

**M.S. in College Student Affairs**

# **Thesis Manual**

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## **General Information Regarding the Preparation of the Master's Thesis**

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## Preface

This manual is designed to facilitate the efficient and effective development of the master's thesis as a requirement for the College Student Affairs degree in the Department of Counseling and Student Development at Eastern Illinois University. The manual's content may also be useful for students in the M.S. in Counseling program who plan to prepare a master's thesis.

Each master's thesis is a unique document reflecting the personality and interests of the writer. There is no formulaic pattern within that a thesis can be developed, yet there are common characteristics of planning, style, and content that should assist the master's level writer in the process of preparing the document. The master's thesis is typically the first original scholarship that a graduate student will develop in what is hoped to be a life-long process of inquiry. As such, the thesis is not the only piece of research graduate students will create in their lifetime, and they need not attempt to put all of their ideas about a topic into one document.

The thesis is developed with the close support of the Thesis Chair and should conform to standard APA style as outlined in the current edition of the APA Style Manual. Since the thesis proposal itself becomes a contract between the student and the thesis committee for the conduct of the research, prior approval of the proposal by the thesis committee must be obtained before any collection of data has begun. In most cases, committees will agree on the conduct and the content of the research, but when there is not full agreement, the student should defer to the Thesis Chair's advice.

Students should become familiar with this entire manual prior to the creation of the thesis proposal. Master's students often start with an incomplete conception of their purpose for research and unsystematically start the research effort before they are prepared to do so. The content of the manual should help to organize thinking about the master's thesis project, and save many hours of time and days of frustration or confusion.

## General Guidelines

The Eastern Illinois University Graduate School makes available a set of general guidelines for the development of a master's thesis (Appendix A). It is strongly recommended that you download your own copy of the Manual for the Master's and Specialist's Thesis (<http://www.eiu.edu/~graduate/thesismanual.pdf>) for the latest guidelines. We also highly recommend that you purchase the latest edition of the APA Style Manual (on sale at the M.L.K. Jr., Union Bookstore). These two publications will be particularly helpful as you prepare and complete your thesis.

The purpose of the master's thesis in the Department of Counseling and Student Development is to allow the student the opportunity to engage in basic research that addresses a relevant educational issue in a parsimonious, coherent and documented manner resulting in a finished product that has increased knowledge in the field and prepared the student for future research endeavors. While original research is encouraged, a thesis may also replicate a completed paper (typically a dissertation). Since the thesis is developed in close consultation with the Thesis Chair, the type of study, its content or procedure are defined as the proposal is developed.

Students enroll for six hours (3 credit units per semester) of academic credit during the time the thesis is conceived, the research carried out, and the paper completed. The thesis hours are a part of the formal Study

Plan approved by the EIU Graduate School, and as such, are a part of the contract between the department faculty members, the Graduate School, and the student seeking the master's degree. In the current course plan, full-time students enroll for thesis credit in the spring semester of their first year, and fall semester of their second year in the 48-credit hour College Student Affairs master's program. Part-time students must consult with their academic advisor before enrolling in thesis credit. Students are expected to complete the thesis and its presentation by the second week of April in the year they plan to graduate from the program. Students not completing the thesis within the time frame above may not expect to graduate until the next fall semester.

A time line for completion of the thesis developed by the student under the guidance of their major professor is one of the first tasks to be completed. If one does not recognize the steps to be completed, and realize when they are completed, the task of carrying out the project is made much more challenging (Madsen, 1992).

At Eastern Illinois University in the College Student Affairs 48-credit-hour masters program, the first course that supports development of the thesis is CSD 5500 (Research Methods). This course is usually taken during the first semester of study. At the end of Research Methods, the ideal outcome of the course is a paper that requires little adaptation to become the formal thesis proposal. The CSD 5500 paper should include a solid start toward the literature review of the topic under study.

In the second semester of study, the first three credit hours of CSD 5950 (Master's Thesis) are a part of the student's study plan. From January to February, the thesis proposal should be finalized, and the proper forms submitted with the chair's approval to the Institutional Review Board for human subjects approval. During the months of February to March, qualitative protocols and quantitative instruments should be refined and made ready for use. During April, populations should be defined for quantitative studies and sampling plans organized. Materials also need to be prepared for the administration of instruments, or interviews in the case of qualitative studies.

During the summer months, students are expected to refine their literature search, develop the documents through several more drafts, and be prepared to administer any quantitative instruments such that administration is within the "window" of time when students are most likely to complete and return the instruments (before mid-term, and in the three weeks prior to final examinations). Students using qualitative methods of data collection would be well advised to perform data collection during the summer months. Of course, the time when data are gathered depends very much upon the specific conditions specified within the research design and the availability of the population under study. By the end of the fall semester, students should have all work in the thesis completed with the exception of some data analysis or content coding, and a preliminary draft of the final document forthcoming.

The entire thesis should be completed by late February, with the months of March and April kept open for the presentation of the thesis. NOTE: Students who do not complete their thesis by the end of their second year will be required to enroll in three hours of thesis credit in the following academic semester (for example – fall, spring). Faculty members are not available during the summer for consultation. Completion of the thesis means that the formal presentation of the thesis to the committee members has been successful, all edits and other requirements have been met and approved by the Thesis Chair, and all committee members have signed the appropriate documents confirming the student's comprehensive knowledge of the research study.

An ideal time-line for the completion of the Thesis might be as follows:

<b>Fall Semester (First Year)</b>	<ul style="list-style-type: none"> <li>» Development of the thesis proposal (CSD 5500).</li> <li>» Selection of Thesis Chair</li> <li>» Selection of thesis committee members</li> <li>» Registration of CSD 5950 - Thesis (3 semester hours)</li> </ul>
<b>Spring Semester (First Year)</b>	<ul style="list-style-type: none"> <li>» Completion of the thesis proposal</li> <li>» Approval by thesis committee</li> <li>» Submission of application to the IRB</li> <li>» Registration of CSD 5950 – Thesis (3 semester hours)</li> </ul>
<b>Summer Semester (First Year)</b>	<ul style="list-style-type: none"> <li>» Fine tune the “Introduction and Literature Review”</li> </ul>
<b>Fall Semester (Second Year)</b>	<ul style="list-style-type: none"> <li>» Begin process of collecting data</li> <li>» Develop “Results and Discussion” chapters of the thesis</li> <li>» Polish final draft of thesis</li> <li>» Distribute final copy of thesis for committee review</li> <li>» Make changes to thesis and schedule thesis oral presentation</li> </ul>
<b>Spring Semester (Second Year)</b>	<ul style="list-style-type: none"> <li>» Make thesis presentation</li> <li>» Develop poster presentation of thesis for CEPS Research Fair and Graduate Student Advisory Council (GSAC) Research Fair</li> </ul>

Completion of the thesis project within the suggested timelines should markedly reduce the stress students feel as they work to complete a thesis, finish their coursework, and interview for their first professional position during the spring semester they graduate from the program.

## Selecting a Thesis Committee

At the current time, the three faculty members responsible for directing the thesis are Dr. Charles Eberly, Dr. James Wallace, and Dr. Richard Roberts. Unless otherwise specified, the department will contact students by letter or email identifying who will direct their thesis. Once students have met with the assigned Thesis Chair, they should begin the process of identifying two additional faculty members to join the committee. Students may ask faculty within the department to serve on the committee but they are also allowed to choose a member outside the department (pending approval by the Thesis Chair). It is important to ensure the faculty members chosen for the committee are: 1) willing to commit to the project, 2) qualified graduate faculty members (typically holds a terminal degree), and 3) available during the entire process (this includes proposal, editing, and presentation). A list of available graduate faculty can be obtained through the graduate school. Should students decide to ask someone outside the Eastern Illinois University to join the committee, they will need to help this individual obtain adjunct graduate faculty status (forms are available through the Graduate School). Above all, students should select thesis committee members they think will help them most successfully complete the research and writing project.

## Thesis Proposal

Having selected a committee, students are now ready to develop a thesis proposal and present it to the committee. This should occur in the spring semester of the first year. A successful presentation of the thesis

proposal will result in the committee signing the “Approval of Thesis Proposal) (see Appendix B) that will be kept in the student’s file. A possible outline of the proposal is as follows:

<b>Outline</b>	<b># of Pages</b>
Introduction	½ - 1
Review of Literature	3 - 5
State of Purpose	1 – 1½
Significance of the Study	½ - 1
Methodology of Data Collection	½ - 1
Methodology of Data Analysis/Presentation	1 – 2
Definition of Terms	½
Limitation of Study	½
Research Question/Hypothesis	1 – 2
Overview of Study	½
References (includes only those sources that are actually presented as a part of the discussion)	
Bibliography (only use if the thesis includes items considered sources of background information related to the thesis topic)	

## Institutional Review Board

Since human subjects are likely to be involved in the thesis activity, students must follow the guidelines of the EIU Institutional Review Board (IRB) for approval of research involving human subjects. Forms for submitting the IRB proposal for approval can be found at (<http://www.eiu.edu/%7Egrants/Files%20--%20IRB/IRB%20Policy%20Draft.doc>). Frequently asked questions about the IRB process can be found in Appendix C of this manual. NOTE: No formal data collection may be started until students have formal approval of their proposed research from the EIU IRB for human subjects’ research protection. Thesis projects that do not require human involvement via quantitative or qualitative methods of data collection usually do not require IRB approval in all cases. Students and the Thesis Chair should consult with the IRB for confirmation (approval) to produce their thesis.

## Thesis Format

The Department of Counseling and Student Development has adopted the following format for the thesis.

**Title page.** The Graduate School manual includes a form for the title page. Students should have this form completed and ready to present to their Thesis Chair during the oral presentation (see Appendix A).

**Signature page.** The signature page includes the title, student’s name, the date of the student’s oral presentation, the names of the student’s committee members, and a line after each name for committee member signatures. While the signature page looks similar to the title page, the signature page is the only place on the document where all committee members are formally recognized for their professional contributions to the student’s thesis.

**Dedication** (optional). The dedication page gives students the opportunity to dedicate the project to someone special such as a parent, spouse or significant other.

**Acknowledgements**. The acknowledgements page is where students thank people that have helped in completing the thesis or have supported them throughout the process.

**Abstract**. The abstract provides a concise summary of the main content of the thesis. The department requires an informational abstract. This means that students will present as a minimum the major findings, significant conclusions, and recommendations of the thesis. Because the abstract is a summary of the entire work, students should develop this document just prior to the oral presentation. Although there is no policy on the length of the abstract, good practice suggests a length of no longer than 350 words.

**Table of Contents**. The table of contents orients the reader to the major headings, list of tables, and list of figures if applicable.

**Chapter I: Introduction**. The introductory thesis chapter will vary depending on the nature of the thesis topic and can generally range from around 5 – 10 pages. Students should begin the first page with a centered heading, “CHAPTER I” in all capital letters, followed by the title “Introduction” with only the first letter capitalized, and introduce the reader to the general context of the “problem” to be addressed in the study. In other words, students should attempt to help the reader understand the reasons the topic is worthy of study.

- » **Purpose of the Study**. The purpose of the study section introduces the reader to the focus of the project. The content of this section should clearly lay out what is to be researched and how it will be accomplished.
- » **Research Question(s)**. In this section, students will tell the reader what the thesis writer is working to discover. These research questions must be carefully crafted as they will need to be presented in the results/findings section and explained in the discussion section.
- » **Hypothesis**. If students choose to have a hypothesis to test and the thesis is quantitative, they must present it in the form of a null statement unless, based on a thorough reading of the prior research literature on the topic, a directional outcome is anticipated. Usually a sentence will be written in the form such as “There will be no significance found between stress and length of graduate program.”
- » **Significance of the Study**. The significance of the study section is where students address the question of “why.” Explain the reasons for the chosen topic and why it is important to study. Often the rationale for significance will establish that a practice should be continued, a theory is useful, a prior project was confirmed, phenomenon was established or clarified, or techniques were verified (McMillian & Shumacher, 2001).
- » **Limitations of the Study**. Under limitations of the study, students inform the reader that there are limits to the generalizability of the findings or problems with the way the project is set up. Here students are acknowledging that the thesis is not perfect.
- » **Definitions of Terms**. Students may be using terms to represent ideas/concepts that the general reader will not understand unless these ideas are clearly explained. Typically these are terms that are used within a specific context (institutional specific) and not in general use.

- » Summary. In this final section, students should summarize the content of Chapter I. It is important to resist introducing new material or ideas in this section.

**Chapter II: Review of Literature.** In the review of literature chapter, students tell the reader what has been found based on a comprehensive review (including the library along with internet meta-searches) of the published literature on the chosen topic. Most students start their research project with a thorough literature review in order to get the “lay of the land” on a particular topic. Boote and Beile (2005) give compelling reasons for a thorough literature review but the most important reason is that it assists you in securing relevant research on your topic. As with Chapter I, the literature review should conclude with a summary that provides a concise description of the chapter’s content and justifies the value of the research about to be undertaken. There are several helpful books on the literature review such as Pan (2004) and Galvan (2006) that you should consult. It is our belief that a thorough literature review will make a significant difference in how well the thesis project proceeds. The better the job one does in this section, the more smoothly the entire project will go.

**Chapter III: Methodology.** Students should begin this section with the centered heading “Methodology” followed by a definition of the specific methodology and a discussion of its utility for the proposed research including its benefits and limitations. Chapter III is meant to outline how you went about the investigative process.

- » Design of the Study. The design of the study describes both the purpose of the research and what type of design (quantitative and qualitative) will be used to accomplish it.
- » Participants. Describe the study participants in detail including how they were chosen and how they were treated throughout the process.
- » Site. Describe the setting in which the investigation took place (i.e. university, community, department, etc.).
- » Instrument. Describe, if any, the instruments used to perform the research. Provide information on the validity and reliability of each instrument. If interviews were used, explain how the interviews were arranged including the questions that were asked.
- » Data Collection. Explain in detail the manner in which the data were collected.
- » Treatment of Data. Explain how the data were managed in order to arrive at the research’s results (in the case of a quantitative study) or findings (in the case of a qualitative study).

The methodology section should be detailed enough that other researchers could replicate the study.

**Chapter IV: Results/Findings.** The results/findings chapter begins with the presentation of answers to the research questions that were asked. In the case of a qualitative study, students should explain what themes emerged as findings from the research interviews. It is acceptable to use either the research questions or themes as the structure for writing this section. In other words, after introducing this chapter, begin each paragraph with the research question or theme that emerged from the data. Keep in mind the findings should be presented in a way that is easy for the reader to digest and understand. For instance, it makes sense to present the questions in the same order as they were presented in Chapter I. If tables are used, follow APA format as a guide in how to set them up. If themes are used from a qualitative study, make sure they have emerged from the data and the reader can understand how the themes were chosen. Each theme must be supported with “thick description” (Clifford, 1973) taken from the voices of the research participants. As

with the previous chapters, end with the heading “Summary of Results” and prepare a short summary of the chapter’s content.

**Chapter V: Discussion/Recommendations/Conclusion.** The discussion, recommendation and conclusion section is the final chapter of the thesis and should begin by reminding the reader why the research was conducted. Tell the reader the significance of what was found – does it match or contradict what was found in the literature review? Students should create a dialogue with the literature review demonstrating the manner in which their research confirms and contradicts the prior literature. In other words, they may begin a sentence with “Whereas Jones (2006) found that length of graduate program does increase stress, my findings suggested otherwise.”

- » **Recommendations.** Recommendations are helpful suggestions that can be gleaned from the thesis and provide future researchers with options to continue study on the thesis topic. Likewise, these recommendations should inform practitioners on ways to improve day-to-day practice within the field of student affairs. Students should avoid scolding or “ranting” about what others should do. The recommendations will be better received if written in a spirit of humility.
- » **Conclusions.** The conclusion section should be solely based on the outcome(s) of the thesis and should summarize what was researched, how the project was designed, what was found, and what meaning can be made of the research. Students should be careful not to introduce any new ideas or material in Chapter V as it will serve only to confuse the reader and raise questions about the quality of the research. Any new material found in Chapter V is a clear sign that earlier chapters must be revised to include the “new” material in the earlier chapters.

**References.** Use APA style in completing the list of references used in the body of the study. Students should only list references that were actually used in the thesis. It is imperative that students check that all citations used in the body of the work are matched to an entry in the references section. Some students may use a bibliography in place of references. A bibliography may include additional materials consulted in the process of carrying out the study, and all entries must include an annotation following each bibliographic reference.

**Appendix.** There are no specific guidelines for what to include in the appendices. The appendices typically include any survey or other instruments, interview questions, and other pertinent information that will help the reader understand the content of the study, and how the project was completed. Typically, the appendices are arranged in the following order:

- » Department Thesis Proposal Approval Form
- » IRB Consent Form
- » Participation Consent Form
- » Research Questions
- » Instruments (if utilized)

## Oral Presentation

Although there are not established guidelines for the oral presentation, students should think of it as an opportunity to explain the research and its implications. It is also helpful to be prepared to talk about what was learned about research as a result of this experience. Kuhlenschmidt (1992) has written a helpful article

on making a thesis presentation. Students should discuss the presentation with their Thesis Chair who can make suggestions about what to expect.

**Oral Presentation Preparation.** After the thesis committee members have approved the content of the thesis proposal, students will work exclusively with their Thesis Chair to complete the project, except as the specific scholarly expertise of a committee member is needed. When the Thesis Chair concurs that the thesis is ready to be presented, students should provide a hard copy draft of the thesis to each committee member for their careful reading.

**Presentation Date.** The calendar date of the thesis presentation may not be scheduled sooner than one full week (seven days) from the date the hard copy draft was provided to all committee members. All committee members need that amount of time to professionally review the thesis and be prepared for the formal presentation.

**Presentation Day.** On the day of the presentation, students will be asked by the committee members to demonstrate a comprehensive knowledge of the thesis and the professional refereed literature upon which the thesis is based. Students may wish to create a Power Point presentation to aid the organization of the discussion. The Power Point presentation should take no longer than 10 – 15 minutes.

**Presentation Follow-Up.** In the most likely situation, committee members will ask for minor changes to the hard copy draft document based on their reading of the final draft document, and their discussion at the presentation meeting. Students will work with the Thesis Chair to complete the suggested changes, and present the Thesis Chair with a final hard copy of the completed thesis for review. Only after the Thesis Chair accepts the final changes and gives their formal permission is the thesis to be reproduced on 100 percent cotton paper for submission to Booth Library. Specific steps to deposit the thesis in Booth Library are found in the EIU Graduate School's Thesis Manual (<http://www.eiu.edu/~graduate/thesismanual.pdf>).

**Removal of "NC" grades in CSD 5950 courses.** After the thesis presentation is successful, the committee members will sign a "Certificate of Comprehensive Knowledge" that is available from the department secretary. The completed form will be returned to the secretary for processing. A second form will be signed by the Thesis Committee Chairperson changing thesis credit hours from a no credit (NC) designation to a credit designation (CR) for all semesters in which thesis credits were registered. The Thesis Committee Chairperson must hand carry the completed Grade Change Form to the Records Office in Old Main for deposit. Students are required to supply the department with a bound copy of the approved thesis. Students should also check the Graduate School Thesis Manual for Graduate School requirements concerning bound copies. Lastly, students customarily provide a bound copy of the thesis to each committee member.









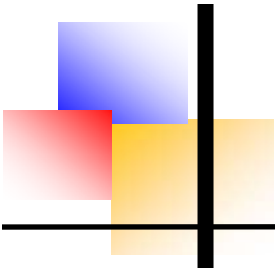












# Approval of Thesis Proposal

Name \_\_\_\_\_

SS#/Banner ID \_\_\_\_\_

Title of Thesis

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The thesis project is to be conducted in the manner described in the proposal with the following exception and/or conditions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date of Approval

\_\_\_\_\_  
Chairperson, Thesis Committee

\_\_\_\_\_  
Member, Thesis Committee

\_\_\_\_\_  
Member, Thesis Committee





## FREQUENTLY ASKED QUESTIONS

### 1. What must be reviewed by the IRB?

Any *research* activities that involve *human subjects*.

*Research* means a systematic investigation—including research, development, testing, and evaluation—designed to develop or contribute to generalizable knowledge. Dissemination of findings to a scientific audience is a sufficient criterion for identifying generalizable knowledge. Dissemination includes, but is not limited to, honor's, master's, and doctoral theses; presentation at a scientific meeting or conference; submission to or publication in a scientific journal; and Internet postings.

*Human subject* means a living individual about whom an investigator obtains (a) data through interaction with the individual, or (b) identifiable private information.

### 2. Examples of work that must be reviewed by the IRB

Research on individual or group characteristics or behavior (including but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior)

Research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Clinical studies of drugs and medical devices, studies involving collection of body fluids, collection of biological specimens for research purposes by noninvasive means.

### 3. Examples of work that is not considered research and does not require IRB review

Interviews by journalists conducted solely for the purpose of writing an article in a newspaper, magazine, or other media outlet are not considered research and do not require IRB review.

### 4. What levels of review are conducted by the IRB?

The IRB may conclude that research falls in one of the following three categories:

#### A. Exempt research includes:

Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. *Note: According to 45 CFR 46.401, if the subjects are children, this exemption applies only to research involving educational tests or observations of public behavior when the investigator(s) do not participate in the activities being observed*

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under #2 (above) of this section if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

**B. Expedited** reviews are conducted on the following types of research:

1. Some clinical studies of drugs and medical devices.
2. Some studies involving collection of blood samples.
3. Prospective collection of biological specimens for research purposes by noninvasive means.
4. Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves.
5. Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis).
6. Collection of data from voice, video, digital, or image recordings made for research purposes.
7. Research on individual or group characteristics or behavior (including but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not exempt.)
8. Continuing review of some research previously approved by the IRB
9. Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.

**C. Full** reviews are conducted by the IRB on all other types of research.

**5. Who determines the appropriate level of review for a given project?**

The researcher may request exempt, expedited, or full review, but the IRB makes the final determination.

**6. Who needs training in the proper conduct of research involving human subjects?**

Everyone, including students.

**7. What training do I need in order to conduct research with human subjects?**

Faculty should complete the on-line training, "Online Training Tutorial for Certification" at:

<http://www.eiu.edu/~grants/ConsentTraining/index.html>

Students conducting independent research or research for a thesis should complete the same on-line training as described for faculty above.

Students in a research methods class should be trained by one of three methods detailed in the IRB policy.

**8. Do I have to request approval for each project in a research methods course?**

No. If the research is not intended for publication, you may file for certification of all projects in the course by using Form H. If theses or other publications are written as a result of the research in the course, file Form A.

**9. What do I have to do in order to get a proposal reviewed by the IRB?**

Be sure the Office of Research and Sponsored Programs has evidence that you have undergone formal training in protection of human subjects.

Fill out Form A and a research summary.

Fill out Form B (exempt) or Form C (expedited), depending on the type of research you propose.

Prepare an informed consent form (unless you have a valid reason for waiver of this requirement).

Include:

- Questionnaires, surveys, tests, or other materials that will be administered to subjects.
- Advertisements, letters, or flyers that will be used, if any.
- Written permission from other institutions or agencies involved in the research (e.g., school board, hospital, agency, prison)

Submit all forms and materials to the Office of Research and Sponsored Programs.

**10. How much time is required for IRB review?**

Normally an exempt or expedited review can be completed in two weeks.

A full review can be done only at one of the regular meetings of the IRB. These meetings take place only once per month.