Thesis/Dissertation Workshop

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Office of Graduate Studies

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Deadline extended to Wed. Feb. 18th!

1. **Three-Minute Thesis Competition (3MT)** and the **Graduate Presentation Showcase** deadline to Register is ~~February 13, 2026~~. Details on both events and a link to register are here. Both events take place on Fri. Feb. 27, 2026 - great way to get feedback and build your presentation skills!

1 slide, 3 minutes

   - Three-Minute Thesis (3MT) competition: Students with research results can register to compete and win cash prizes
   - Graduate Presentation Showcase: NEW fun, non-competitive option

   - What do I need to know if I am going to put together a 3-minute presentation for 3MT or the Showcase? **See Tips** from 1:40-7:50 in this short video: https://youtu.be/PJRn03PTnGQ

Links to examples on slides 9-11

2. **Where to find help with any Presentation or prepping for an interview?**

   - Book a virtual or in-person consultation using the link on the Presentation Skills Center webpage – they help you get started, polish your slides, or to gain confidence.
   - Check out this RECORDING of the Presentation Skills Workshop with Dr. Lesley Withers: https://youtu.be/EUZFqMv9AKU

Workshop Goals

Goals: Graduate students and Committee Chairs understand the Office of Graduate Studies guidelines for Thesis and Dissertation preparation.

- Brief overview of milestones for Thesis/Dissertation projects

1. Format
2. iThenticate tool
3. Guidelines for use of AI
4. Understanding and Avoiding Copyright violations

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Milestones for Thesis/Dissertation Projects

Selection of research topic and committee members (3), including chair

- Chair and at least one additional member must be from CMU
- All members must have Graduate Faculty Status (GFS)
- See complete Guidelines posted on our website

GFS Form

Prospectus approval by Graduate Studies – PLAN AHEAD

- Review board (IRB/IACUC/IBC) approval was obtained/is attached
- Committee members sign off with their approval
- Some programs require a proposal defense
- **Need approval in the semester/term prior to the semester/term you register for > 3 thesis or 6 dissertation credits**

OGS Forms

Thesis/Dissertation Milestones, continued

Grad Studies Deadlines

Thesis/Diss. webpage

Conduct your research and Write your thesis/dissertation

- Read 7-page Guidelines pdf *before you begin writing*
- Refer to today's slides and training videos

Oral defense and Revisions of your final thesis/dissertation

- Work with your chair and program to schedule your defense
- Make revisions requested by your committee

Submit to Office of Graduate Studies

- Complete a Plan A (Thesis) or Dissertation Sign-Off form through DocuSign and submit your final, defended, committee-approved document to cgsthesis@cmich.edu before the target graduation deadline
- Grad Studies will email you with any necessary revisions (you have ~1 month to make revisions)

1. Format: What are the two options?

Journal Article Compilation or Traditional thesis/dissertation

- These options vary in terms of the APA Formatting requirements beyond the preliminary pages.
- Flexibility and efficiency *for students publishing their research*
- Preliminary Pages are identical for both options

Preliminary Pages APA Format: ALL documents

Preliminary pages – follow CMU requirements of APA Style:

- Title page (CMU specific)
- Acknowledgements/Dedication (optional)
- Abstract
- Table of Contents
- List of Tables (only required if tables are within text)
- List of Figures (only required if figures are within text)

Entire document:

- 8½“ x 11” page size
- 1” margins all around
- Header:
  - one-line title in ALL CAPS (left aligned)
  - page number starting with 1 (right aligned)

Template/Example Paper

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Who can use the Journal Article option?

1. Your program must allow this option – see your Program Handbook

2. Number of articles with the student or committee chair as lead author
   - Plan A Thesis: 1 or more article written by the student
   - Dissertation: 2 or more articles written by the student
   - If you co-author an article with a major contribution but don't write it, you may include the article in an Appendix, but it does not count towards the minimum # of articles.

3. Publishing requirement
   - You must have submitted or intend to submit your article(s) for publication

How to Format Document with Journal Article option

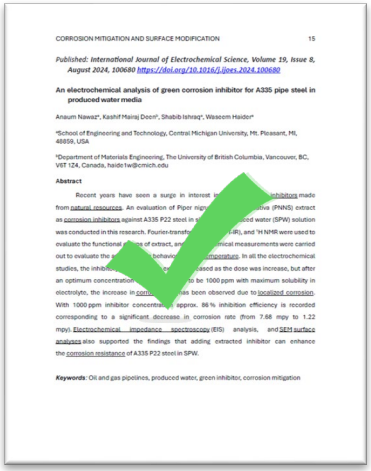
For all Chapters:

- Follow the formatting requirement of the (intended) journal for each chapter (they can vary across chapters)
- Graduate Studies reviews to ensure consistent formatting
- You may include an introduction and/or conclusions chapters in addition to the journal article(s), depending on your program requirements

How to Format Journal Article-style documents

For all Chapters:

- Your document should appear as you submit it to the journal, not how it appears when published



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How to Format Traditional Thesis/Dissertation

APA Style

- Use APA format throughout document
- Exception to APA: for references – you may use the style most appropriate for your field

Entire document:

- 8½“ x 11” page size
- Double-spaced
- 1” margins all around
- Header:
  - one-line title in ALL CAPS (left aligned)
  - page number starting with 1 (right aligned)

Template/Example Paper

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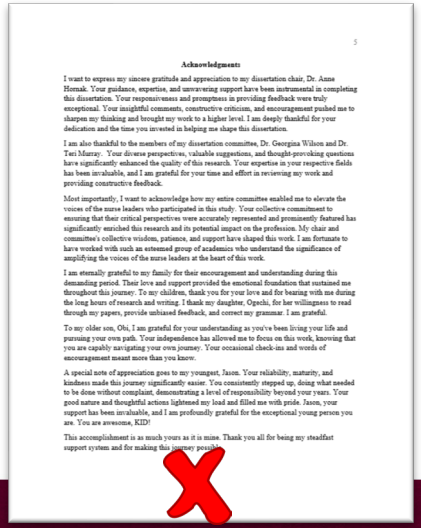
Common Formatting Issues

Overall

- Extra space between paragraphs (should be double-spaced only)
- Header does not meet requirements



5

Acknowledgments

I want to express my sincere gratitude and appreciation to my dissertation chair, Dr. Anne Hornak. Your guidance, expertise, and unwavering support have been instrumental in completing this dissertation. Your responsiveness and promptness in providing feedback were truly exceptional. Your insightful comments, constructive criticism, and encouragement pushed me to sharpen my thinking and brought my work to a higher level. I am deeply thankful for your dedication and the time you invested in helping me shape this dissertation.

I am also thankful to the members of my dissertation committee, Dr. Georgina Wilson and Dr. Teri Murray. Your diverse perspectives, valuable suggestions, and thought-provoking questions have significantly enhanced the quality of this research. Your expertise in your respective fields has been invaluable, and I am grateful for your time and effort in reviewing my work and providing constructive feedback.

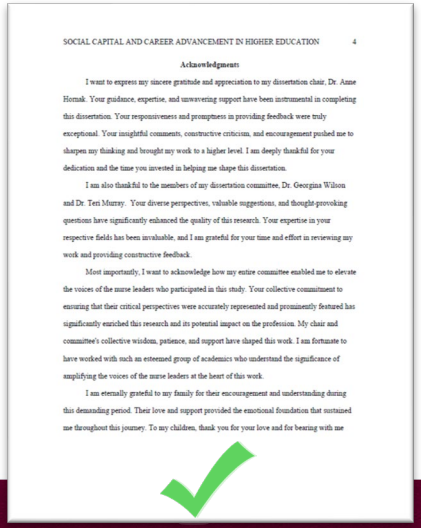
Most importantly, I want to acknowledge how my entire committee enabled me to elevate the voices of the nurse leaders who participated in this study. Your collective commitment to ensuring that their critical perspectives were accurately represented and prominently featured has significantly enriched this research and its potential impact on the profession. My chair and committee's collective wisdom, patience, and support have shaped this work. I am fortunate to have worked with such an esteemed group of academics who understand the significance of amplifying the voices of the nurse leaders at the heart of this work.

I am eternally grateful to my family for their encouragement and understanding during this demanding period. Their love and support provided the emotional foundation that sustained me throughout this journey. To my children, thank you for your love and for bearing with me during the long hours of research and writing. I thank my daughter, Ogechi, for her willingness to read through my papers, provide unbiased feedback, and correct my grammar. I am grateful.

To my older son, Obi, I am grateful for your understanding as you've been living your life and pursuing your own path. Your independence has allowed me to focus on this work, knowing that you are capably navigating your own journey. Your occasional check-ins and words of encouragement meant more than you know.

A special note of appreciation goes to my youngest, Jason. Your reliability, maturity, and kindness made this journey significantly easier. You consistently stepped up, doing what needed to be done without complaint, demonstrating a level of responsibility beyond your years. Your good nature and thoughtful actions lightened my load and filled me with pride. Jason, your support has been invaluable, and I am profoundly grateful for the exceptional young person you are. You are awesome, KID!

This accomplishment is as much yours as it is mine. Thank you all for being my steadfast support system and for making this journey possible.



SOCIAL CAPITAL AND CAREER ADVANCEMENT IN HIGHER EDUCATION 4

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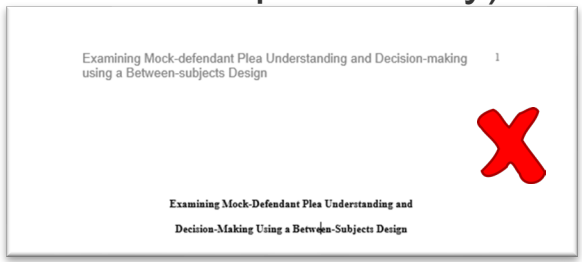
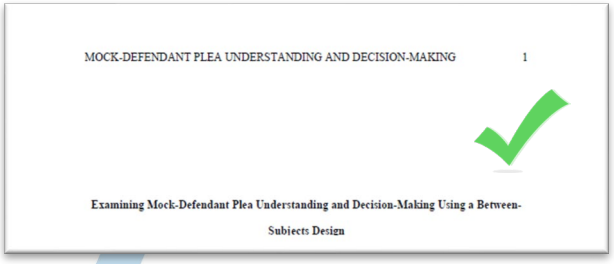


Examining Mock-defendant Plea Understanding and Decision-making using a Between-subjects Design 1

Examining Mock-Defendant Plea Understanding and Decision-Making Using a Between-Subjects Design



MOCK-DEFENDANT PLEA UNDERSTANDING AND DECISION-MAKING 1

Examining Mock-Defendant Plea Understanding and Decision-Making Using a Between-Subjects Design

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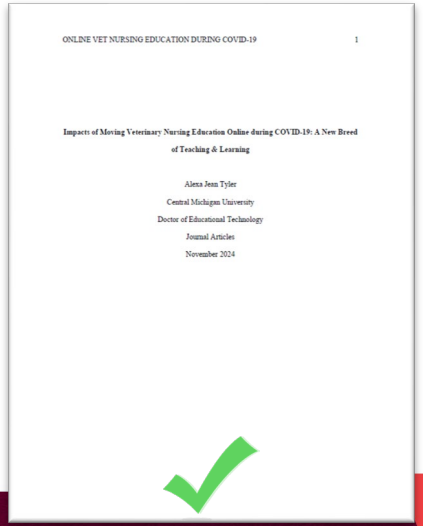
Common Formatting Issues

Preliminary Pages

- Title page is not formatted using CMU specifications
- List of Tables/Figures missing when tables/figures are in text



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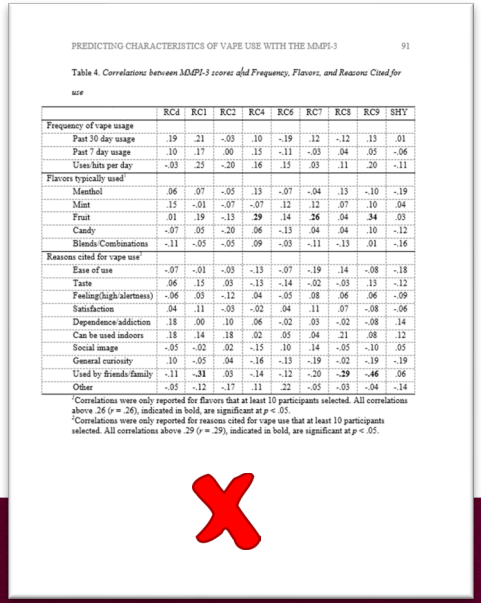
Common Formatting Issues

Tables/Figures

- Number and title do not follow APA style
- Sizes are too large and spill into 1” margin

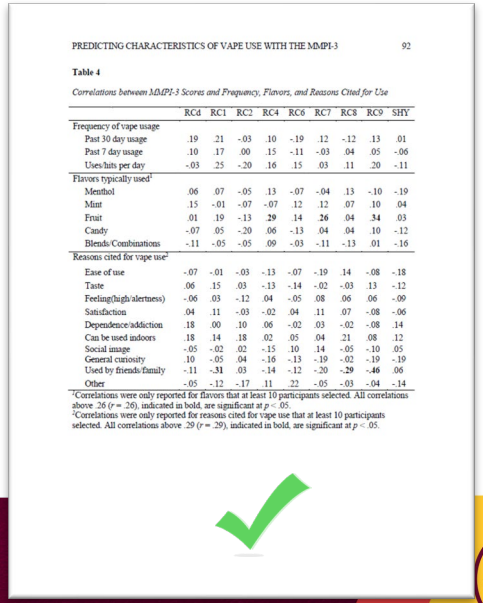


PREDICTING CHARACTERISTICS OF VAPE USE WITH THE MMPI-3 91

Table 4. *Correlations between MMPI-3 scores and Frequency, Flavors, and Reasons Cited for use*

	RCd	RC1	RC2	RC4	RC6	RC7	RC8	RC9	SHY
Frequency of vape usage									
Past 30 day usage	.19	.21	-.03	.10	-.19	.12	-.12	.13	.01
Past 7 day usage	.10	.17	.00	.15	-.11	-.03	.04	.05	-.06
Uses/hits per day	-.03	.25	-.20	.16	.15	.03	.11	.20	-.11
Flavors typically used									
Menthol	.06	.07	-.05	.13	-.07	-.04	.13	-.10	-.19
Mint	.15	-.01	-.07	-.07	.12	.12	.07	.10	.04
Fruit	.01	.19	-.13	**.29**	.14	**.26**	.04	**.34**	.03
Candy	-.07	.05	-.20	.06	-.13	.04	.04	.10	-.12
Blends/Combinations	-.11	-.05	-.05	.09	-.03	-.11	-.13	.01	-.16
Reasons cited for vape use[2]									
Ease of use	-.07	-.01	-.03	-.13	-.07	-.19	.14	-.08	-.18
Taste	.06	.15	.03	-.13	-.14	-.02	-.03	.13	-.12
Feeling(high/alertness)	-.06	.03	-.12	.04	-.05	.08	.06	.06	-.09
Satisfaction	.04	.11	-.03	-.02	.04	.11	.07	-.08	-.06
Dependence/addiction	.18	.00	.10	.06	-.02	.03	-.02	-.08	.14
Can be used indoors	.18	.14	.18	.02	.05	.04	.21	.08	.12
Social image	-.05	-.02	.02	-.15	.10	.14	-.05	-.10	.05
General curiosity	.10	-.05	.04	-.16	-.13	-.19	-.02	-.19	-.19
Used by friends/family	-.11	**-.31**	.03	-.14	-.12	-.20	**-.29**	**-.46**	.06
Other	-.05	-.12	-.17	.11	.22	-.05	-.03	-.04	-.14

[1]Correlations were only reported for flavors that at least 10 participants selected. All correlations above .26 (r = .26), indicated in bold, are significant at p < .05.
[2]Correlations were only reported for reasons cited for vape use that at least 10 participants selected. All correlations above .29 (r = .29), indicated in bold, are significant at p < .05.



PREDICTING CHARACTERISTICS OF VAPE USE WITH THE MMPI-3 92

Table 4

Correlations between MMPI-3 Scores and Frequency, Flavors, and Reasons Cited for Use

	RCd	RC1	RC2	RC4	RC6	RC7	RC8	RC9	SHY
Frequency of vape usage									
Past 30 day usage	.19	.21	-.03	.10	-.19	.12	-.12	.13	.01
Past 7 day usage	.10	.17	.00	.15	-.11	-.03	.04	.05	-.06
Uses/hits per day	-.03	.25	-.20	.16	.15	.03	.11	.20	-.11
Flavors typically used[1]									
Menthol	.06	.07	-.05	.13	-.07	-.04	.13	-.10	-.19
Mint	.15	-.01	-.07	-.07	.12	.12	.07	.10	.04
Fruit	.01	.19	-.13	**.29**	.14	**.26**	.04	**.34**	.03
Candy	-.07	.05	-.20	.06	-.13	.04	.04	.10	-.12
Blends/Combinations	-.11	-.05	-.05	.09	-.03	-.11	-.13	.01	-.16
Reasons cited for vape use[2]									
Ease of use	-.07	-.01	-.03	-.13	-.07	-.19	.14	-.08	-.18
Taste	.06	.15	.03	-.13	-.14	-.02	-.03	.13	-.12
Feeling(high/alertness)	-.06	.03	-.12	.04	-.05	.08	.06	.06	-.09
Satisfaction	.04	.11	-.03	-.02	.04	.11	.07	-.08	-.06
Dependence/addiction	.18	.00	.10	.06	-.02	.03	-.02	-.08	.14
Can be used indoors	.18	.14	.18	.02	.05	.04	.21	.08	.12
Social image	-.05	-.02	.02	-.15	.10	.14	-.05	-.10	.05
General curiosity	.10	-.05	.04	-.16	-.13	-.19	-.02	-.19	-.19
Used by friends/family	-.11	**-.31**	.03	-.14	-.12	-.20	**-.29**	**-.46**	.06
Other	-.05	-.12	-.17	.11	.22	-.05	-.03	-.04	-.14

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[2]Correlations were only reported for reasons cited for vape use that at least 10 participants selected. All correlations above .29 (r = .29), indicated in bold, are significant at p < .05.

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2. *iThenticate* reports must be attached to the Completion Approval Form *prior to submission* (as of March 8, 2025)

KEY POINT: Primary Responsibility to avoid plagiarism lies with the student, and the committee chair. Grad Studies briefly reviews *iThenticate* reports.

A. Faculty member requests an *iThenticate 2.0* account
B. How to use the *iThenticate* 2.0 tool with CMU-specified filters
C. How to view and navigate *iThenticate* Similarity reports – when can you exclude a source
D. How to interpret *iThenticate* Similarity reports

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2A. Request an iThenticate account

- How to request account:
  - Faculty with full graduate faculty status email Kara Owens, beery1kl@cmich.edu.
  - We do not provide accounts to students due to license agreement limits
- When to request account:
  - **Request before student writes prospectus**
  - KEY POINT: Upload student drafts regularly and discuss reports with student in the process of mentoring their academic writing to ensure original, independent, and ethically-conducted writing.
    - Accidental plagiarism is common.

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2B. Using the *iThenticate* 2.0 Tool

Access *iThenticate 2.0* at: https://cmich.turnitin.com/home/

- Goal at submission: generate a single *iThenticate* report for the FINAL document that was approved by the committee (no track changes comments remain)
- Recording of training provided by *iThenticate/turnitin* is posted on our website (available until April 1, 2026) – (not as helpful as it lacks the CMU-specific filters)
- MUST be careful in setting the CMU-specified Filters and Exclusions. Completion approval forms that have *iThenticate* reports generated with incorrect settings will be returned – see next slide.

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Go to settings using the link in the left sidebar

Check ALL possible content for comparisons.

Exclude ONLY bibliography, quotes and citations.

Do NOT exclude any Sections or small matches

iThenticate

Settings

My Files

Shared With Me

Trash

Settings

Select your default Similarity Report settings.

Compare submissions to the following content:

- [x] Crossref
- [x] Crossref Posted Content
- [x] Internet
- [x] Submitted Works
- [x] Publications

Exclude from Similarity Report:

- [ ] Abstract
- [ ] Small Matches
- [ ] Methods and Materials
- [x] Bibliography
- [x] Quotes
- [ ] Preprint Sources
- [x] Citations

Save Reset

PRO TIP: You can double-check your settings; they appear on the first page of the report

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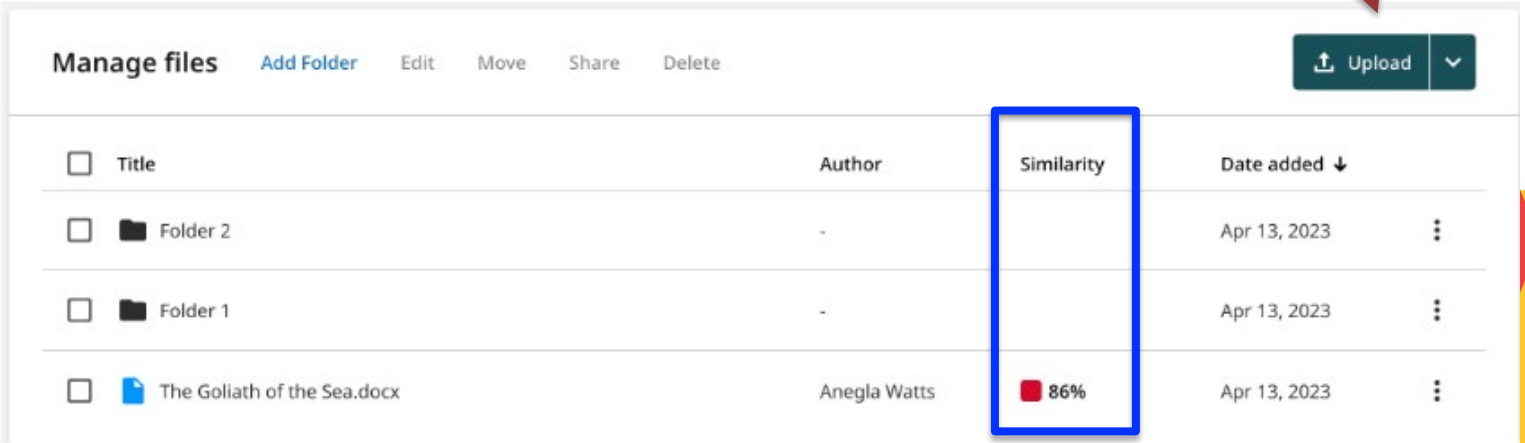
2B. How to upload a file

1. After setting filters, select **My Files** from the left sidebar.
2. Select the green **Upload** button in the upper right area.
3. On the Upload page, enter author name and click **Confirm at the bottom of the page**. Wait a few minutes for the file to process.



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Overall Similarity Percentage is not useful

KEY POINT: Do NOT focus on the overall Similarity percentage; this number can be very misleading.

- A high overall Similarity percentage does not always indicate plagiarism.
- A low overall Similarity percentage does not mean a lack of plagiarism.
- You should never have 0% Similarity if you generate report correctly (we are happy to help if you get stuck). *We do not accept reports with 0% similarity.*

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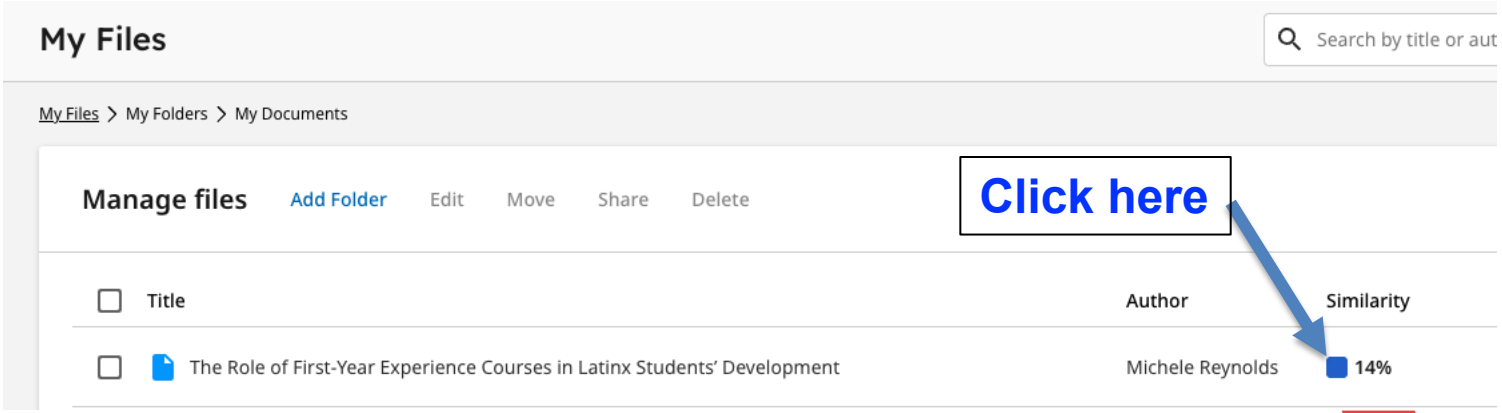
2C. How to View Similarity Report

- To see a detailed Similarity Report, click on the %, and a new window will open with a marked-up version of the document (example next slide).



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Similarity 17% Flags AI Writing --%

1

EXPLORATION OF THE PERCEIVED STRESS SCALE 1

Exploration of the Perceived Stress Scale (PSS) and Personal Dime

COVID-19 for IMG/FMG Physicians. Did Getting Vaccinated C

[redacted]

Dissertation

April 2024

Page 1 of 101 21474 words 242%

When Sources is selected, you see each source (1-6 shown here), the type of source, and the # words from each source that match in the thesis.

17% Overall Similarity Filters

Match Groups | Sources

Show overlapping sources

1 Internet
repository-tnmgrmu.ac.in 1%
40 text blocks 323 matched words

2 Publication
Manser, Kelly A.. "Testing Actor and Partner Medi... <1%
8 text blocks 211 matched words

3 Internet
academicworks.cuny.edu <1%
3 text blocks 128 matched words

4 Internet
www.researchgate.net <1%
12 text blocks 121 matched words

5 Internet
www.cmich.edu <1%
3 text blocks 108 matched words

6 Internet
pubcovid19.pt <1%
11 text blocks 91 matched words

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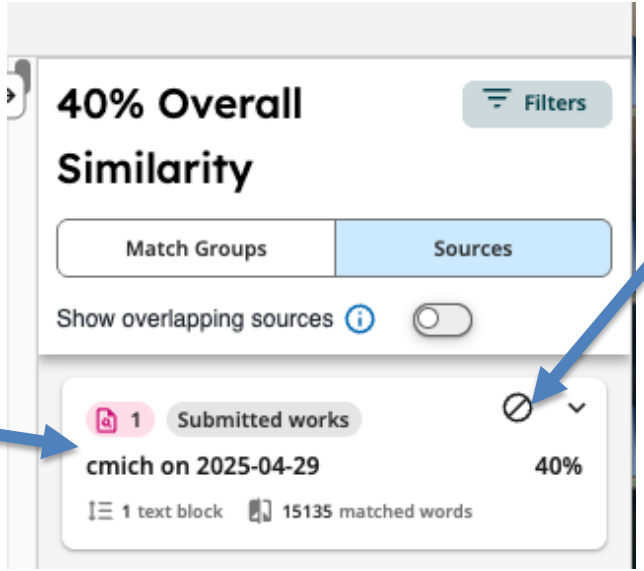
When can you exclude a Source?
ONLY if a prior draft was uploaded

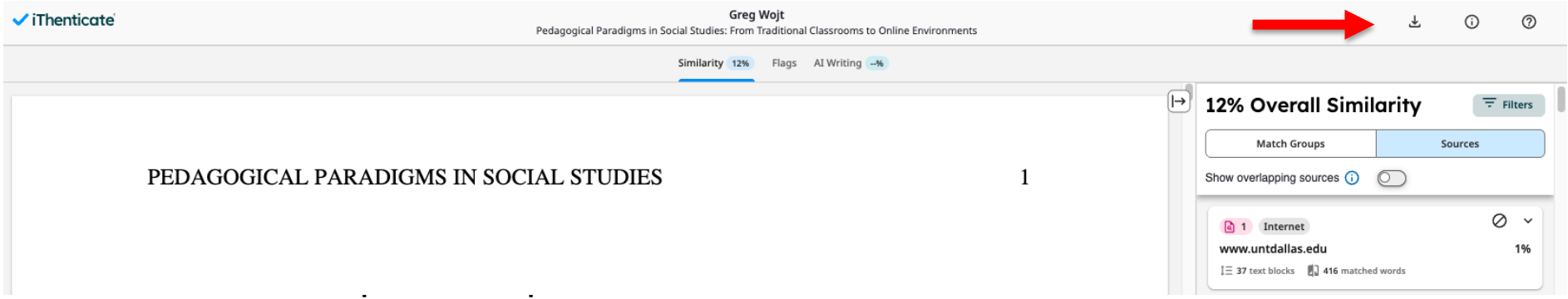
NOTE high overall similarity to a recent *Submitted work*



If you ran a report on an earlier draft of the same document, then you may exclude this submitted work by clicking on the 'exclude source' symbol (may need to repeat if multiple drafts were uploaded).

KEY POINT: Do not exclude any other sources – not even student's own published work.
Double check on 1st page of report

2D. How to Navigate and Interpret Similarity Reports



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Information in Report pdf, Page 2

8% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text
- Cited Text

Exclusions

- 4 Excluded Sources

Double-check correct settings

- Filters
- Exclusions (prior drafts only)

Match Groups

456 Not Cited or Quoted 8%
Matches with neither in-text citation nor quotation marks

0 Missing Quotations 0%
Matches that are still very similar to source material

0 Missing Citation 0%
Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

4% Internet sources
7% Publications
0% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

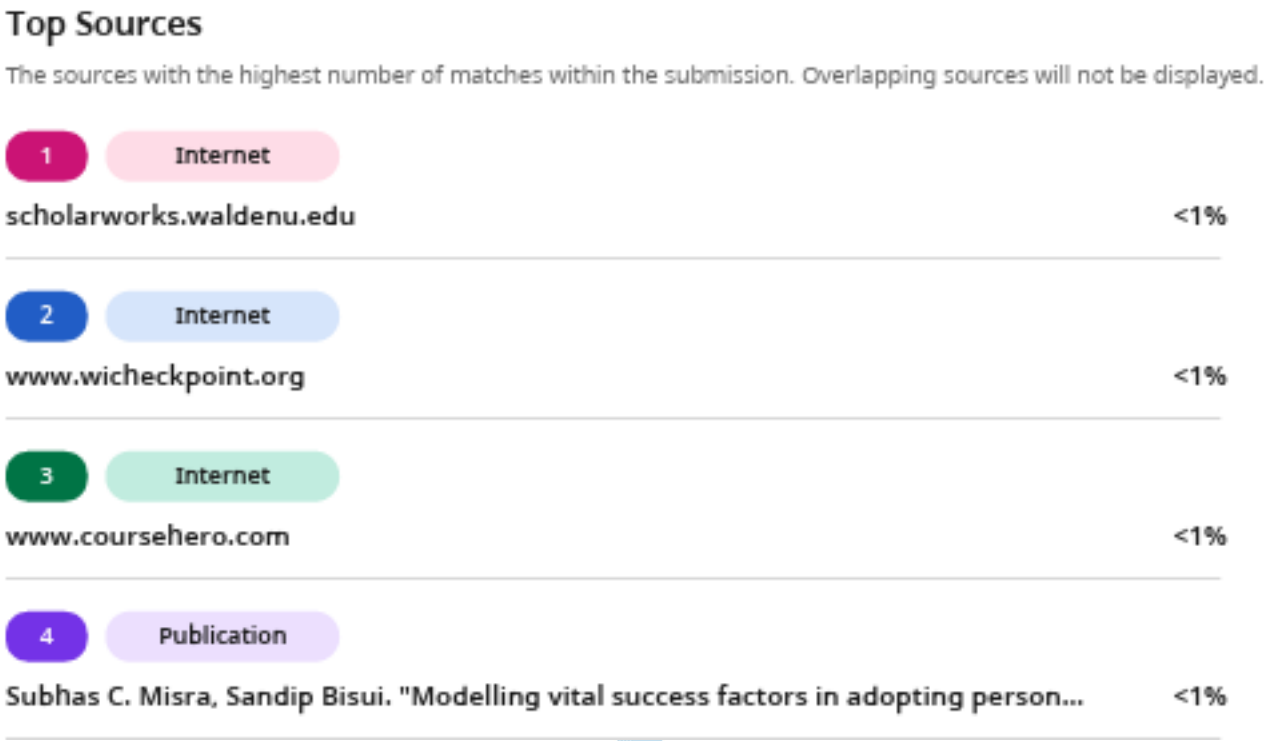
Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

More Information in pdf

Page 3 has Top Sources

All text in document matching source 1 will be pink.
Text matching source 2 will be blue, etc..



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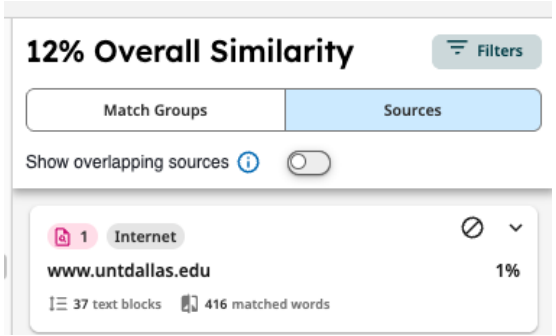
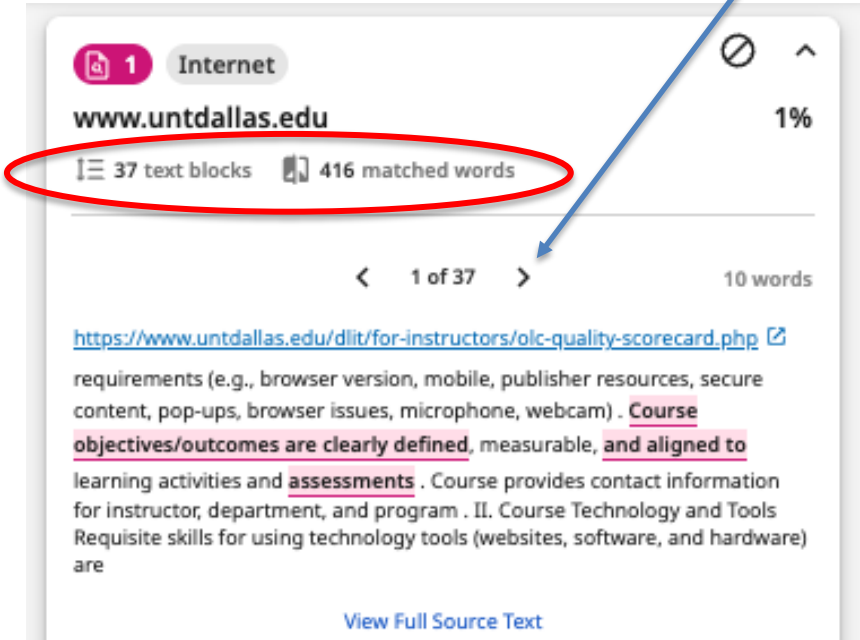
Faculty can also use the live report window within *iThenticate*

In the main report window, with Sources selected, you see how many matches there are to each Source. Click on the center of the box of the first source to view more details.



Click on arrows to see each match



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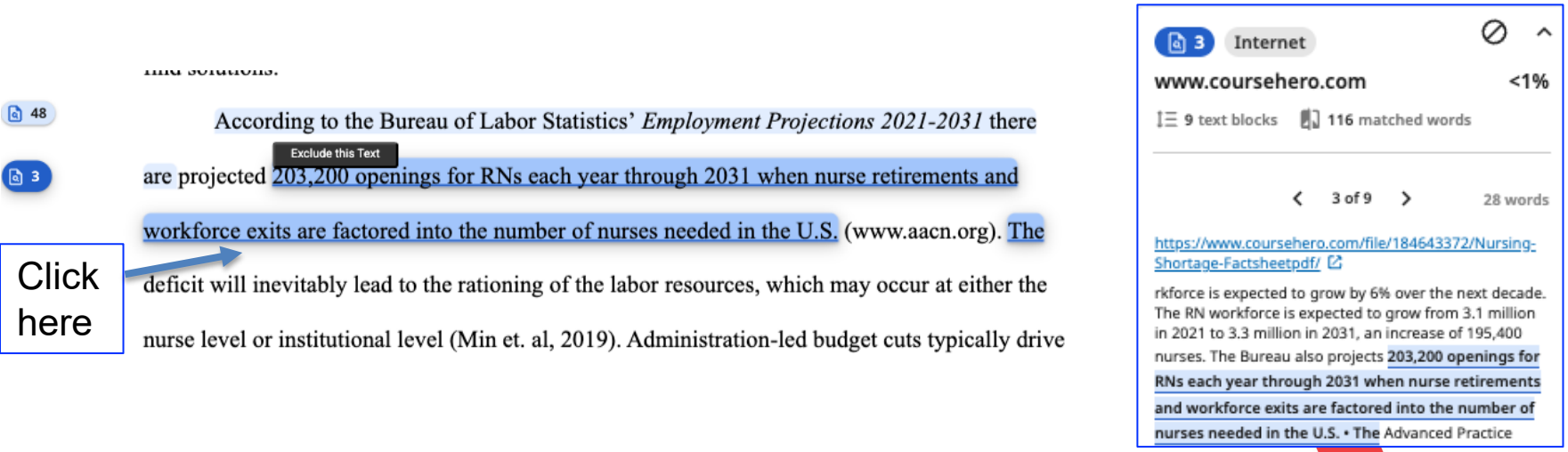
Review the document for matches in the main window

If you click on a region of highlighted text, the right window moves to the corresponding source text. **KEY POINT: Ensure there is a citation for every significant, highlighted region.



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What might be a concern and require revision?

- Two or more complete sentences in a row identical/nearly identical to a given source or identical to multiple sources (patchwork plagiarism).
- Multiple, complete sentences scattered throughout document that match sources
- To avoid plagiarizing, sufficient paraphrasing to change wording and sentence/paragraph structure is needed. See APA Avoiding Plagiarism Guide: https://apastyle.apa.org/style-grammar-guidelines/citations/plagiarism

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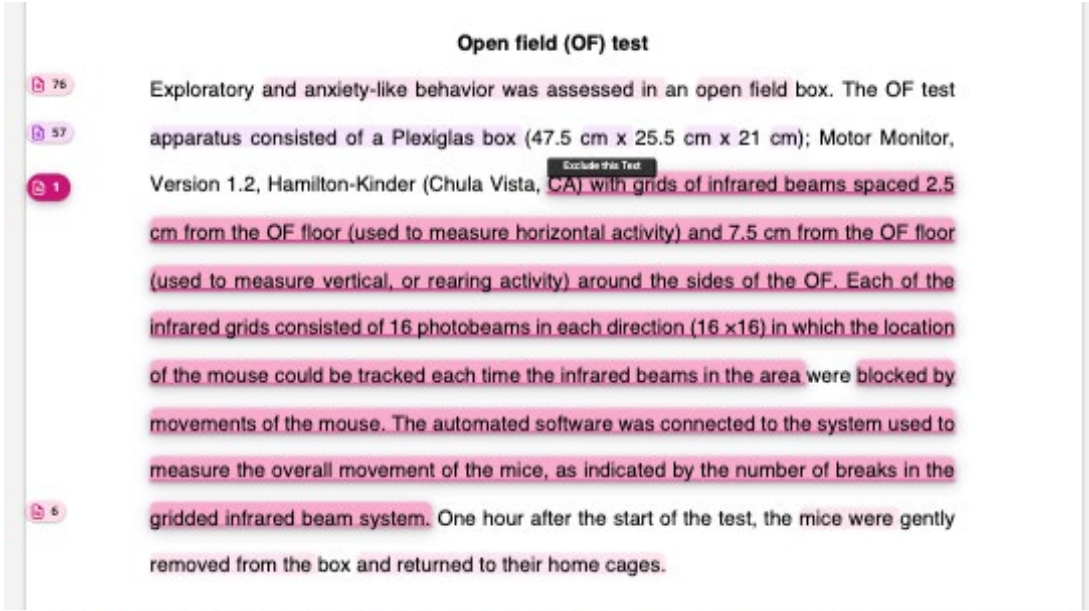
Examples that require revision



Open field (OF) test

Exploratory and anxiety-like behavior was assessed in an open field box. The OF test apparatus consisted of a Plexiglas box (47.5 cm x 25.5 cm x 21 cm); Motor Monitor, Version 1.2, Hamilton-Kinder (Chula Vista, CA) with grids of infrared beams spaced 2.5 cm from the OF floor (used to measure horizontal activity) and 7.5 cm from the OF floor (used to measure vertical, or rearing activity) around the sides of the OF. Each of the infrared grids consisted of 16 photobeams in each direction (16 x16) in which the location of the mouse could be tracked each time the infrared beams in the area were blocked by movements of the mouse. The automated software was connected to the system used to measure the overall movement of the mice, as indicated by the number of breaks in the gridded infrared beam system. One hour after the start of the test, the mice were gently removed from the box and returned to their home cages.

If you see two sentences in a row identical/nearly identical to a source – may be accidental plagiarism or need quotation marks.
**Should be paraphrased to reduce wording and structure similarities.

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More examples requiring revision (most often in the Literature review section)

the efficacy of countries in developing literacy skills through successive generations. The gains made in some countries illustrate the pace of progress that is achievable (Coben & Alkema, 2017; Holzer & Lerman, 2015; Kanter, 2009; Kirsch & Lennon, 2017; Kocor & Worek, 2016; National Research Council, 2012; OECD, 2009; OECD, 2013). For example, Korea is among the three lowest-performing countries when comparing the skills proficiency of 55–65-year-olds; however, compared to 16–24-year-olds, Korea ranks second only to Japan (National Research Council, 2012). Similarly, older Finns perform at around the average among the countries taking part in the Survey of Adult Skills while younger Finns are, together with young adults from Japan, Korea, and the Netherlands, today's top performers (OECD, 2013). However, this progress has been highly uneven across countries. For example, In England/Northern Ireland (UK) and the United States, improvements between younger and older generations are barely apparent (OECD, 2013). Young people in these countries are entering a much more demanding labor market and are less prepared than retiring adults (OECD, 2013). England/ Northern Ireland (UK), on the other hand, is among the three highest-performing countries in literacy when comparing 55–65-year-olds; but England/ Northern Ireland (UK) is among the bottom three countries when comparing literacy proficiency among 16–24-year-olds (OECD, 2019). Innumeracy, the United States performs around the average when comparing the ability of 55–65-year-olds but is lowest in numeracy among all participating countries when comparing 16–24-year-olds (OECD, 2013; Yu et al., 2019). Of course, the survey data are results from a cross-culture of populations, not cohorts, so some of the observed differences across generations are attributable to changes in the composition of people, such as increased social diversity, income inequality or migration, or to different rates with which skills depreciate with age (OECD, 2013). At the same time, the fact that socio-economic patterns explain part of the observed changes is little consolation to countries whose economic success depends on the quality of their actual labor force, not the hypothetical labor force that they might have had in a different context (National Research Council, 2012; OECD, 2009; OECD, 2013; Kirsch & Lennon, 2017).

Ailawadhi et al. (2018) conducted a study that examined the link between clinical trial participation and cancer outcomes for minorities. These researchers evaluated the impact of patient race and ethnicity in pooled data from nine large national cooperative group clinical trials in patients with newly diagnosed multiple myeloma. Multiple myeloma is an incurable hematologic malignancy with disparities in outcomes noted among racial/ethnic subgroups due to disparities in access to effective treatment modalities. The authors found that among 2,896 patients enrolled for more than 20 years, only 18% were non-White, and enrollment of minorities decreased from 2002 to 2011. The study also revealed that African Americans with myeloma were typically younger and exhibited higher risk factors, including anemia and increased lactate dehydrogenase. Hispanics also had the smallest proportion of patients in trials utilizing novel therapeutic agents. The study concluded that while there are significant disparities in multiple myeloma incidence and outcomes among patients of different racial/ethnic groups, this disparity could be mitigated by access to appropriate therapeutic options provided by clinical trials.

The work of Nazhan et al. (2019) provides another example of this. These researchers examined the impact of the disparity in clinical trial participation by minority patients receiving cancer immunotherapy. The authors revealed that enrollment in pivotal trials leading to the United States' regulatory approval of immune checkpoint inhibitors showed a poor representation of racial/ethnic minority groups. Specifically, African American patients constituted less than 4% of all patients enrolled across multiple trials that supported the approval of immune checkpoint inhibitors for lung cancer treatment. The study also found similar underrepresentation for trials conducted on renal cell carcinoma and other tumor types. The authors recommended using predictive biomarkers to track disease progression in order to identify responders and new strategies to expand the benefit to a more significant subset of patients. Results of the study also suggest that the inadequate representation of

Example we would NOT consider plagiarism

KEY POINTS:

- Many words and phrases will be highlighted in the report, e.g. short definitions – this is OK.

- We expect every committee chair to discuss the report with their student

researchers focused on populations commonly identified and referred to as racial/ethnic minorities in the United States, including African Americans, American Indians, Alaska Natives, Asians, Native Hawaiians, and other Pacific Islanders and Hispanics/Latinos. Zavala et al. (2021) claimed that despite substantial progress in understanding the factors underlying cancer health disparities, marked inequalities persist. They provided a review of the cancer disparities experienced by rural racial/ethnic minority groups. In this review, there were several recommendations made to advance research and reduce cancer health disparities. Namely, this included developing and sustaining diverse groups that aid in collecting data used for future clinical trials. The researchers also recommended implementing changes to healthcare coverage to ensure equity in access for all minorities and utilizing culturally appropriate community outreach programs to increase cancer screening, among others.

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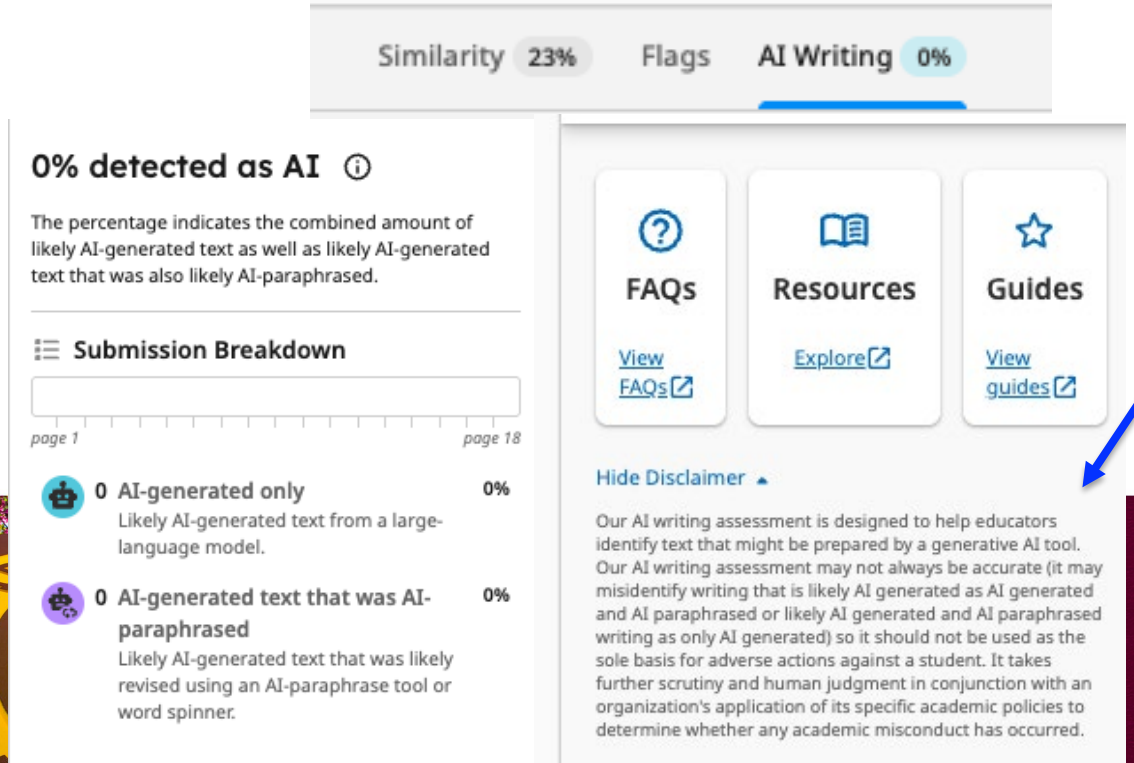
3. The use of GenAI tools

iThenticate 2.0 checks for the likelihood of AI-generated writing



Risk of false positives of all ‘AI detectors’- Use Caution!

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Articles regarding the AI detection tool associated with *iThenticate*

https://guides.turnitin.com/hc/en-us/sections/22773792790797-AI-writing
https://guides.turnitin.com/hc/en-us/articles/28477544839821-Turnitin-s-AI-writing-detection-capabilities-FAQs
https://www.turnitin.com/solutions/topics/ai-writing/ False positive rates

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3. Guidelines for the use of AI

- The *Embracing AI* Go Grant steering committee has 3 workgroups to develop recommendations for CMU policy and training re. the use of AI in Fall 2025.
- Programs and Advisors should provide guidelines to students describing possible benefits and risks of using GenAI , including: inaccurate information, data security and privacy concerns, and others.
- The use of GenAI tools must be acknowledged in a thesis/dissertation: https://apastyle.apa.org/blog/how-to-cite-chatgpt

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More Guidelines on use of AI

- The work in a thesis or dissertation is required to be original, independent, and ethically conducted. CMU considers GenAI tools to be useful in some situations (e.g. editing) but not appropriate as a replacement for original thought (e.g. GenAI cannot be used to write literature reviews in a thesis/dissertation).
- Before using GenAI tools, students are expected to obtain permission from their committee chair. If the chair agrees any usage is appropriate, the specific GenAI tool(s) should be agreed upon (e.g. MS Copilot).
- Need to consider the risk of uploading sensitive or confidential scholarly data that are subject to ethical or legal requirements. Students are subject to all guidelines and policies from CMU OIT including but not limited to the Data Stewardship policy that outlines three classifications of data that require varying levels of protection, , https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p03030.pdf .

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   - Determine if article is covered by creative commons license

2) Include the email, memo, or creative commons license providing permission from the publisher for use of material in your thesis/dissertation into a page of an Appendix at the end of your thesis/dissertation (see examples next slides).

3) Ensure you have cited the publication in your thesis/dissertation.

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Example of pasting a permission email into a page in the Appendix

- Jud et al., 2008: ELSEVIER copyright email response

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[redacted]

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Imaging-associated stress causes divergent phase transitions of RNA-binding proteins in the *Caenorhabditis elegans* germ line

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Publication: G3: Genes, Genomes, Genetics
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Date: 2022-07-08

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