*2” margin*

**APPENDIX A**
**Sample Title Page (Master’s)**

POWER EFFICIENCY AND CARDIOPULMONARY RESPONSES
FOR VARIOUS WHEELCHAIR DESIGNS AND
PROPULSION METHODS

A thesis submitted in partial fulfillment of the
requirements for the degree of
Master of Science

*1" margin or*
*1 1/2” margin*
*(if binding)*

*1” margin*

By

ROY EUGENE YOUNG
B.S., Bluffton College, 2020

2024
Wright State University

*1” margin*

*2”margin*

**APPENDIX B**
**Sample Approval Sheet (Master’s)**

WRIGHT STATE UNIVERSITY

COLLEGE OF GRADUATE PROGRAMS AND HONOR STUDIES

June 6, 2024

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY Roy Eugene Young ENTITLED Efficiency and Cariopulmonary Responses for Various Wheelchair Designs and Propulsion Methods **(NOTE: SAME TITLE AS IT APPEARS ON TITLE PAGE)** BE ACCEPTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF Master of Science **(NOTE: COMPLETE DEGREE AS IT APPEARS ON TITLE PAGE)**.

*1" margin or*
*1 1/2” margin*
*(if binding)*

*1” margin*

Anne Jones, Ph.D.
Thesis Director

Charles Smith, Ph.D.
Chair, Department of Biological Sciences

Committee on
Final Examination

Anne Jones, Ph.D.

William Green, Ph.D.

Jeanne Hall, Ph.D.

Edward Page, Ph.D.

Subhashini Ganapathy, Ph.D.
Dean, College of Graduate Programs & Honors Studies

**counted as (ii), but never numbered**

*1” margin*

*2” margin*

**APPENDIX C**
**Sample Abstract**

ABSTRACT

Young, Roy Eugene. M.S. Department of Biological Sciences, Wright State University, 2024. Power Efficiency and Cardiopulmonary Responses for Various Wheelchair Designs and Propulsion Methods.[1]

*1" margin or*
*1 1/2” margin*
*(if binding)*

*1” margin*

---

[1]The abstract "heading" (above) is to be single-spaced and it must include: the candidate's name as it appears on the title page (but with last name first); the abbreviation of the graduate degree being awarded; the name of the candidate's department or graduate program, or both; the institution (Wright State University); the year the degree is to be awarded; and the title of the thesis as it appears on the title page. The abstract "narrative" begins three spaces below the heading and it must be double-spaced.

(NOTE: VISIBLE PAGE NUMBERING BEGINS HERE)



*1” margin*

*2” margin*

**APPENDIX D**
**Sample Table of Contents**

TABLE OF CONTENTS



*1" margin or*
*1 1/2” margin*
*(if binding)*

*1” margin*



*1” margin*

*1” margin*

TABLE OF CONTENTS (Continued)



*1" margin or*
*1 1/2” margin*
*(if binding)*

*1” margin*



*1” margin*

*2" margin*

**APPENDIX E**
**Sample List of Figures**

LIST OF FIGURES

*1" margin or 1 1/2" margin (if binding)*

*1" margin*





*1" margin*

*2" margin*

**APPENDIX F**
**Sample List of Tables**

LIST OF TABLES

Table Page



Appendix
Table



*1" margin or*
*1 1/2" margin*
*(if binding)*

*1" margin*



*1" margin*

*2" margin*

**APPENDIX G**
**Sample Format for Text**

I. INTRODUCTION

The main objective of this project is to provide computer-aided instruction service in the elementary statistics laboratory. The aim is to increase the students' knowledge of statistics and statistical techniques, and to help them gain confidence in their knowledge by solving and analyzing statistical problems via interactive dialogue with the computer. Since this computer-aided instruction is designed to be used by nontechnical personnel, i.e., students in elementary statistics courses, it is written in lay terminology.

*1" margin or*
*1 1/2" margin*
*(if binding)*

*1" margin*

The basic elements of a topic with illustrative examples will still be presented in lectures, assigned readings and exercises, and progress-accessing examinations. The laboratory which accompanies the course is the only part to be computerized. At the present, this laboratory consists of solving and analyzing additional exercises similar to those presented in class with emphasis on topics which are not covered well in the text.

The approach in the laboratory is tutorial with few lectures presented.
In spite of this array of help, some students still lack confidence in solving and analyzing problems. It is hoped that Computer-Aided Instruction (CAI) will aid in alleviating some of the problems, since CAI is more personalized and interactive, and more demanding of the student in that full attention is required. Also, CAI material might have some acceptable educational flair strong enough to attract and hold the students' interest rather than just repeat classroom work or be perceived as a dreary process of drill and practice.



*1" margin*

## II. BACKGROUND

### WHAT IS COMPUTER-AIDED INSTRUCTION?

Computer-aided instruction is defined in this project to mean the use of computers to aid teachers and students in the educational process. It utilizes such functions as presenting problems, guiding a student's thinking by asking questions, and evaluating performance. It may be thought of as a form of human-machine interaction whose goal is the efficient learning of a desired curriculum(9). In this project, the curriculum is elementary statistics. The CAI designer or instructional programmer will find that there are several decisions which must be made when preparing course material for the computer. These include:

1. Selection of the appropriate media device for the presentation of the curriculum

*1" margin or 1 1/2” margin (if binding)*

2. Control of the sequence of elements within the curriculum

*1” margin*

3. Control of the rate of the presentation
4. Concurrent recording of the learning behaviors
5. Inclusion of decision mechanisms that determine the rate

and sequence by which curriculum elements are presented to each student(10).

There are two general approaches the instructional programmer may take in CAI. The first is the machine-directed approach in which the various alternatives and paths through an instructional area are programmed into the machine. In this approach, there must be a predetermined model of the needs of the student and existing methods by which the computer can evaluate the student's current state of knowledge. In addition, the machine

The second general approach is the student-directed approach in which the sequence of materials presented is altered only at the request of the student. Included in this approach are such things as information retrieval and library functions, learning by discovery and experimentation, simulation and gaming, data reduction and conversational computing. The machine-directed approach has received more research attention and actual utilization than the student-directed approach. Machine-directed CAI will be used in this project.

THE POTENTIAL OF COMPUTER-AIDED INSTRUCTION

*1" margin or 1 1/2” margin (if binding)*

Computer-aided instruction is becoming increasingly viewed as a valuable asset in the educational arena. One of the first educators to recognize the potential of CAI was Stolurow, who in 1969 saw it as possessing the capability to: (1) individualize instruction, (2) conduct educational research under controlled conditions and at the same time collect detailed records on student performance, and (3) assist educators in the development of instructional materials.

*1” margin*

*2" margin*

**APPENDIX H**
**Sample Appendix**

## APPENDIX A

## GRAVITY THEORY

Gravity exploration is based on Newton's law expressing the force of attraction between two particles in terms of their masses and separation (Dobrin, 1976). This law of gravitation which defines this attraction is stated as: $F=\frac{Gm1m2}{r2}$

where F=force of attraction between m1 and m2 due to gravity

G=universal gravity constant

*1" margin or 1 1/2" margin (if binding)*

m1=mass of the earth (considered concentrated at its center)

*1" margin*

m2=mass of particle on earth's surface

r=radius of the earth

(Nettleton, 1976)

The force F which represents the force of gravity is not the measurement that is used in exploration. In exploration, the acceleration of a body resulting from that force is the conventional quantity used to measure the gravitational field acting at any given location (Dobrin, 1976). This acceleration can be derived from Newton's Second Law of Motion:

F=m2a

where a=acceleration of the body due to gravity



*1" margin*

The acceleration is then: $a = \frac{F}{m2} = \frac{Gm1}{r2}$
(Nettleton, 1976)

Gravity meters are designed to measure variations in the weight or force of gravitational attraction on a constant mass caused by changes in the gravitational field. These changes in the gravitational field can be attributed to variations in density of the subsurface materials. It is lateral variation in this gravitational attraction that will indicate the presence of anomalous high or low density mass distributions. Materials that are more dense cause a stronger gravitational pull than those that are less dense. The unit of measurement for the acceleration of gravity is called the gal and is equal to 1cm/sec. The normal gravitational acceleration on the surface of the earth is approximately 980 gals. Since we are measuring only small differences in gravitational acceleration of the earth's field in exploration, the milligal, which is equal to 1/1000 of a gal is used.

*1" margin or 1 1/2” margin (if binding)*

*1” margin*

*2” margin*

# APPENDIX I
## Sample Bibliography

BIBLIOGRAPY


Barzun, Jacques. Classic, Romantic, and Modern. Boston: Little, Brown, and Company, 1961.

Boime, Albert. The Academy and French Painting in the Nineteenth Century. New Haven: Yale University Press, 1986.

Boime, Albert. Thomas Couture and the Eclectic Vision. New Haven: Yale University Press, 1980.

Brettell, Richard R. et. al. A Day in the Country: Impressionism and the French Landscape. Exhibition catalogue. Los Angeles: Los Angeles County Museum of Art, 1984.

Canady, John. Mainstreams of Modern Art. New York: Holt, Rinehart, and Winston, 1959.


*1" margin or 1 1/2” margin (if binding)*

*1” margin*


Grenville, J.A.S. Europe Reshaped. Ithaca, New York: Yale University Press, 1976.

Hemmings, F.W.J. Culture and Society in France: 1848-1898: Dissidents and Philistines. London: B.T. Batsford, 1971.

Janson, H.W. and Rosenblum, Robert. Nineteenth-Century Art. New York: Harry N. Abrams, 1984.

Nochlin, Linda. Realism. New York: Penguin Books, 1971.

Plessis, Alain. The Rise and Fall of the Second Empire, 1852-1871. Translated by Jonathan Mandelbaum. Cambridge: University Press, 1985.

Poole, Phoebe. Impressionism. London: Thames and Hudson, 1967.

Rosen, Charles and Zerner, Henri. Romanticism and Realism. New York: The Viking Press, 1984.

Schenk, H.G. The Mind of the European Romantics: An Essay in Cultural History. Preface by Isaiah Berlin. New York: Doubleday, 1969.




*1” margin*

*2” margin*

**APPENDIX J**
**Sample List of References**

**REFERENCES**


1. Carey, F.A.; Sundberg, R.J. Advanced Organic Chemistry, 2nd Ed., Part B ; Plenum, New York, 1983; pp 449-463.

2. March, J. Advanced Organic Chemistry: Reactions, Mechanisms, and Structures, 2nd. Ed.; McGraw-Hill, New York, 1977; pp 1008-1009.

3. Smith, P.A.S. Molecular Rearrangements, Part I, (Ed.P. de Mayo); Interscience, NewYork, 1962, p 483.

4. Kuhara, M.; Watanabe, M. J. Mem. Coll. Sci., Kyoto Imp. Univ. 1914, 1, 105-107.

5. Butler, R.; O'Donoghue, D. A. J. Chem. Research (S). 1983, 18-21.

*1" margin or 1 1/2” margin (if binding)* *1” margin*

6. March, J. Advanced Organic Chemistry: Reactions, Mechanisms, and Structures, 3rd Ed.; McGraw-Hill New York, 1985; p 988.

7. Carey, F.A.; Sundberg, R.J. Advanced Organic Chemistry, 2nd. Ed., Part B ; Plenum, New York, 1983; pp 470-475.

8. Chapman, A.W.; Fidler, F.A. J. Am. Chem. Soc. 1936, 58, 448.

9. Kuhara M.; Watanabe, M. J. Mem. Coll. Sci., Kyoto Imp. Univ. 1917, 11, 579.

10. Suginome, H.; Furukawa, K.; Orito, K. J. Am. Chem. Soc., Chem. Commun. 1987, 1004-1009.

11. Silverstein, R.M.; Bassler, G.C.; Morrill, T.C. Spectrometric Identification of Organic Compounds, 4th Ed.; John Wiley and Sons, New York, 1981; pp 166-169.

12. Corey, E.J.; Schmidt, G. Tetrahedron Lett. 1979, 399-401.

13. Croce, P.D.; LaRosa, C. Synthesis. 1984, 982.

14. Eade, R.A.; Earl, J.C. J. Am. Chem. Soc. 1948, 70, 2307.

15. Hey, D.H.; Mulley, R.D. J. Am. Chem. Soc. 1952, 74, 2276-2279.




*1” margin*

*2” margin*

**APPENDIX K**
**Sample Title Page (Doctoral)**

HUMAN OPERATOR PERFORMANCE IN A
REGULATORY TRACKING TASK WITH AN
ACTIVE VERSUS A PASSIVE CONTROL STICK

A dissertation submitted in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

*1" margin or*
*1 1/2” margin*
*(if binding)*

*1” margin*

By

AUGUSTUS MORRIS, JR.
B.S., Wright State University, 2020

2024
Wright State University

*1” margin*

*2” margin*

**APPENDIX L**
**Sample Copyright Page**

COPYRIGHT BY

AUGUSTUS MORRIS, JR.

2024

*1" margin or*
*1 1/2” margin*
*(if binding)*

*1” margin*

*1” margin*

*2”margin*

**APPENDIX M**
**Sample Approval Sheet (Doctoral)**

WRIGHT STATE UNIVERSITY

COLLEGE OF GRADUATE PROGRAMS AND HONORS STUDIES

June 6, 2024

I HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER MY SUPERVISION BY Augustus Morris, Jr. ENTITLED Human Operator Performance in a Regulator Tracking Task with an Active Versus a Passive Control Stick BE ACCEPTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF Doctor of Philosophy.

______________________________

James Smith, Ph.D.
Dissertation Director

______________________________

Larry Arlian, Ph.D.
Director, Biomedical Sciences
Ph.D. Program

*1" margin or*
*1 1/2” margin*
*(if binding)*

*1" margin*

______________________________

Subhashini Ganapathy, Ph.D.
Dean, College of Graduate Programs
& Honors Studies

Committee on
Final Examination

______________________________

James Smith, Ph.D.

______________________________

Carol Green, Ph.D.

______________________________

Y. S. Kim, Ph.D.

______________________________

Sandra Jones, Ph.D.

______________________________

Juan Rivera, Ph.D.

______________________________

David Page, Ph.D.

*1” margin*