

ENERGY MEDICINE UNIVERSITY

Academic Approval Board- Thesis



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THESIS APPROVAL BOARD FORM

The Energy Medicine University Thesis Approval Board (TAB) will review each Thesis Proposal blindly. The purpose of the process is to ensure that the scholarly quality of your Thesis meets the highest academic standards.

A Thesis degree demonstrates an in-depth understanding of scholarly work with the ability to follow rigorous academic criteria. This document itemizes in detail the criteria that need to be met for a Thesis Proposal. Read each criterion *very carefully* and make sure that your writing conforms to its description. The entire Thesis is written in APA style.

STUDENT NAME: _____

COMMITTEE MEMBERS: _____

THESIS TITLE: _____

DATE OF THIS FORM SUBMISSION: _____

SUBMITTED BY: _____

INSTRUCTIONS

- Step One** Use one copy of this document to check your Proposal and ensure that your writing meets each criterion
- Step Two** Submit the second copy of this document, with your Proposal, to the Registrar who will attribute a blind number to your name and then submit the file to the TAB. The number attributed to your name will ensure that the review is done anonymously.
- Step Three** Your Proposal and this document will be returned to you through the Registrar. The TAB will go through each criterion on the form and rate according to the rating key each one. Your Proposal will either meet the requirements 100% or if any changes need to be made, the TAB will explain what needs to be done in the TAB Comments section.
- Step Four** If changes are required. Once your changes have been made, resubmit this form with changes made in your Proposal to the Registrar who will resubmit to the TAB with your Blind Number.

NOTE: Copies of other Theses should be reviewed. Borrow these from colleagues and your local library.



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STUDENT'S BLIND NUMBER: _____

TAB COMMENTS:

Student has met 100% of criteria

Student needs to make the following changes:



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MASTER THESIS

WHAT IS A THESIS?

In the US, a Thesis is usually the final project to obtain a Master Degree.

The Master Thesis demonstrates an understanding of the knowledge acquired during the Master program. It is a level above the normal research paper written in undergraduate school. For a Master Thesis, the student uses research already performed and provides her/his critical analysis. The focus is on the student's ability to analyze research and use acute critical thinking to arrive at conclusions and insights.

The length of a normal Thesis is about 100 pages.

THESIS CHAPTERS – General Comments

This document defines the structure of each of the five chapters required for a Thesis and provides a checklist for students and Committee Members.

The purpose of this document is to help students understand the organization and content of the Thesis chapters. For other items such as Table of Contents, References, List of Tables, etc... students should consult and conform to APA and EMU Thesis guidelines.

Thesis chapters must be written in the scholarly style and be well organized. The APA style must be followed.

Each paragraph should flow into one another with purpose and clarity.

The importance of the topic should always be kept in mind.

EMU has zero tolerance for plagiarizing. Questions involving the possibility of plagiarism must be resolved before the Thesis Proposal can go forward

ABOUT THIS EMU-THESIS APPROVAL BOARD FORM

The following pages provide a checklist that students and Committee Members must use and check in the right column.

This is the exact checklist that the EMU Thesis Approval Board uses.

WHEN AND HOW TO USE THIS FORM

The objective of this form is to ensure that the student starts the Thesis process in the correct manner so that he/she does not embark in a direction that does not/will not meet the academic Thesis standards.

Therefore, it is in the student's best interest to use this form once the first draft of a chapter is completed.

Chapters should be written in sequence: start with Chapter 1, then Chapter 2, followed by Chapters 3, 4, and 5.

The Abstract is written when all other chapters are completed.

SUGGESTED STEPS TO FOLLOW

Step 1

Once the draft of Chapter 1 is finished, the student goes through the checklist her/himself

Step 2

Student submits Chapter 1 to the Committee Members who read the draft of Chapter 1 and fill out the right-hand column of the checklist

Step 3

Student makes the necessary changes suggested by the Committee Members

Step 4

Committee Members accept or reject the new draft. Student makes the necessary changes until Committee Members are satisfied

Step 5

Student submits that Chapter to the EMU Thesis Approval Board (TAB) by sending it to the Registrar.

Step 6

Student waits for approval from the EMU TAB before proceeding to writing the next Chapter 2

**THIS PROCESS IS REPEATED
UNTIL THE STUDENT HAS WRITTEN ALL CHAPTERS.**

**THE FINAL THESIS WILL BE SUBMITTED
FOR FINAL APPROVAL BY THE EMU THESIS APPROVAL BOARD.**

MASTER THESIS CHAPTERS CHECKLIST

KEY – Select appropriate number below and write it in the right column of the Form below

- 3 – Criteria meets requirements
- 2 – Criteria does not meet requirements
- 0 – Criteria does not exist

| ABSTRACT | 150 Words | |
|--|------------------|--|
| Purpose: The purpose of the Abstract is to clearly and succinctly define the problem statement and the student's research | | |
| The Abstract covers all aspects to include the: Methodology, Highlights of the research Findings Importance of research Possible applications of findings | | |
| The Abstract is written after all chapters of the Master Thesis are completed | | |
| The word count must not exceed 150 words | | |

| | |
|---|--|
| CHAPTER 1 – Introduction (8 to 20 pages) | |
| Chapter 1 introduces the purpose and goal of your research and why you feel it is an important topic. Discuss what you are trying to demonstrate and why. | |
| Introduction to Chapter 1 The Introduction includes a general overview of the topic and the influencing factors as well as the motivation for choosing the topic. The scope and content of the topic is addressed | |
| After the Introduction as described above, Chapter 1 addresses the following six components below | |
| 1. General Statement of the Problem (one or two sentences) | |
| 2. Significance of the Thesis – why is the topic important? | |
| 3. Research Question(s) | |
| 4. Limitations, Delimitations | |
| 5. Assumptions | |
| 6. Definition of terms | |
| A transitional paragraph ends Chapter 1 into a very brief preview of the rest of the Thesis | |

| | |
|--|--|
| CHAPTER 2 – Literature Review (About 20 pages) | |
| Chapter 2 addresses the following three questions: | |
| 1. How unique is the thesis? | |
| 2. Is it a logical expansion of previous work? | |
| 3. Has this topic been already explored? | |
| In Chapter 2, the student reviews the research and the literature in the field. The review gives the reader a solid background and historical update on the topic. | |
| Given the substantial amount of data available, this chapter must be well organized with different headings. | |
| There is a flow with purpose between each reference | |
| This chapter is not merely an enumeration of the research and writing that has been done. It is an organized presentation of the material that can be thematically or chronologically presented. | |
| The student should present a complete view of the areas that have been research whilst guiding the reader as to which contributions are key and why. | |
| Below are four suggestions: | |
| 1. Where are the weaknesses and strengths of the literature review? | |
| 2. What assumptions, if any, are being made? | |
| 3. Identify each of the key concepts | |
| 4. Gaps in the literature – are there aspects of the topic which are not addressed? | |

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| CHAPTER 3 – Methodology & Design (15 to 30 pages) | |
| This Chapter addresses the specifics of the research methodology and the design. The six components below must be addressed: | |
| 1. Sample population and size | |
| 2. How participants are chosen | |
| 3. Demographics | |
| 4. Instrumentation | |
| 5. Data Collection | |
| 6. Data treatment procedures | |
| The student demonstrates that the research answers the Research Question(s) | |
| Complete details of the research are written to “enable readers to evaluate its appropriateness or to replicate your study should they desire” (Smith & Davis, 2007). | |

| | |
|---|--|
| CHAPTER 4 – Findings (15 to 30 pages) | |
| Chapter 4 is an important chapter which discusses the findings of the student’s research. The student must present the findings clearly and succinctly using tables, charts, or graphs. | |
| Different findings are discussed and the student must identify what she/he considers the most relevant information and why | |
| Implications and factual support are discussed. | |
| All data are presented in this chapter | |
| At the end of this chapter, the student discusses how her/his findings are similar or different from other research | |
| Usually this chapter is presented in two different sections: | |
| 1. Results: raw data are presented without analysis or interpretation | |
| 2. Discussion of findings, raw data | |

| | |
|--|--|
| CHAPTER 5 – Conclusions (15 to 30 pages) | |
| The student summarizes the data and the discussion of Chapter 4. | |
| Chapter 5 highlights and clarifies the main points of the student’s research. The student has the opportunity to change the sequence of presenting the data with a supporting discussion of why. | |
| The problem statement or hypothesis needs to be restated when discussing the results that relate to them | |
| The chapter ends with a conclusion that meet the four criteria below: | |
| 1. Writing is clear | |
| 2. Conclusion is brief | |
| 3. Conclusion is compelling | |
| 4. Conclusion includes any insights gained by the student’s research | |

SUGGESTED REFERENCES FOR WRITING A THESIS

College of Education Masters Committee. (n.d.). *Guide for thesis and projects, 2nd Ed.* http://www.csusb.edu/coe/programs/correctional_ed/documents/GuideforThesesandProjects.pdf

Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research, 3rd Ed.* Los Angeles: Sage.

McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry, 7th Ed.* Boston: Pearson.

Smith, R. A., & Davis, S. F. (2007). *The psychological detective: An introduction to conducting research in psychology, 4th Ed.* Upper Saddle River, NJ: Pearson/Prentice Hall.
