Thesis Procedures Manual

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Introduction

It is an option to complete a thesis for the degree Masters of Science in Communication Sciences and Disorders (CSD). Students who successfully complete a thesis are not required to take the CSD comprehensive examinations.

The thesis is intended to be an introduction to the processes and procedures of clinical research. The purpose of this manual is to give students guidelines for developing and carrying out their thesis and standards for submitting their work.

The major goal of the thesis experience is to provide the students with an opportunity to ask questions of direct clinical relevance, and to become engaged in research within an area of clinical interest. The thesis presents a unique opportunity to integrate theory and practice, and to stimulate critical analysis of information obtained through coursework and clinical practica.

There are three phases to the thesis process. In the **first phase**, students will develop the research proposal with the guidance of their advisor. Students are expected to develop an answerable research question, develop a feasible design to answer the question, and to write the thesis proposal. Students enrolled in CD 724 (Research Design and Statistics in CSD) will have a good start on this phase of the thesis process. A preliminary document, the thesis prospectus, is presented to the thesis committee (i.e., all of the selected readers) for comments, suggestions, and consent during a Thesis Prospectus Meeting. Once there is approval of the thesis proposal, then the students can prepare and submit their proposal to the appropriate Institutional Review Board (IRB). The format of the thesis prospectus, the Thesis Prospectus Meeting, and the IRB requirements will be described later.

The **second phase** involves the data collection process and then the data analysis. During this phase, students should meet with their thesis advisor on a regular basis and keep the second and third readers informed of progress on the completion of the project.

The **third phase** is the preparation of an oral presentation (i.e., Oral Research Presentation Meeting) and a completion of the final written document. The presentation allows students a chance to share and discuss outcomes, and to receive valuable feedback about the project from faculty and students. It is also an opportunity to develop skills in presenting results in a concise and informative fashion, effectively utilizing visual aids. The thesis itself gives students a chance to practice writing a scientific paper, and to learn the elements required in professional writing. Although it is not a requirement for the thesis, in some cases this process will result in submission of an article for publication. The format of the Oral Research Presentation Meeting and the final written document will be described later.

In order to begin the formal thesis process, students should first read through this manual to become familiar with the process and to read a selection of completed theses, which are available through the CSD program office. Students should then meet with their academic advisor(s) to discuss possible areas of research and potential first readers. The academic advisor(s) will help the student obtain a thesis advisor as the first reader if it is determined that they meet the minimal academic requirements to begin the thesis process. The potential thesis advisor and student discuss possible areas of research. Once a research topic is chosen,
the student should continue to meet with the thesis advisor and proceed to develop a thesis proposal. A second and third reader should be engaged prior to developing the proposal so consultations can be made.

**Committee Membership**

The thesis project is a collaborative effort providing a challenging and rewarding learning experience. Students work closely with at least two readers besides their advisor to carry out the thesis project. The advisor must be a full member of the Institute CSD faculty. The second and third readers may be members of the Institute faculty or they may be especially qualified and interested individuals affiliated with an outside institution. With the guidance of their readers, students work on the development of a research question, the study design, data collection methods, and the analysis and interpretation of results.

**Minimum Requirements to be Eligible to Write a Thesis**

In order to be eligible to conduct thesis research, the student must have successfully completed the research design and statistics course (CD724) for 3 credits.

The student must have an accumulated GPA of at least 3.5 over three semesters of full-time enrollment.

Finally, the student’s area of research must be in a topic for which an Institute CSD faculty member has expertise, and this faculty member must be willing to act as a student’s thesis advisor.

**Registration for Thesis Credits**

The thesis will count for 4 credits toward the minimum number of credits required for graduation. The student will enroll in CD 895 (Research Proposal in CSD) for one credit usually in the Fall term of the second year; CD 896 (Thesis Research I) for one credit usually in the Spring term following enrollment in CD 895; and CD 897 (Thesis Research II) for two credits, usually in the Summer term of year two. If the student fails to complete all thesis requirements by the end of these enrollments, the student enrolls in CD898 (Thesis Continuation) every semester until the thesis is completed. Students who are also completing a concentration related to their thesis topic can substitute 4 credits of electives required for the concentration with the 4 credits of courses listed above. An exception to this substitution policy is that students who are completing the reading concentration must complete the reading practicum (CD781 or CD881), and cannot substitute the thesis courses for it.

Students are required to complete their thesis within two years from the time of Prospectus approval. Only in rare and special circumstances will this requirement be waived. Students must submit a petition to the CSD faculty requesting an extension beyond two years.

**Thesis Projects Involving Secondary Data**

Thesis projects using secondary data are encouraged, recognizing the need to use databases for expanding clinical knowledge. Databases may be available through many sources, such as the Massachusetts General Hospital, Massachusetts Eye and Ear Infirmary, Spaulding Rehabilitation Hospital, various school systems, other agencies, or the Internet. However, the use of secondary
data should not preclude the full range of thesis activities, including the process of developing a research question, providing the theoretical framework for the questions, and the review of literature.

Students who are interested in using secondary data should spend time with the appropriate faculty to develop an understanding of the nature of the variables that were measured, the data collection process, the limitations of the data collection methods, and the relevant operational definitions for variables being used in the analysis. Students who work on projects using secondary data should negotiate early with their prospective readers to delineate responsibilities for data analysis.

In the thesis prospectus, the student is responsible for clearly delineating how the research question was formulated, supporting this rationale with a select review of literature, and demonstrating a full understanding of the phenomenon being studied. The student should be able to clarify the theoretical and clinical foundations for the research question.

Use of Instrumentation

Some research efforts require specialized instrumentation. Use of special equipment is subject to availability. It is the student’s responsibility to develop skills in the use of instruments under the guidance of an appropriate faculty member. It is not the responsibility of the thesis readers to teach students how to use instrumentation for their thesis work. Because of availability issues and time needed to develop skills, students should discuss thesis projects involving specialized instruments with appropriate faculty as early in the thesis preparation process as possible.

Nontraditional Thesis: A Two-Person Project

The overall goal of the thesis is to provide the student with a full experience in the research process. Collaborative research is a healthy and efficient approach when it is warranted. Two individuals may work together on a project based on two related research questions. They will share resources, collaborating on the full review of literature. They may collect data together and use the same data, but they will analyze the data separately to address their individual questions.

When students approach their readers for initial planning, the readers will use their discretion in agreeing to go forward with a joint project. When readers have been selected, the students and readers will create a “contract” defining the roles and responsibilities of each student, the terms of the collaboration, and a timetable for completing each step of the process.

Both students will present the thesis prospectus separately to their thesis committee. When the project is completed, they will present separate Oral Research Presentations. Each student will also produce separate written documents that are in their own words.

Steps in the Thesis Process

Appendix A (Summary of the Thesis Process) is a schematic of the thesis process from start to finish. Each of the steps are described in detail below.

1. Desire to conduct research

Students who have a desire to conduct research should consider writing a thesis. The
student must have an accumulated GPA of at least 3.5 over three semesters of full-time enrollment.

2. Enroll in research preparation courses

Through enrollment in CD 724 (Research Design and Statistics for CSD) students will have the basic skills needed to conduct a thesis project. Enrollment in CD 724 is usually during the Spring term of year one for students who wish to complete a thesis. Students who opt not to complete a thesis will take this course in either fall or spring of year two.

3. Speak with academic advisor(s)

Before contacting a faculty member about being a reader or thesis advisor, students must talk with their academic advisor(s). The advisor(s) must be informed about potential thesis plans so that the academic plan of study can be developed with a thesis in mind. The academic advisor(s) can facilitate obtaining a thesis advisor and recommend other readers.

4. Select a thesis advisor (also select a thesis topic)

Students should select a thesis topic in an area of active research interest of one or more members of the Institute CSD faculty. Close collaboration among faculty and students around the thesis will stimulate ongoing adjunctive lines of research and allow for more efficient use of limited faculty time. A student can pursue a question outside an area of faculty expertise ONLY if faculty members are interested and agree to be readers. Once a faculty member selects a thesis advisor, s/he will then guide the student through the research process.

Steps 4 and 5 may be reversed; a student may not know what topics interest them until completion of a research design course.

5. Enroll in CD 895: Research Proposal

Students should enroll in CD 895: Research Proposal (for 1 credit) during the Fall term of year two. It is during this enrollment that the student should work closely with the thesis advisor to select other committee members and to prepare the beginnings of the thesis document (i.e., Introduction, Literature Review, and Methodology sections) for the Prospectus Meeting. Frequent meetings with the advisor are strongly recommended.

6. Select committee members

The thesis advisor will help the student to select the other members of the thesis committee. At least two other members are required. The second and third readers may be members of the Institute faculty or they may be especially qualified and interested individuals affiliated with an outside institution. See number 7 below for important information about the roles of these committee members.

7. Prepare the thesis prospectus/proposal

The thesis prospectus is a brief description of the student’s thesis plan and includes a statement of the research question, a statement of the clinical importance of the study, an outline of the proposed methodology, a timetable, and required resources to complete the research.

Students should work with their thesis advisor to develop a thesis prospectus to be submitted to their thesis committee at a Prospectus Meeting. The prospectus may be fairly well developed from the requirements
from enrollment in CD 724, but modifications should be expected.

The research proposal should include an introduction where the research question is clearly stated along with the specific goals of the project and its clinical significance. A literature review of relevant research follows the introduction. The methods section is the place to describe important information such as sample size, variables to be measured, how the data will be collected, reliability and validity of the measurements, and the plan for data analysis. The final section of the proposal should include a proposed timetable to accomplish the research and the resources required to complete the project.

Once the proposal is satisfactory to the thesis advisor, the student should prepare for the Prospectus Meeting. To prepare, the completed prospectus document should be submitted to each of the readers at least one week prior to the date of the meeting. It is the student’s responsibility to coordinate schedules of all of the readers so a mutually agreeable time can be arranged. It is also the student’s responsibility to schedule a room for the meeting (coordinated with the CSD program manager) and secure any audio-visual equipment that may be necessary.

At the beginning of this approximately one-hour meeting, the student usually presents a five to ten minute presentation that outlines the relevant information of the proposal. Audio-visual aids and a supplemental handout are sometimes helpful during this presentation. After the presentation, the readers will ask the student questions, they may ask for clarifications, they will offer suggestions on the research methodology, and they will discuss other important issues concerning the proposal.

At the conclusion of the meeting, the committee members will decide if the project should be allowed to continue. A form (Appendix B: Prospectus Meeting Approval Form) will then be marked as “Approved” meaning no changes of the proposal, “Approved with Modifications” meaning that minor changes are required as listed on a separate page (but the project can go forward), or “Not Approved” meaning that the proposal needs significant work in order for approval and another Prospectus Meeting would be required. If not approved, the committee will provide specific suggestions on how to make the proposal acceptable. This form is then signed by all members of the committee and by the student. This form is kept in the student’s CSD program file.

Once the student’s proposal has been approved at this meeting, then the roles of each of the committee members are spelled out. Although the first reader is the thesis advisor who is responsible for insuring that students adhere to the thesis requirements and procedures, the exact roles and responsibilities of the other readers is individualized. Some second and third readers expect to be involved only intermittently while others want to be involved in all facets of the project. It is important for all committee members to set the ground rules and have everyone’s responsibilities clearly delineated. This is also the time to establish means of communication and a schedule of meetings.

Committee members have graciously consented to assist the student in the process of completing the thesis. Students are requested to allow them an appropriate length of time to review the materials and to give feedback that is essential to the process. It is suggested that at subsequent meetings that the student: (a) comes prepared for the discussion with the materials organized, (b)
sets realistic deadlines and goals, (c) comes with a list of any questions, and (d) be clear about the next stages in the process, what is expected and what the readers have agreed to. Attention to these details should considerably facilitate the process.

8. Submit documents to an Institutional Review Board (IRB)

The protection of the rights and welfare of all human subjects continues to be an important element in the conduct of research. All researchers are responsible for considering the risk to which research participants are exposed, and for protecting them against all foreseen hazards, be they physical, psychological or social. In 1981, The Massachusetts General Hospital developed a statement of guiding principles for human studies, based on the principles delineated in the Nuremberg Code of 1947 and the Declaration of Helsinki of 1975 (Appendix C). Responsibility for application of these principles has been assigned to IRBs in most major health care institutions. IRBs are concerned with the ethical elements of a study, emphasizing safety and protection of research participants, the application of informed consent, the selection of research participants and the assurance of privacy and confidentiality.

All research activities, whether they directly involve human research participants or not, must be reviewed and approved by the IRB. This includes research projects conducted by all students at the IHP. The approval is required even if the project is being conducted at another facility and that facility has already received approval for the project. Projects involving secondary data analysis or review of medical records must also be submitted, although they will usually receive an expedited review.

Application for Approval: An information packet including forms and instructions for writing and submitting a proposal for approval are available on the Partners Healthcare System web-site. The majority of thesis proposals will be reviewed by the Spaulding Human Subjects Committee; however, the forms are exactly the same for both Spaulding and the MGH, as well as for most of the Partner’s affiliates. These materials are revised periodically. Students must be sure that they have the current set before beginning to assemble these documents.

Dates for meetings of the IRB committees are available through the IRB office at Spaulding. The student is responsible for knowing these important deadlines. The committees generally meet at least once a month, but response times will vary depending on the complexity and risk associated with the proposal.

Projects that involve minimal risk will usually receive an expedited review and response should be available within one to two weeks following the committee meeting in which it is reviewed. Projects involving invasive or uncommon procedures, or those involving research participants at greater risk, will typically require longer review times. NO DATA COLLECTION SHOULD BEGIN UNTIL FULL APPROVAL HAS BEEN RECEIVED

IRBs will monitor all ongoing projects by requesting progress reports on an annual basis. Any substantive changes in protocol should be reported to the responsible committee prior to their initiation.

Obtain CITI certification
The Collaborative Institutional Training Initiative (CITI) program must be completed
by all researchers including students prior to submitting their application to the IRB. This is an online training program about the protection of human subjects that takes approximately 4 to 6 hours to complete.

Information about the CITI program is available at:

http://healthcare.partners.org/phsirb/aboutciti.htm

Projects Conducted Outside the MGH:
Projects that will be conducted at another site must have approval by the Spaulding Human Subjects Committee, except as stated above, and approval by the appropriate authority at that site. An approval letter from the external facility should be obtained first and included with the documents submitted to Spaulding’s IRB. Both approvals must be obtained before data collection is begun. Approval by one facility does not automatically assure approval by the other. The student is responsible for obtaining all necessary forms and adhering to the guidelines for the written proposal and other documentation requirements at the proposed research site.

Quality of Proposals: Institutional Review Boards have begun to look more closely at the quality of the research in addition to the risk and benefits of the research. Many proposals have been returned for clarification of methods, design, or data analysis procedures. To facilitate timely review of proposals, students should be sure that all aspects of the proposal are clear and have a complete rationale, especially for unusual procedures.

Informed Consent Forms: All projects that directly involve human research participants require the use of informed consent prior to the participation of any individual. The Partners affiliates have approved a format that should guide the development of informed consent forms and should be followed for all projects. The first part of the form written by the investigator details the purpose and methods of the study for the research participants, explaining all procedures, risks and benefits. The second part of the form should contain specific standard language, assuring the rights of the research participants. Information about the informed consent form and a sample form is on the following web-site:

http://healthcare.partners.org/phsirb/

Approval of proposals can be delayed because of needed changes in the informed consent form. Students should work with their readers to develop a form that is complete, uses appropriate language, and is clear in the specification of risks and benefits. Signed informed consent forms must be maintained in a file by the investigators and a copy must be provided to the research participants.

Although all projects must be approved by the appropriate IRB, those that are limited to analysis of existing data either in databases or past medical records do not require informed consent. The review process in these cases is intended to assess the provisions for privacy and confidentiality.


Enrollment in Thesis Research I (for 1 credit) is usually during the Spring term, immediately following enrollment in CD 897: Research Proposal in the Fall term. During this enrollment, the student needs to make significant progress on the thesis research.

10. Gather data/Analyze data

During the enrollment in CD 896 (Thesis Research I), the student needs to make significant progress on the thesis research.
This includes the gathering and analysis of the data.

11. Enroll in CD 897: Thesis Research II

This enrollment (for 2 credits) is usually done during the final summer term. This is the term that all thesis work should be completed.

12. Prepare the thesis manuscript

The thesis is to be written in the form of a journal article. At the initial meeting of the thesis readers after the Prospectus Meeting, a manuscript style of a journal (e.g., *Journal of Speech-Language-Hearing Research*; *Journal of Voice*) appropriate for the thesis topic should be chosen. Usually the style will adhere to the guidelines of the American Psychological Association (APA).

The following are important things to know for preparing the manuscript:

**Title.** The title of the thesis must be no more than 60 characters (letters and spaces). The title should be a short, meaningful description of the contents of the work so that others can locate it easily as a resource.

**Paper.** Paper must be 8½" by 11" and 20 pound white bond. Do not use erasable paper.

**Typing.** The text of the thesis should be double-spaced on a letter-quality printer. Word processing software and laser printers are available in the computer laboratory for printing thesis papers. Typing must be on one side of the paper only. Footnotes, references, bibliographic citations and long quotations may be single-spaced. Select font sizes 10 through 12 in Arial, Helvetica, New Times Roman, or Century Gothic fonts and use this consistently throughout the document.

**Margins.** The top and left margins should be 1½ inches and the bottom and right margins should be 1 inch. The margin requirements should be taken into account in preparing forms, questionnaires, letters to agencies, and other material to be included in the appendices. If margins are correctly spaced and these materials are clearly printed, it is acceptable to include them in an appendix without retyping. If a chart, graph or table exceeds the proper margins, it should be reduced to fit within the appropriate space.

**Graphs, Charts, Photographs.** All graphs, charts, or photographs should be black and white. Graphs and charts should be typed or drawn in clear, black lines and symbols on opaque white paper. Graphics programs are available in the computer laboratory to assist with creation of sharp laser quality figures. Black and white photographs should be carefully mounted on the original copy of the thesis or properly scanned and inserted into the body of the document. Photographs should have sufficient contrast to allow reasonable reproduction by photocopying.

**Pagination.** Every page in the manuscript must be assigned a page number, starting with the title page. However, not every page will have this number printed. The preliminary pages, including the title page, acknowledgements, abstract, table of contents, etc., are numbered in lower case Roman numerals (i, ii, iii) placed at the bottom center of the page. The title page is counted as the first page (but the page number is not printed). The pages of the text, illustrations, and appendices are numbered using Arabic numerals, each page having its own number. It is suggested that Arabic numerals be placed at the top center, but style restrictions in printing or for specific publications may present different requirements. Page numbers must be within the accepted margins on each page. If the
student is uncertain as to what specifically to include in the appendices, please do not hesitate to discuss this with the thesis readers.

**Subsections.** After the title page (see Appendix D for a sample title page), subsections of the thesis manuscript are presented in the following order: (1) Acknowledgements [optional]; (2) Abstract which is a brief description of the project that is no more than 150 words in length; (3) Table of Contents [see Appendix E]; (4) Lists of tables and figures; (5) Body of the Thesis [see Appendix E for an example of the major heading included in the body of a thesis; the actual heading used will be based on the journal format chosen]; (6) References; and (7) Appendices.

**13. Oral Research Presentation Meeting**

The Oral Research Presentation Meeting is where students present the information from their thesis research. Consent of all readers is required before a student will be allowed to schedule his/her final oral thesis presentation. Appendix F is the Thesis Presentation Schedule Request Form that must be completed and submitted to the CSD program manager at least two weeks prior to the meeting. The program manager and the student should work together to secure a room suitable for this approximately one-hour meeting. Students must have completed data analysis, have a clear understanding of the meaning of the findings, and have their final written document in near-final draft form before this meeting can take place. A copy of the document must be given to the readers no later than one week prior to the scheduled meeting.

The oral presentation will follow a conference format for platform presentations. Students need to discuss the specific format of the presentation with their readers prior to scheduling the meeting. The presentation should emphasize the results and the discussion, and should include visual aids for clarification of methods and results. Usually present at this meeting are the readers, the student, guests of the student, and anyone interested in the topic being presented. The student provides a brief oral presentation and then only committee members ask questions pertaining to the conducted research. After the questions have been answered, everyone except the committee members will be asked to leave the room. The committee will then discuss if the student’s work is satisfactory and if the thesis should be considered acceptable. The student is then called back into the room to discuss the committee’s decision. At this time, the readers provide specific requirements to changes in the written document.

A suggested outline for the approximately 15-minute oral presentation is: (1) title of study; (2) purpose of the study; (3) background information, including the rationale for the study and supporting evidence from the literature; (4) methods and materials, including the design, research participants, procedures, and data analysis; (5) results; (6) discussion, including the interpretation, clinical meaningfulness, limitations of the study, and suggestions for future studies; and (7) summary and conclusions.

A computer with LCD projector may be used for this presentation. Students are responsible for creating their own Powerpoint slides or overheads. Practice sessions are encouraged to be sure of timing and accuracy of A-V order and content. As a helpful suggestion, see Chapter 30 in *Foundations of Clinical Research (2nd Ed.)* by Portney and Watkins for guidelines and suggestions for effective presentations.
It is during this oral presentation that the committee members “sign off” on the project, giving their approval that the thesis has met all the requirements and has been successfully completed to meet scholarly standards.

14. and 15. Thesis completion tasks and final requirements for graduation

A thesis is considered complete when: (1) the final oral presentation has been made; (2) the written paper has been approved by all readers; (3) the cover page has been signed by all readers, and 4) all requested revisions have been completed by the student. The next step in the process is to file the thesis electronically. The procedure for filing the thesis is described further at this link on the mghihp website:


Questions about this process should be addressed to the office of the Registrar in the Office of Student Affairs.

Students are also responsible for providing each of their readers with a copy of the thesis and for submitting one copy to the CSD program manager.

CD 898: Thesis Continuation

If the student fails to complete all thesis requirements by the end of these enrollments, the student enrolls in CD898 (Thesis Continuation) every semester until the thesis is completed.

Presentation of Thesis Project (Optional)

In many cases students will be encouraged to submit their thesis projects for presentation at appropriate conferences, such as the ASHA Annual Convention in November. It is expected that all members of the thesis committee will be co-authors on these submissions.

Publication of Thesis after Graduation (Optional)

Students are encouraged to write up their thesis projects for submission to an appropriate publication (such as a peer-reviewed journal) soon after graduation. This usually entails shortening the document to adhere to specific journal requirements, as well as other extensive revisions. It is expected that all members of the students’ thesis committee should be asked if they would like to be co-authors on these submissions. The student is expected to work closely with their thesis advisor and other co-authors in preparing the manuscript and selecting an appropriate venue for submission.

If the student has not submitted their thesis project for publication within 12 months after graduation, the thesis advisor has the right to write the manuscript after that point and submit it as the first author. The thesis advisor will inform the student that he or she is intending to write the paper and that the student will be a co-author of the paper. The thesis advisor is expected to work closely with the student (now graduated) in the development of the paper for publication. To facilitate this, the student should make sure the faculty advisor has up-to-date contact information for the student after graduation.
APPENDIX A

Summary of the Thesis Process
## Summary of the Thesis Process

1. Have a desire to conduct research and have an overall GPA of at least 3.5

2. Enroll in research preparation course in Spring term of Year One
   - CD 724 Research Design & Statistics for CSD (3 credits)

3. Speak with academic advisor(s)

4. Select a thesis advisor

5. Enroll in CD 895 for 1 credit (usually Fall term)

6. Select other thesis committee members (at least 2)

7. Have thesis Prospectus Meeting

8. Obtain IRB approval

9. Enroll in CD 896 for 1 credit (usually Spring term)

10. Gather data/analyze data

11. Enroll in CD 897 for 2 credits (usually Summer term)

12. Write results and prepare written document


14. Final written document

15. Meet all Institute and CSD requirements.

Students who do not complete the requirements in the timelines outlined here must enroll in CD 898: Thesis Continuation for each term that the thesis is not completed.
APPENDIX B

Prospectus Meeting Approval Form
Prospectus Meeting for Master’s Thesis

Insert Student’s Name Here

Date:
Proposal Title:
Proposal: See attached

This Master’s Thesis Proposal is

_______ Approved
_______ Approved with modifications (as described in attached document)
_______ Not Approved

_________________________________________________
Student’s Name

_________________________________________________
Thesis Advisor’s Name and Degree

_________________________________________________
Second Reader’s Name and Degree

_________________________________________________
Third Reader’s Name and Degree
APPENDIX C

Sample Title Page
THE TITLE OF THE WORK CENTERED
IN CAPITAL LETTERS

by

YOUR NAME CENTERED IN CAPITAL LETTERS

B.A., Harvard University, 1997
(insert your previous degrees, where obtained, year)

A Thesis Submitted to the
Faculty of the Graduate Program in Communication Sciences and Disorders
in Partial Fulfillment of the Requirements for the Degree of
Master of Science in Speech-Language Pathology

Approved:

_________________________________________
(Type thesis advisor’s name, degrees here)
Thesis Advisor

_________________________________________
(Type thesis reader’s name, degrees here)
Second reader

_________________________________________
(Type thesis reader’s name, degrees here)
Third reader

MGH INSTITUTE OF HEALTH PROFESSIONS

Boston, Massachusetts
Month, 20__
APPENDIX D

Sample Table of Contents
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(Appendices C and beyond as necessary)

* This is only an example. Use the headings appropriate to the chosen journal format.
APPENDIX E

Thesis Presentation Schedule Request Form
Thesis Oral Presentation Schedule Request Form

This form is to be submitted to the CSD program manager at least 2 weeks before the scheduled meeting

Student’s Name: ____________________________________________

Thesis Advisor: ____________________________________________

Second Reader: ____________________________________________

Third Reader (if applicable): _________________________________

Title of Thesis: ____________________________________________

Day of Week: First Choice: _____________ Preferred Time: ________

Second Choice: _____________ Preferred Time: ________