

FERRIS STATE UNIVERSITY

GRADUATE STUDIES

FORMATTING POLICY

THESES, DISSERTATIONS, and CAPSTONE PROJECTS

Revised April 2021

Approved by Academic Senate October 5, 2021

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FORMATTING REQUIREMENTS

THESIS, DISSERTATION, AND GRADUATE CAPSTONE PROJECTS

INTRODUCTION

Completion of the culminating experience demonstrates the ability to address an intellectual problem of the student's interest, and at the same time, allows the student to refine a range of intellectual skills acquired at the graduate level. It is also expected that the project will reflect a significant contribution to the discipline area and provide a permanent record of accomplishment. The following policy discusses formatting requirements for all written documents of the program's culminating experience that are submitted to the University as part of the graduation requirements. Individual committees will decide the appropriate content of chapter text. It is the candidate's responsibility to be familiar with the instructions presented by the program and the University.

Students are required to follow the standard style guide for their field. Currently, all post-graduate programs at Ferris State University follow the most recent addition of APA. The style guide is used in addition to this document, but the *Ferris Formatting Policy* **supersedes** the style guide. The APA style guide governs in-text citation structure, figure and table captions and set-up, footnotes or endnotes, and reference structure. **This policy governs all other aspects of the document.**

Prior to beginning any research that involves using human or animal subjects, the student must submit a proposal to the Institutional Review Board (IRB) and complete the online training modules required. This is a federal requirement and will not be waived. Once the proposal is approved, the IRB will send an approval letter. The original approval letter must be included in the final document as an Appendix. For a sample approval letter, see Appendix H of this document.

Students desiring to use surveys, experiments, etc. using human subjects must contact the **Institutional Review Board**
<https://www.ferris.edu/administration/academicaffairs/vpoffice/IRB/homepage.htm>

Any research involving the use of animals must contact the **Institutional Animal Care & Use Committee**.
<https://www.ferris.edu/administration/academicaffairs/vpoffice/iacuc/index.htm>

ORGANIZATION OF THE DOCUMENT

Theses, dissertations, and capstone projects are organized into three sections. The first section is referred to as the Preliminary Matter and consists of the title page, the copyright page, the

approval page, the abstract, an optional dedication and/or acknowledgments page, the table of contents, and lists of figures, illustrations, and symbols. The second section is referred to as the Main Document Text, which includes the sections or chapters. The final section is referred to as Back Matter, which consists of notes, references, appendices, optional index, and an optional biographical sketch of the author.

The organization of the research document includes the following sections in the order that they appear below. Depending on the project, certain sections may not be needed. These areas should be skipped, and the next applicable section should be used (for example, if there are no illustrations or symbols, the format order would read...List of Tables, List of Figures, Text).

Preliminary matter	1. Title page
	2. Copyright page (optional)
	3. Approval page (typed version included; signed copy not placed in electronic copy)
	4. Abstract page
	5. Dedication page (optional)
	6. Acknowledgments page (optional)
	7. Table of Contents page
	8. List of Tables (separate page, if any)
	9. List of Figures (separate page, if any)
	10. List of Illustrations (separate page, if any)
	11. List of Symbols (separate page, if any)
<hr/>	
	12. Main Document Text
Back matter	13. References
	14. Appendices
	<ul style="list-style-type: none"> • Include a copy of the IRB approval (if any)
	15. Index (if any)

PRELIMINARY MATTER

The following paragraphs describe the overall structure of each of the pages. For guidelines on the document margins, appearance, and placement of headings, etc., see the Mechanical Requirements section.

Title Page

Each document submitted must have a full title page. The page will show the title, the author's (or authors') full name, the degree to be conferred, the university, department, and college in which the degree is earned, and the month and year of approval.

Format: The title should be in all capitals. See Appendix A for a sample title page.

Copyright Page (optional)

Copyright is the legal right of an owner of created material to control copying and ownership of that material. Authors of research documents who wish to protect their writing through copyright may do so. A student may file a claim to copyright by corresponding directly with the United States Copyright Office, Library of Congress, Washington, D.C. 12540 via the Copyright website: <https://copyright.gov/>

Format: The Copyright symbol (©) should appear with the year and your name centered between the margins on the lower half of the backside of the title page. Below the copyright line, include the statement "All Rights Reserved".

©20-- Woodbridge Nathan Ferris
All Rights Reserved

Approval Page

One "original" approval page is to be presented to the committee for signature, typically at the time of the defense. Once all required signatures are obtained, the original page remains in the Office of Graduate Studies. One unsigned copy is included as part of the PDF of the final document submitted to the Ferris Institutional Repository (FIR). For the electronic version of the document, type the name of each committee member and designate his/her position on the committee. Follow the same procedure for any other signatures required by the academic program (such as the program director).

Format: The title and the author should be centered the same way as the title page. Again, the title should be capitalized. Although sample approval pages (typed and signed versions) are provided in Appendix B, check with the committee chair to see which names should be included on this page.

Abstract Page

The major purpose of the abstract is to provide information that will enable someone to decide whether to read the complete work. As per ProQuest requirements, the abstract should not exceed 350 words. The following information is usually included:

- A brief description of the problem
- A description of methods, techniques, and data used
- The major finding(s) of the study

Format: The title of the page, ABSTRACT, should be in all capitals and centered between the left and right margins, and 2 inches from the top. A sample is provided in Appendix C.

Dedication and Acknowledgments

These pages are optional, although most documents have a brief paragraph acknowledging the contributions of committee members, friends, and family members who supported the students' research.

Format: The Dedication page is separate from the Acknowledgment page. If included, the Dedication content should reflect a professional tone. The title of the page, DEDICATION, should be in all capitals and centered between the left and right margins, and 2 inches from the top. These same format guidelines apply to the Acknowledgments page, if included.

Table of Contents

The Table of Contents reflects the material contained within the document. All heading entries and page numbers must correspond exactly as they appear in the text.

Format: The heading, TABLE OF CONTENTS, is centered between the left and right margins, 2 inches from the top of the page. The listing begins one double space below and is even with the left margin. Leader dots are placed from the end of each listing to the corresponding page number. All major headings (typically level 1, 2, and 3 headings are included) appear exactly as they appear in the text. When a title or subtitle exceeds one line, the second and succeeding lines are single-spaced and indented. See Appendix D for a sample.

Lists of Tables, Figures, Illustrations, and Symbols

The captions and numbers of each table, etc. constitute the material to be included in this section. Tables are used for information best presented in columns and rows. Figures are any other kind of graphic, including maps, diagrams, flowcharts, etc.

Format: Each page's heading, such as LIST OF TABLES, is centered two inches from the top of the page followed by a double space. Leader dots are placed from the end of each caption to the page number and the word "page" appears above the row of page numbers. Refer to Appendix E for a sample. The same format guidelines apply to any Lists of Figures, Illustrations, and/or Symbols included in the document.

MAIN TEXT

Chapters

The main document text is typically organized into chapters. For most documents, the first chapter is titled Introduction (or similar, such as, Introduction to the Study). Chapters are, then, divided into logical subsections. Each chapter is expected to have an Introduction and a Summary section.

Format: Opening pages of chapters must begin 2 inches from the top of the paper. The title of the chapter should be in all capital letters with the chapter number. The format for the Chapter Titles

and Numbers (words vs numerals) should be consistent throughout the document. (Note: Some programs specify the chapter title format; check with your program.) Refer to Appendix F for samples.

BACK MATTER

Un-texted Extensions and Referenced Materials

Un-texted extensions (i.e., footnotes, endnotes) must follow a standard style as specified by the department, college, or unit of origin. The heading should be placed 2 inches from the top of the paper and centered between the left and right margins.

References

References are those works cited in the manuscript. Check the current APA style manual for the citation format requirements for books, papers, journals, interviews, etc.

Format: The heading REFERENCES (or heading required for a specific style) should be placed 2 inches from the top of the paper, centered between the left and right margins. Note: Theses, projects, dissertations, and policy papers must not include material restricted from publication.

Appendices

Each appendix should have a separate title page that lists the letter of the Appendix and the title of what is contained. Reference to each appendix should be included within the document text.

Format: The Appendix letter and title should be capitalized and centered in the middle of the page between the top, bottom, left, and right margins. There should be a double space between the word APPENDIX and letter and the title.

Index

If your program requires an Index, follow the guidelines provided.

Format: The Index heading should be placed 2 inches from the top of the paper, centered between the left and right margins.

MECHANICAL REQUIREMENTS

Style Guide	<p>The University standard style guide for all approved graduate programs at Ferris is the current version of the American Psychological Association (APA).</p> <p>If a different style guide is the national standard for a specific field, the graduate committee for the program may designate this style, with approval from the Office of Graduate Studies.</p> <p>However, all documents must use the format listed here for the Preliminary Matter (Title page, Copyright page, Approval page, Dedication and/or Acknowledgments pages, Table of Contents page, List of Tables, List of Figures, Illustrations, or Symbols pages), the first page of each chapter, and the Appendices pages.</p>
Font	<p>Use one font throughout the document. The preferred fonts are 12-pt Times New Roman, 12-pt Calibri, or 10-pt Arial, or a similar common font.</p>
Spacing	<p>Overall, the document is to be double-spaced. Triple or Quadruple spacing can improve the appearance and readability and is judiciously permitted before and after tables or figures and before subheadings or between end notes. Block quotations may be single spaced.</p> <p>Doctoral dissertations should follow ProQuest guidelines: Double-space the abstract, dedication, acknowledgments, table of contents, and body of the manuscript except for block quotations, captions, items in tables, lists, graphs, charts. Single-space: footnotes/endnotes, bibliographic entries, lists in appendices.</p>
Margins	<p>The margins should be 1 inch on all sides. Left justify the main body text; do not justify both margins. Use centered text where indicated for front matter pages and appendices.</p>
Pagination	<p>Placement of page numbers is centered at the bottom of the page, at least $\frac{3}{4}$ inch from the edge of the page. Only the number should be used; do not write "Page."</p> <p>Preliminary Matter: All preliminary matter is numbered consecutively, beginning with the Abstract. Use lowercase Roman numerals with the Abstract as page i.</p> <p>The main document text is numbered consecutively with Arabic numbers, beginning with the first page of Chapter One as page 1.</p> <p>The Back Matter pages are also numbered consecutively, following from the last page of the text, with Arabic numbers. The first page of the Reference list and the title pages of each appendix are also numbered.</p>

Figures and Tables	If created by hand, lettering for drawing charts and figures must be done in black, permanent ink and scanned into the final document. Typed or computer-generated charts and figures are preferred. Guidelines should follow departmental style. Each can be placed within the text or, if too large, on the page immediately following. All tables and figures must have a title, and each type is numbered consecutively through the document. For example: Table 1: Title; Table 2: Title; etc. And: Figure 1: Title; Figure 2: Title; etc. Follow APA format guidelines for Figure and Table Titles.
Photographs and Illustrations	Images should be in standard formats such as JPEG (.jpeg, .jpg); GIF(.gif); or TIFF (.tif) and should be inserted into the document as close to the textual reference as possible.
Audio or Video components	<p>If your project involves audio or video files, do not embed these in your final PDF. These files should be considered supplemental and should appear in a separate folder. Acceptable formats include these:</p> <ul style="list-style-type: none"> • Audio: AIF (.aif); CD-DA; CD-ROM/XA; MIDI (.midi); MPEG-2; SND (.snd); WAV (.wav) • Video: Apple Quick Time (.mov); Microsoft Audio Video Interleaved (.avi); MPEG (.mpeg)
Permissions	When using substantial portions of work from another person(s), written permission should be obtained from whoever owns the copyright of the matter quoted. For example, if you plan to use a diagram from a copyrighted work, permission must be obtained and stated in the text.
Format Approval	Prior to having the committee sign the approval page, the student must turn in the original document to the graduate program coordinator or the designated person for format approval. Any revisions must be made and approved by the coordinator. Once the format has been approved, the student may have the document approval page signed.

FERRIS INSTITUTIONAL REPOSITORY (FIR)

Ferris State University places all graduate-level culminating experience projects into the Ferris Institutional Repository (FIR) to allow global access to your work. Typical culminating experiences include a thesis, dissertation, or capstone project. Student who may be working on a publication, patent, grant, etc. based on their original work has the option to restrict access, called an embargo, for up to two years. This restriction should be noted on the Rights and Permissions form prior to submitting the electronic document to FLITE.

Submission Requirements

- The thesis, dissertation, or capstone project must be submitted in PDF form. Any extra files (such as video) must be a separate file.

- The student must complete and sign the Rights and Permissions Form (See Appendix G) choosing the access options. The current form is appended to this document and will be available on the Office of Graduate Studies website:
- https://www.ferris.edu/graduatestudies/documents/Form-Rights_and_Permission_Form_for_Electronic_Thesis_Dissertation_or_Capstone_Project.pdf
- The PDF document and a copy of the Rights and Permissions Form must be delivered, by an official from the program, to the head archivist of the Library. At this time, the original, signed approval page is to be submitted to the Office of Graduate Studies.

Optional Document Binding

All culminating experience projects will be electronically placed in FIR / FLITE. Students may desire to have copies bound for their personal use or for their committee. Several companies are available that bind documents; these can be located through an online search. One such site is <http://www.thesisondemand.com/>

APPENDIX A: SAMPLE TITLE PAGE

TESTING AIDS EDUCATIONAL METHODS FOR INMATES

by

Woodbridge Nathan Ferris

This thesis is submitted in partial fulfillment of the
requirements for the degree of

Master of Science in Administration of Criminal Justice

Ferris State University
School of Criminal Justice
College of Education and Human Services

May, 20xx

APPENDIX B: SAMPLE APPROVAL PAGES, FOR SIGNED AND ELECTRONIC COPIES

TITLE OF DISSERTATION OR PROJECT HERE

by

Student Q. Name

Has been approved

Month 20xx

APPROVED:

Chair Name, Ed.D.

Committee Chair

Member Name, Ph.D.

Committee Member

Member Name, Ph.D.

Committee Member

Dissertation Committee

ACCEPTED:

Director / Coordinator Name, Ph.D., Title

Name of Academic Program

Sample Signed Approval Page (submitted to the Graduate Office)

TITLE OF DISSERTATION OR PROJECT HERE

by

Student Q. Name

Has been approved

Month 20xx

APPROVED:

Signature here

Typed Chair Name, Ed.D., Committee Chair

Signature here

Typed Member Name, Ph.D., Committee Member

Signature here

Typed Member Name, Ph.D. Committee Member

Dissertation Committee

ACCEPTED:

Signature here

Typed Director / Coordinator Name, Ph.D.
Name of Academic Program

APPENDIX C: SAMPLE ABSTRACT

ABSTRACT

As community college funding continues to diminish and finances become increasingly tight, difficult decisions regarding the allocation of scarce resources must be made. The focus on completion rates driven by political and public demand for accountability makes the wise allocation of college resources even more critical. These competing challenges can only be met by realizing gains in efficiency.

Prioritization is a process by which a framework of defined criteria and measures are used to make consistent and informed decisions to ensure that resources are allocated or reallocated strategically and efficiently. Prioritization can be used as a tool to help community college leaders decide what programs and services should be phased out, what programs and services should be infused with resources, and what new programs and services should be developed. Ultimately, the goal of prioritization is to use valid and reliable data to inform holistic resource allocation decisions to refocus on the core mission, while improving efficiencies and quality.

The purpose of this research was to evaluate the state of prioritization work at community colleges; share best practices, success factors, and pitfalls to avoid; and encourage and improve prioritization efforts. It is the hope of the researcher that this study will inform and improve prioritization practices and outcomes at community colleges. It is also hoped that this study will encourage more community college leaders to embark on a prioritization journey as a strategy to support and advance the community college mission.

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CHAPTER 1: INTRODUCTION

Introduction

Many community colleges struggle with insufficient resources to fully realize the mission. As stated by Jones and Wellman (n.d.), “America faces a growing crisis in postsecondary education, as an unprecedented fiscal meltdown plays out at a time of growing consensus about the urgent need to nearly double the level of degree attainment” (p. 1). While community colleges are not the only higher education institutions facing financial challenges, according to Walter Bumphus, president of the American Association of Community Colleges, community colleges make up the largest segment of higher education in the United States, yet they are the least funded (2012).

In order to meet the conflicting challenges of fiscal belt-tightening while improving degree attainment and other student success measures central to the community college mission, community college leaders must ensure that scarce resources are used wisely. Program prioritization can help and is essential to strategic allocation and reallocation of resources to achieve organizational efficiencies, while maximizing effectiveness. As stated by Dr. Robert C. Dickeson (2010), the reigning authority on prioritization, “The most likely source for needed resources is reallocation of existing resources” (p. 1).

What is Program Prioritization?

Program prioritization is a process by which a framework of defined criteria and measures are used to make consistent and informed decisions to ensure that resources are allocated or reallocated strategically and efficiently. Such a framework or model can be used as a tool to help community college leaders decide what programs should be phased out, what programs should be infused with resources, and what new programs should be developed. In this context, programs can include academic disciplines and programs, student services and functions, administrative services and functions, and auxiliary services and functions.

Program prioritization should not be confused with program review. The latter term is usually applied to review of academic programs only and is often more of a formative evaluation. While program prioritization and

CHAPTER 1: INTRODUCTION

INSTITUTIONALLY RELATED COMMUNITY COLLEGE FOUNDATIONS

Community college foundations provide direct financial support in the form of capital campaigns for facilities, student scholarships, funding for specific projects or activities, cultural program support, as well as funding for many other various college priorities (Babitz, 2003; Klingaman, 2012). In addition to financial support, foundations also generate indirect support through volunteer opportunities and special events that engage community members and alumni.

Not long ago, the philanthropic community treated community colleges much like a local municipality. As a tax-dependent entity, few donors saw the need, and community colleges largely failed to present the opportunity to give financial support to support the community college mission (Babitz, 2003; Grover, 2009). To the extent community colleges did fundraise, they did so in small, inefficient means such as auctions, events, or bake sales (Summers, 2006). Today, community college foundations are a well-regarded hyper-local giving opportunity. Many donors, including growing rolls of alumni, philanthropists, corporations, and other charitable organizations, now prioritize community colleges through their foundations as primary philanthropic partners.

The modern community college has evolved into the centerpiece of rebuilding and growth strategies on both the national and local level (Boggs, 2010; Chen, 2018; Travis, 1995), and foundations can serve as an effective conduit for donors who want to make a meaningful impact in their community (Brunen, 2012). Straightforward philanthropic options like

APPENDIX G: SAMPLE FLITE RIGHTS AND PERMISSIONS FORM

FERRIS STATE UNIVERSITY
Rights and Permission Form for Electronic Thesis, Dissertation, or Capstone Project
Placement in Ferris Institutional Repository

Student Name:

Student ID:

E-mail Address:

Phone: (Wk)

(H)

Department:

Document Type:

☐ Master's Thesis

☐ Doctoral Dissertation

☐ Capstone Project

Document Title:

Student Agreement:

I hereby certify that I have obtained all necessary permission in writing for copyrighted material to be published in my thesis, dissertation, or capstone project. Further, I certify that I have obtained a written permission statement from the owner(s) of any copyrighted matter, property owner(s), organization(s), or institutions to be included in my thesis, dissertation, or capstone project allowing distribution as specified below. Copies of all such permissions are maintained by the author and will be provided if requested.

I hereby grant to Ferris State University and its employees the nonexclusive license to archive and make accessible under the conditions specified below, my thesis, dissertation, or capstone project in whole or in part in all forms of media, now or hereafter known. This is a license rather than an assignment. I, therefore, retain all other ownership rights to the copyright of the thesis, dissertation, or capstone project. I also retain the right to use in future works (such as articles or books) all or part of this document.

In addition to the unrestricted display of the bibliographic information and the abstract, I agree that the above mentioned document be placed in Ferris Institutional Repository with the following status (**CHOOSE ONE OPTION**):

- ☐ **Open Access Publishing:** I authorize immediate worldwide open access to the electronic full text of my work through the Ferris State University Library.
- ☐ **Open Access Publishing–1 Year Embargo:** I request that the FSU Library embargo (closed - no one can access) the electronic full text of my work for 1 year. If I want to extend the embargo for a second year, I will notify the Ferris Institutional Repository within one year in writing. If I do not request an extension at the end of the embargo, I understand that the electronic full text of my work will default to open access. I understand that my work cannot be embargoed for more than two years.
- ☐ **Restricted Access:** I request that the FSU Library restrict access to the electronic full text of my work to the Ferris State University campus community. I understand that this restriction will expire after 1 year and that I may request in writing that the restriction be extended for one additional year at that time. If I do not request an extension, I understand that the electronic full text of my work will default to open access. I understand that my work may be secured from view for a total of two years only.

I understand that any embargo or restricted access is at my discretion as the copyright holder and that I may request that the Ferris State University Library lift the embargo or restricted access at any time. I agree to abide by the statements above and agree that this approval form updates any and all previous approval forms submitted.

Student Signature _____ Date _____

APPENDIX H: SAMPLE IRB APPROVAL LETTER

Sample IRB Approval Letter

FERRIS STATE UNIVERSITY	
Institutional Review Board for Human Subjects in Research	
Office of Academic Research, 220 Ferris Drive, PHR 308 · Big Rapids, MI 49307	
Date: April 7, 2015	
To:	[REDACTED]
From:	[REDACTED]
Re:	IRB Application #: [REDACTED] (<i>Evaluation of Program Prioritization Efforts and Approaches at Community Colleges</i>)
<p>The Ferris State University Institutional Review Board (IRB) has reviewed your application for using human subjects in the study, "<i>Evaluation of Program Prioritization Efforts and Approaches at Community Colleges</i>" (#150205) and determined that it meets Federal Regulations <u>Expedited-category 2G</u>. This approval has an expiration date of one year from the date of this letter. As such, you may collect data according to the procedures outlined in your application until April 7, 2016. Should additional time be needed to conduct your approved study, a request for extension must be submitted to the IRB a month prior to its expiration.</p> <p>Your protocol has been assigned project number (#150205), which you should refer to in future correspondence involving this same research procedure. Approval mandates that you follow all University policy and procedures, in addition to applicable governmental regulations. Approval applies only to the activities described in the protocol submission; should revisions need to be made, all materials must be approved by the IRB prior to initiation. In addition, the IRB must be made aware of any serious and unexpected and/or unanticipated adverse events as well as complaints and non-compliance issues.</p> <p>Understand that informed consent is a process beginning with a description of the study and participant rights with assurance of participant understanding, followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document and investigators maintain consent records for a minimum of three years.</p> <p>As mandated by Title 45 Code of Federal Regulations, Part 46 (45 CFR 46) the IRB requires submission of annual reviews during the life of the research project and a Final Report Form upon study completion. Thank you for your compliance with these guidelines and best wishes for a successful research endeavor. Please let us know if the IRB can be of any future assistance.</p> <p>Regards, [REDACTED]</p> <p>Ferris State University Institutional Review Board Office of Academic Research, Academic Affairs</p>	