of the study. Including among the recommended actions were replications with these groups: other school systems to compare "typical teacher"

Responses to "excellent teacher" responses, recognized "excellent" school systems, and other pertinent professionals. Also recommended was revision the research instrument for better item specificity.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Rationale for Studying the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>3</td>
</tr>
<tr>
<td>Assumptions and Limitations of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Overview of the Study</td>
<td>6</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td>Theoretical Orientations</td>
<td>7</td>
</tr>
<tr>
<td>Two Empirical Studies</td>
<td>14</td>
</tr>
<tr>
<td>Summary of the Literature Review</td>
<td>18</td>
</tr>
<tr>
<td>III. DESIGN AND PROCEDURES OF THE STUDY</td>
<td>19</td>
</tr>
<tr>
<td>Participants</td>
<td>19</td>
</tr>
<tr>
<td>Instruments</td>
<td>21</td>
</tr>
<tr>
<td>Procedure</td>
<td>25</td>
</tr>
<tr>
<td>Analysis</td>
<td>26</td>
</tr>
<tr>
<td>Summary</td>
<td>27</td>
</tr>
<tr>
<td>IV. RESULTS OF THE STUDY</td>
<td>29</td>
</tr>
<tr>
<td>General Results for Group Data</td>
<td>29</td>
</tr>
<tr>
<td>Results for Data from Individual Leader Pairs</td>
<td>39</td>
</tr>
<tr>
<td>Summary</td>
<td>56</td>
</tr>
<tr>
<td>V. SUMMARY, DISCUSSION, AND RECOMMENDATIONS</td>
<td>58</td>
</tr>
<tr>
<td>Summary</td>
<td>58</td>
</tr>
<tr>
<td>Discussion</td>
<td>61</td>
</tr>
<tr>
<td>Recommendations</td>
<td>70</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>77</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>86</td>
</tr>
<tr>
<td>A. THE UNIVERSITY OF TEXAS: APPLICATION FOR REVIEW OF</td>
<td>87</td>
</tr>
</tbody>
</table>
RESEARCH INVOLVING HUMAN SUBJECTS

B. SUBJECT RELEASE FORM - GROUP LEADERS 88

C. DEMOGRAPHIC AND PERSONAL DATA 89

FORM-GROUP LEADERS
D. GROUP THERAPY QUESTIONNAIRE - F3 90

E. SUBJECT RELEASE FORM 91
F. DEMOGRAPHIC AND PERSONAL DATA 92

FORM - SUBJECTS
G. LEADERSHIP SCALES QUESTIONNAIRE 93

VITA 95
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Means and Standard Deviations of Utility Values in Rank Order for Combined Groups</td>
<td>14</td>
</tr>
<tr>
<td>2. Mean Utility Values Assigned to Competency Statements by Respondent Groups</td>
<td>21</td>
</tr>
<tr>
<td>3. Results of Application of Newman-Keuls Procedure to Utility Values ANOVAS</td>
<td>33</td>
</tr>
<tr>
<td>4. Results of Kruskal-Wallis Test on Remaining Utility Values</td>
<td>40</td>
</tr>
<tr>
<td>5. Results of Mann-Whitney U Test as Follow-up to Kruskal-Wallis Test</td>
<td>44</td>
</tr>
<tr>
<td>6. Homogeneity of Variance Scores</td>
<td>48</td>
</tr>
</tbody>
</table>
### TABLE 1

PRE-POST SUMMARY PERCENTAGES OF STRATEGY PREFERENCES
The hypothesis that there is no difference in the ability to attract visual attention to appropriate visual stimuli, between the environments with supplementary lighting and classrooms using standard lighting, is rejected by this measure.

An F test was used to determine if there was nonchance variation in any of the means of the intraset scores. Table 3 presents a summary of the analysis of variance for attending behavior during exposure to the experimental lighting.

**TABLE 3**

**SUMMARY TABLE FOR ANALYSIS OF VARIANCE OF MEAN SCORES**

**FOR ATTENDING BEHAVIOR UNDER EXPERIMENTAL LIGHTING AT NCSD**

*SIGNIFICANT AT .05.
**SIGNIFICANT AT .01.

THE F OF 11.72 IS SIGNIFICANT AT THE .01 LEVEL OF CONFIDENCE. THIS MEANS THAT SOME OF THE MEAN SCORES DEVIATE BY A MAGNITUDE GREATER