

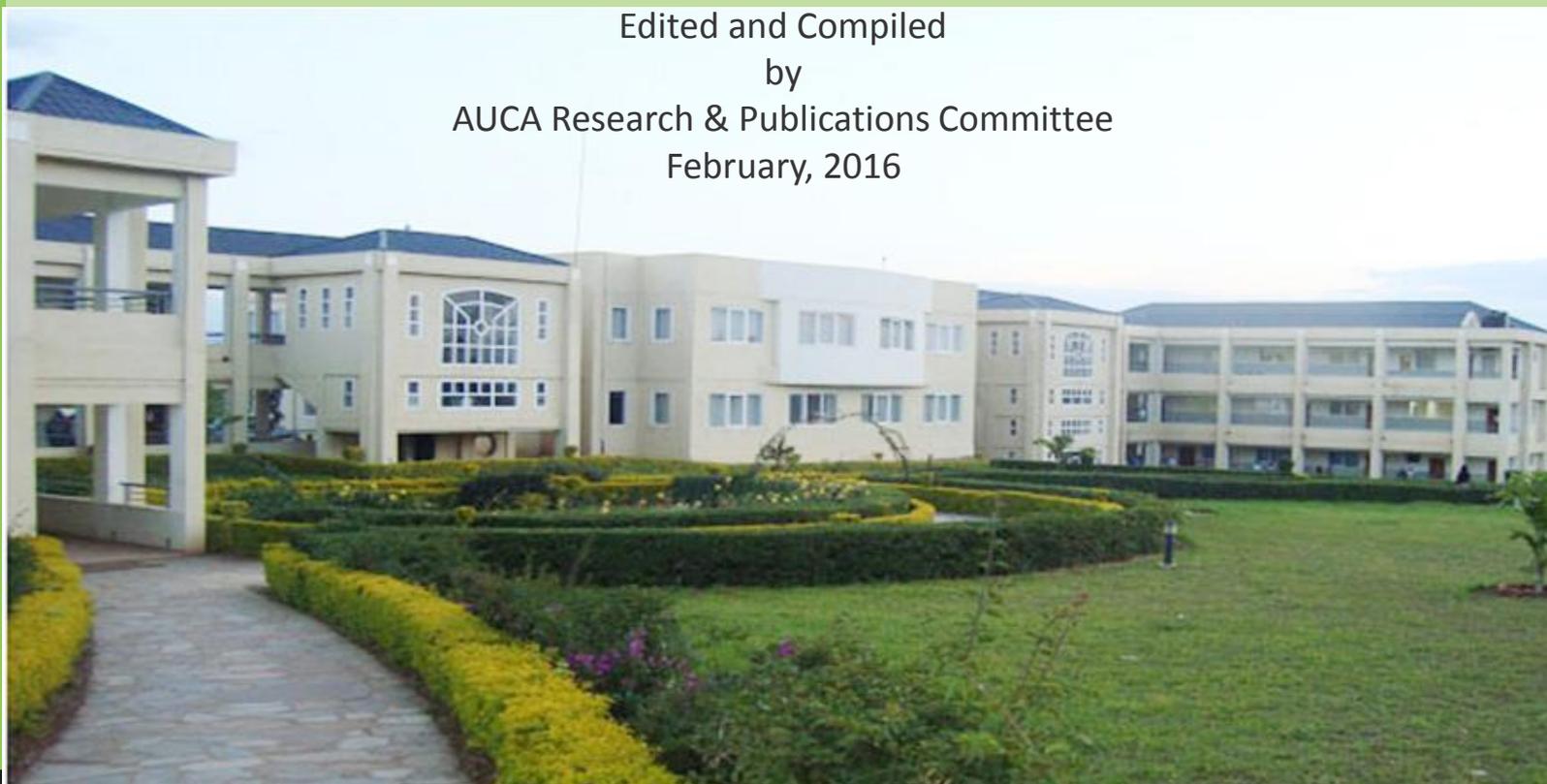


Adventist University of Central Africa

RESEARCH MANUAL

Policy, Standards and Requirements
for
Students and Teachers

Edited and Compiled
by
AUCA Research & Publications Committee
February, 2016





Adventist University of Central Africa

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Dedication

With great pleasure, we dedicate this Research Manual to all the Faculty, Staff and Students at AUCA as they continue to carry out research.

ACKNOWLEDGEMENT

This Research Manual exists because of many people's desire to develop research at AUCA. They all deserve our thanks!

First and foremost, our deepest thanks and gratitude go to our God for His strength and power that He so kindly has bestowed on us while writing this Research Manual. Indeed, it is "not by [our] might nor by [our] power, but by My [His] Spirit" (Zechariah 4:6). We are humbled by His grace.

Our heartfelt thanks go to the Rector of the Adventist University of Central Africa, Mr. Sebahashi Ngabo Abel, for his highly appreciated spirit of quality education that he desires AUCA to have. Because of his support and encouragements, this search for quality education has been taken up tremendously by the Faculty and Staff at AUCA.

Dr. Danilo S. Poblete, Sr., is appreciated for his research ideas that he shared with AUCA Faculty and Staff while he was at AUCA. The research policies that he suggested acted as the foundation to generate PART I of this current Research Manual.

We are grateful to Professor Shawna Vyhmeister for her generosity to allow that her Research Manual be adapted by AUCA. The research manual that she wrote was developed to guide the students and teachers at the Adventist International Institute of Advanced Studies (AIIAS). Her work—PART II in this Research Manual—has been adapted to fit AUCA's context in research.

While developing this Research Manual the compiler and editor—Dr. Ndahayo Claver—referred to ideas in research that he got from his experience during the writing of his PhD dissertation that was chaired by Professor Prema Gaikwad along with Professor Shawna Vyhmeister, Dr. Gina Siapco and Dr. Graeme Perry who were the members of the research committee. We are truly grateful for all their valuable thoughts and contributions in research that were used in editing and shaping the compilation of this manual.

Finally we end by thanking the AUCA Faculty and Staff for their ideas in research which have enriched this Research Manual. They are also appreciated for their expressed desires to see this research manual completed and for them to thereafter use it as a valuable resource while conducting their research and guiding AUCA students in their research projects and theses.

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GENERAL INTRODUCTION

The University Research Manual (URM) consists of policies, regulations and requirements that guide AUCA students and teachers in research. It clarifies in details the roles and responsibilities of persons; the rules for scientific research applicable and relevant to AUCA. By clearly following the advices that are formulated in this Research Manual, one is guaranteed to succeed in research by avoiding unnecessary errors while doing research at AUCA.

This research manual is made of two parts. PART I deals with what is called “**AUCA CONTEXT: RESEARCH POLICIES**”. This part mainly describes some major AUCA research policies. PART II deals with other detailed research policies, requirements, roles and responsibilities. Both PART I and PART II are respectively described in the following pages.

PART I

PART I of AUCA Research Manual introduces the researcher to AUCA core research policies. The policies are packaged into what is called “**AUCA RESEARCH CONTEXT**”. Details of the research context deal with the policies that are related to writing research at AUCA, reasons for doing research, AUCA research goals, AUCA Research Center and its objectives, financial incentives for researchers, research budget and funding, publishing, paper and poster presentations, scheduling research, and overloading/deloading scheme. PART I also introduces the concepts of research proposals, research scheduling, approval of research proposals, and setting contingencies. Are also discussed, starting and implementing the research project, completion of the research project and reporting results of the research project.

PART II

PART II of AUCA research manual is mainly an adapted research manual from Professor Shawna Vyhmeister. Professor Shawna teaches at Adventist International Institute of Advanced Studies (AIAS), Philippines. Other persons such as UEAB and AUCA professors and lectures have also given their inputs about research to make this research manual available to AUCA students and teachers. The foreword of PART II (see **p. 21** of this manual) highlights these persons in subsequent pages.

In a detailed manner, PART II also discusses other research policies, requirements, roles and responsibilities that AUCA students and teachers should abide with. It highlights some types of research, APA or TURABIAN writing styles, step by step writing of research project/thesis, formatting standards, AUCA research forms, academic writing style and format, the mechanism of academic writing, and computer formatting tips. PART II ends with appendixes that describe tips for making student research publishable, sample Turabian MA project proposal, students and advisor’s chronological guide to empirical research and capitalization rules for theological terms.

PART I

AUCA CONTEXT: RESEARCH POLICIES

AUCA Philosophy, Mission, Vision, Objectives and Strategic Goals

Philosophy

To love wisdom is what philosophy means. But where can wisdom be found? The fear of the Lord, that is wisdom. Hence, every internal or external research done by or at Adventist University of Central Africa (AUCA) should be done with fear of the Lord.

Mission

The Adventist University of Central Africa is committed to provide a quality research that prepares AUCA students, teachers and other stakeholders for their own and society development that are research based.

Vision

By 2015 Adventist University of Central Africa (AUCA) is to be a well-known University with a reputation of an excellent research center that intentionally increases the quality of AUCA undergraduate and graduate programs in business, education, information technology, and theology.

Objectives

Research at Adventist University of Central Africa has as its principal objectives:

1. To promote the development of the mental, physical, spiritual and social capacities and strengths of an individual until his/her highest potential is reached. This can only be reached at by being immersed into research in each of these capacities.
2. To help AUCA students and teachers to become useful member of society; empowered by the desire to develop the society not only with theoretical intellectual skills but also with a demonstrated desire of practical research endeavors that lead to country's development.

AUCA 2012-2015 Research Strategic Goals

In the context of research, AUCA has some strategic goals that should be achieved by 2015. These goals are described in the following points.

1. To develop the culture of orderly and thoughtful research both in format and content. This mindset will inspire all AUCA Faculty and Staff to always aim for excellence in all their endeavours while avoiding to be mere reflectors of other people's thoughts.
2. To create and maintain an academic environment that will promote academic excellence through research and publications by enforcing the quality of AUCA in its diverse undergraduate and graduate programs.
3. To strengthen AUCA research collaboration with other SDA and non SDA institutions of higher learning in extending AUCA endeavours in research. This collaboration shall be functional through research seminars, forums and technological feedbacks.
4. To promote research that aims to develop AUCA and its surrounding community through the development of professional training programs that respond to the needs of the community.

5. To devise a financial management program that will promote research at AUCA and self-sufficiency students and teachers who gain knowledge through self-directed research.
6. To recruit, develop and retain highly qualified research minded academic and non-academic staff who will be engaged in research freely without necessarily looking at financial incentives from the AUCA.

Reasons for Doing Research

Research as a Solemn Duty. Since research is one of the three-pronged functions of the University aside from instruction and extension, it is a solemn duty of every faculty to do research. Upon acceptance of the faculty to assume responsibilities of servant-leadership, he also accepts the duty of upholding and carrying out the mission of the University.

Research as an Avenue for Career Growth. Along with opportunities to be elevated to higher faculty rank, the faculty member must do research in order to grow in his career. He not only contributes something in his field to improve systems but he himself becomes the recipient of his output. From there, he takes a leap to widen his service from his little work corner to the world.

Research as a Self-Actualization Endeavour. Upon completion of a research project, the faculty researcher feels fulfilled having accomplished and contributed something. Fulfilment, however, does not stop on being satisfied of having accomplished something. Rather, it is desire to do more while opportunities abound.

The University Research Center

The University Research Center (URC) is a consultative and coordinating center for research activities among faculty members and students in the University in line with its philosophy, mission, vision and strategic goals. It sets organized effort of carrying out research from planning, implementation, data collection and analysis, data banking, reporting, publication and technology packaging of research results. More so, URC provides avenues for trainings, fellowships, exchange programs, collaborations, seminar-workshops and conferences related to the research activities of the University.

Proposed Organization and Management

Location within the University of the University Research Center has important implications for the kind of work it will perform, staffing needs of the Center, and the type of influence it will have in the decision-making process of the University. To be effective, the URC requires an enduring organizational structure reflecting a clear distribution of units and positions within the University and their systematic relationship with each other which are often defined in terms of the job to be done and the technical systems required to do the job.

University size is the primary consideration in locating the URC Office. As University size increases the Rector tends to know less about the operating core of the University: e.g. Faculty. Consequently, planning and evaluation move to middle-line managers: e.g. Vice-rectors, Directors, Faculty deans and Department Heads. The University Board may decide about the placement of the URC Office either below the Rector or below the Vice-Rector's office. In this exercise, to think of the importance of information gathering and reporting in meeting the decision-making needs of the institution would be important. Whether the URC Office is considered as a support service or a control agent in stabilizing and standardizing the work activities of the University, placement of the URC Office should be carefully considered for better judgment in using valid and reliable information about and in the University.

Proposed Objectives of the University Research Center

The University Research Center has some objectives to attain. And rather than being exclusive, each objective is a stepping stone to another. These objectives are:

1. Serve as coordinating center for research;
2. Serve as consultative body for those who need assistance in their research activities;
3. Promote and organize research activities among faculty and staff;
4. Validate instruments for research;
5. Serve as data bank;
6. Initiate, organize and develop institutional and community research;
7. Publish in standard form worthy study in local, regional, national and international journals;
8. Relate its functions to campus data system development and planning functions;
9. Conduct seminars, workshops and forums that will promote research;
10. Provide decision makers with data and analyses pertinent to current issues promptly enough to have an effect on action;
11. Collect, abstract and compile dissertations, thesis, research projects and feasibility studies done by students and faculty member of AUCA;
12. Seek and/or generate funding for research purposes;
13. Conduct data analysis for those who need them at minimal cost;
14. Develop a career structure for research; and
15. Initiate research linkages with other institutions.

The University Research Center Committee (URCC)

The University Research Center Committee serves primarily as a body that plans and formulates the University Research Agenda for a given term, and recommends its approval to the higher management committee. It likewise serves as a technical panel to screen, evaluate, approve, and coordinate the conduct of researches and other research-related activities in the University for faculty researches, and undergraduate and graduate researches projects, theses, dissertations, feasibility studies, and research-based community projects. Thus, all advisory committees of all research projects/thesis students duly assigned by their respective academic departments and duly approved by appropriate academic or graduate councils both in the undergraduate and graduate levels coordinate with the University Research Center for problem identification, planning and design of their research studies.

The members of the committee are also duly assigned by the Research Director to be *ex-officio* members in the panel of examiners for thesis defences both at proposal and final stages. Importantly, members of the committee are assigned to spearhead and supervise the implementation, management and coordination of research programs in their respective areas. This same Research Committee formulates, makes revisions as necessary, and recommends for approval to the higher management committee the Manual of Faculty Research. The Research Committee is chaired by the Rector and the Director of Research as Secretary. Both serve as term of service as designated by the Board including the rest of the members of the committee. Below is the **proposed organizational chart of the University research center**.

**PROPOSED ORGANIZATIONAL CHART OF THE
UNIVERSITY RESEARCH CENTER**

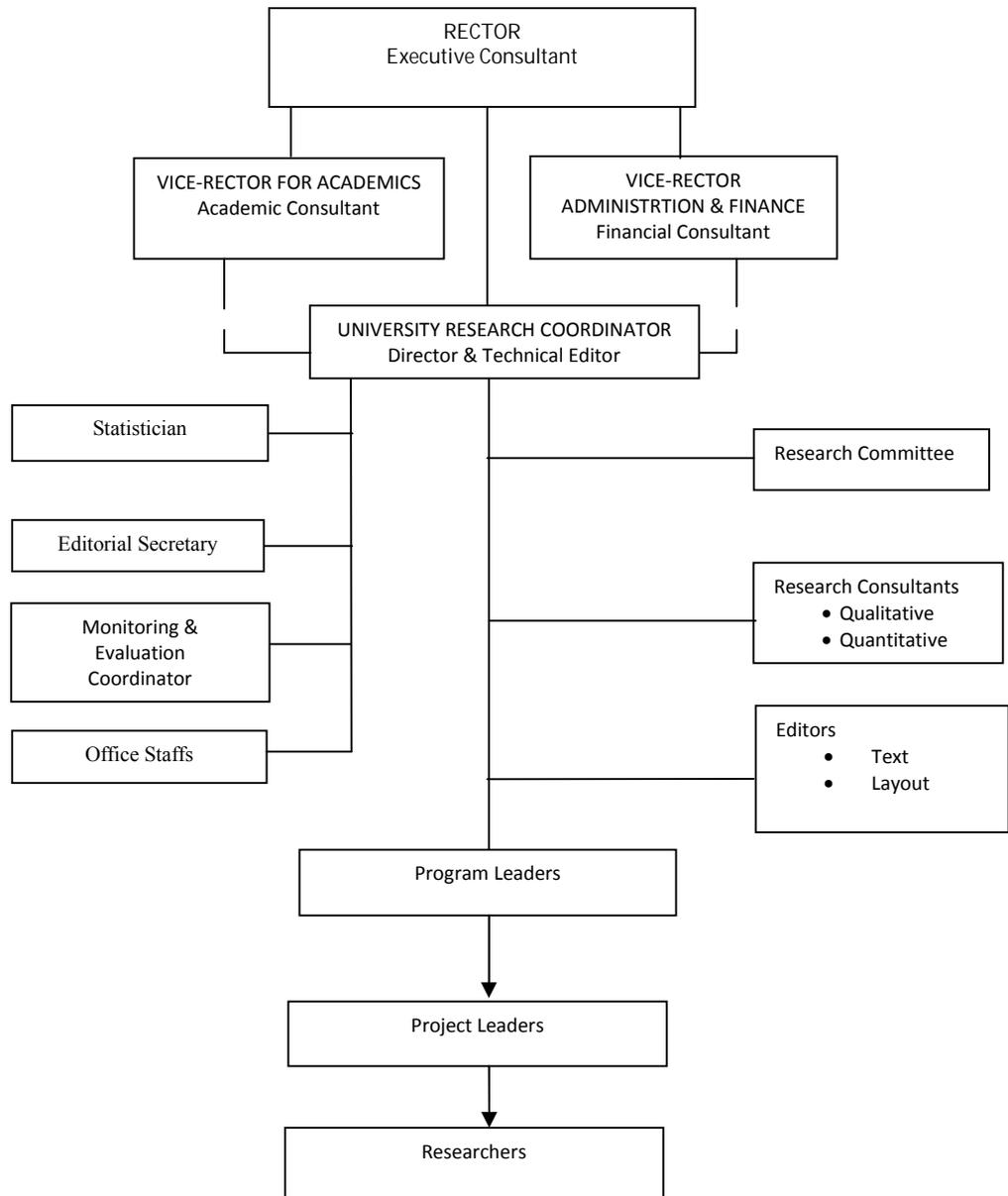


Figure 1. Each research program is headed by a program leader. Each research project is headed by a Project Leader under a respective Program Leader. Each study is headed by a Study leader who handles a team of faculty and student researchers. He works under a respective Project Leader

Understanding Terms of Reference

The Executive Consultant. The University Rector serves as Executive Consultant on the philosophical affairs and operation of research and Research Center of the University. He is consulted on research plans and thrusts in line with the over-all development plan and thrusts set for the University prior to implementation of research activities. He affixes final approval. He also serves as the Chair of the University Research Center Committee (URCC).

The Academic Consultant. The Vice Rector for Academics serves as Academic Consultant for research activities on academic concerns. He likewise works cooperatively with the URC through helping as needed in the planning of research activities, and through supporting the implementation of researches by approving research activities as part of the work load of faculty members.

The Financial Consultant. The Vice Rector in charge of Administration and Finance serves as Financial Consultant. He helps set and review the financial plan of the URC prior to implementation of research activities.

Shown in the organizational chart below are the constituents of URC and the working relationships of these constituents, how the URC operates as an autonomous body, and how it is managed in relation to the University administration.

The Research Director. The over-all research manager is the Research Director. He serves as executive associate for research activities of the University who directly plans, executes, and manages the general activities, affairs and operation of the Center. He is directly responsible to the Executive consultant. He gives working instructions to his staff composed of the Statistician, Editorial Secretary, and Office Staff. He is the secretary of the University Research Center Committee (URCC) responsible in planning, consultation and recommendation of research programs. He works closely and directly with the Research Consultants, Text and Layout Editors, and the Program Leaders on the implementation of research activities.

Statistical Consultant. On difficult statistical matters, the statistical consultant provides appropriate advice on referrals by the Statistician.

The Statistician. Research designs, data analysis and interpretation are guided by the Statistician. He directly works with the faculty researchers on advice from the Research Director. He makes sure that the planning stage of a research proposal, the appropriate research design and statistical analyses are set. He is an *ex-officio* member of the Research Committee and of Advisory Committees of student theses and dissertations. Likewise, he refers to the Statistical Consultant matters that he cannot solely decide on.

The Statistical Assistant. Under the Statistician, the Statistical Assistant works on data analyses using the appropriate statistical program. He likewise assists the Statistician on guiding researchers on research designs and interpretation of data.

The Program Leaders. Assigned by the Research Director to head specific research programs are Program Leaders. They serve as research managers in their respective research programs. They work directly with the Project Leaders under them and report periodically to the Research Director the progress of the program. They make sure that the program is carried out according to the research thrusts.

The Project Leaders. Working directly under their respective Program Leaders, the Project Leaders implement research activities through the Study leaders. They lead the Study Leaders in the planning and execution of specific studies, and they report progress of the research activities periodically to their respective program Leaders.

The Study Leader. The Study leaders serve as heads of the team of faculty researchers who directly implement research activities. They work under their respective Project leaders with whom they report periodically the progress of their activities. They make sure that specific needs are met in carrying out the study.

Faculty Research Team Members. The bulk of the research activities are carried out through teamwork among faculty researchers. They are the direct implementers of specific studies under a given research project. They make sure that the specific part of the study assigned to them are accomplished in a given time. They likewise report their progress to their respective Study Leaders. Also, they work with their research assistants.

The Research Assistants. Research Assistants work closely with their respective faculty researchers. They assist them on assigned specific jobs as part of carrying out the study. They follow step-wise procedures or protocols in data gathering under the direction of the faculty researchers.

The Monitoring and Evaluation Coordinator. Progress of all on-going researches are monitored by the Monitoring and evaluation Coordinator. He employs the monitoring instrument regularly, collates and evaluates the monitoring results, and reports periodically monitoring results to the Research Director. Should there be any problem or difficulty in the conduct of a given study, he likewise recommends to the Research Director steps at solving the problem.

The Monitoring and Evaluation Assistant. The Monitoring and Evaluation Assistant helps the Monitoring and Evaluation Coordinator to gather, collate, encode and file research reports of on-going researches. He summarizes the reports for use as bases of evaluation for recommendation of continuity or termination of the study, for trouble-shooting, and for making sure that the study is being done at the right direction and being accomplished with quality output.

The Editors. The text and layout editors do the final editing of research reports and manuscripts for publication and of other research-related papers. They recommend to the Research Director researched papers that are ready for publication in the University Research Journal and in other journals appropriate for the article. They make sure the article is written according to the generally acceptable style and format, substance, flow of thought, grammar and clarity provided in the editorial policies.

The Technical Editor. The Technical Editor works closely with the authors in verifying technical details of the article. He accepts in-coming articles and does earlier stages of editing. He edits the article based on technical appropriateness and exactness, clarity of sentence construction and choice of terminologies, and the consistency of entries in the title, abstract, objectives, results, discussions, figures, tables, literature cited and appendices. After his job, he submits the article to the Editorial Secretary for further editing.

The Editorial Secretary. Basically, the Editorial Secretary encodes in-coming articles. He provides the editors clean copies of the article for editing and for final layout. He enters editorial revisions until the final output is achieved. He designs editorial layout for approval by the Editors and finally implements it. He executes errands that pertain to the final publication of the output and other editorial matters assigned by the Editors as needed.

Referee. Three experts in the Journal's theme are contracted to judge the worthiness of each article for publication. They also serve as judges to decide which of the articles are worth publishing in the national and international Journals.

Financial Incentives for Researchers

Researchers do not work without looking forward to financial incentives. Hence research is packaged with some **incentives that are given to them:**

The Faculty and Staff Researcher

AUCA Faculty and Staff members are expected to do research. Elevation to a higher faculty rank and maintenance of current rank requires research outputs of the faculty because such would be a valuable contribution to his field. They must exhibit research competency in addition to earning appropriate advanced degrees in their

respective fields and eventually could be elevated in rank. The merits that go with the output will be recognized beyond retirement from active career.

Honoraria

At the scholarly completion of a research program, the Program Leader will receive the equivalent of 6 units load in cash; the Project Leader and Faculty Researcher the equivalent of 3 units load in cash each; and the Research Assistants the equivalent of 1 unit load in cash. In cases where the researcher has two or more functions in the team, he receives only up to three equivalent honoraria corresponding to his three highest functions.

Incentive on Engaging on Research

The Adventist University of Central Africa has to build up its name in doing research. This is why, the AUCA Faculty and Staff have to be engaged in research and be motivated to do research. Incentives on engaging in research will be awarded according to approved guidelines by AUCA Administrative Committee.

Funded Research: Paid to AUCA

There may be times when AUCA would be requested to conduct research for some organizations or enterprises—funded research. Part of the funds would be shared by AUCA and other part to the team (AUCA Faculty and Staff) that is responsible to conduct the research. The following Table summarizes the proposal on AUCA Research Fee Splitting.

| Proposal on AUCA Research Fee Splitting | | | | |
|--|----------------|--------------|-----------|------|
| Funded Research | AMOUNT IN US\$ | AUCA'S SHARE | TAXES/CSR | TEAM |
| | Below 7,999 | 5% | 38% | 57% |
| | 8,000-15,000 | 10% | 38% | 52% |
| | 16,000-20,000 | 20% | 38% | 42% |
| | Beyond 20,000 | UP TO 30% | 38% | 32% |

Individual/Group Research

As said earlier, it is a requirement for AUCA teachers to conduct research for professional growth and development. Therefore, this policy is made to create an incentive for every published research. It should be known however, that for the published research to be entitled to incentive, it must be approved by the AdCom from the commencement of the research. All this should be done bearing in mind that research has an impact on AUCA as an institution and on the professional development of

Publication Incentives

To motivate faculty researchers to publish their research results and other publishable materials along their professional expertise, the URC can set monetary incentives under any categories as follows:

| PUBLICATION TYPE | LOCAL PUBLICATION | NATIONAL PUBLICATION | INTERNATIONAL PUBLICATION |
|---------------------------------|---|----------------------|---------------------------|
| Technical Article | Students and Teacher need to describe their research writing according to these categories... | | |
| Semi-Technical Article | | | |
| Popularized Article | | | |
| Manual Module | | | |
| Reference Book | | | |
| Brochure/Technical Guide/Primer | | | |
| Others | | | |

Research Budget and Funding

At the conceptualization stage, the researcher must not pay attention from where to get financial support to the study. A determined researcher does not think bankrupt because there is money in research-if he can make a well-prepared proposal.

After satisfying its merits, the approved detailed proposal could be recommended and applied for funding to appropriate funding institutions. Sourcing for funds is done through the assistance of URC. Also, the University can set a research budget for basic expenditures for a number of researches. However, budget for the study must be set by the researcher as part of the requisites of conducting a study. The budget is the lifeblood of a research endeavour as most research activities require money.

The Budget List. In the budget preparation, the researcher must first make a Budget List. Here he puts all items that require budget. Based on the budget list, he must canvass from at least three appropriate firms that could provide him the prevailing market cost of the items. This allows him to prepare a good cost approximation for his Line-item Budget.

Line-Item Budget. This is a more detailed picture of the study cost. It is here where the researcher puts all specific itemized expenditures, the unit cost of each item, quantity of the item, total cost, grand total cost, and the 20% contingency.

The University Research Budget. The basic budget of the University for the cost of operation of URC and for institutional-funded researches can be set during budgeting period every year. This allotment does not cover studies funded by funding institutions and funding organizations. Also, the budget does not cover cost of physical development such as research facilities. Thus, expenditures not covered by the institutional research budget will be sought funding from outside.

Overloading/Deloading Scheme

The normal teaching load of faculty members in the University is 18 units or 18 solid hours a week. However, there are instances when extension of work hours is needed. In fact, service in the University is not confined within work hours but beyond as the need comes. Thus, the URC has devised an overloading and deloading procedure to allow faculty-researchers to actively participate in research within the limits of their schedule.

Procedure 1. Apply for an overload/deload. Application for an overload or deload must be field at the URC one month prior to the start of the coming semester. The application must be duly recommended by the Program Leader and the immediate supervisor of the researcher. With the application are required documents such as an approved capsule proposal, proposed work load, Gantt chart, and the performance target chart.

Procedure 2. Wait for the approval. The application will be recommended for approval by the Research Director to the University Rector. Approval will depend on the Rector's direction or he may present the application to the Administrative Committee for deliberation if he thinks necessary. A 3-unit initial overload/deload equivalent could be granted him for a semester. Should the researcher reapply for the next semester, he must show evidences of scholarly accomplishment of his expected output and a justification for reapplication. This time, he may be granted a maximum of 6-unit overload/deload equivalent on recommendation by his immediate supervisor and/or program leader.

Procedure 3. Upon approval, abide with overload/deload work policy. When a researcher is granted overload/deload, he is required to personally submit his monthly output written report to his Program Leader and/or to his immediate supervisor. This should be accomplished in two copies along with his daily time record. The program Leader / Immediate Supervisor submits one copy of the report to the URC. For approval and filing. Both copies of the Daily Time Record (DTR) should be there to the Chief Accountant for appropriate overload pay or normal pay as the case may be. The other DTR copy will be submitted to the Vice-Rector for Academics Office for filing. Overload pay will be determined based on the salary rate of the faculty researcher.

Publishing Research Results

One ultimate aim of any researcher is to put his work and his name in print. His study must not be left rotten on the shelves for years. Rather, the piece of work must be shared through publication.

Editorial Policies. It is important that the researcher must strictly follow editorial policies set by different publishers. The policies basically depend on the type of publication either technical, semi-technical or popularized publication. The URC Editorial Office can set basic editorial policies being followed for the University Journal. Aside from publishing research results in the University Journal, the researcher is likewise urged to publish in other appropriate journals. It is therefore, important for the researcher to ask for editorial policies used by other publishers. However, the URC Editorial Staff must recommend the material for publication if it merits the specified editorial standard.

Screening and Evaluation of Publishable Materials. All materials seeking publication must go through screening, evaluation and approval before publication. The Publication Screening Committee composed of the URC Editorial Staff and two members of the Research Committee duly appointed by the Research Director/Rector. The committee shall be chaired by the University Journal Editor. In case a member of the screening committee is an author seeking publication of his material, he temporarily relinquishes his membership from the committee. A member of the Research Committee will be chosen by the committee chair to temporarily take his place. Published materials not approved by the committee will not be paid a publication incentive.

Paper and Poster Presentation of the Study in Professional Forums

Before the study could be presented in professional forums, the researcher must seek approval from the Research Committee and the Editorial Staff which reserve the right to screen papers and posters for presentation on and off the University. The screening process allows reaching a standard on the focus, format, style and the general quality of the paper or poster.

Nevertheless, researchers are urged to present their studies in appropriate professional forums. In the University, annual research symposia and in-house reviews can be organized for studies conducted in the University. Evaluation referees can be chosen from the government and private research institutions.

Scheduling Research

Research is a serious career. To attain success, planning and setting a defined work scheme is important. This section is a guide on how scheduling is done.

The General Schedule. The general schedule contains the following: basic and sequential activities to be undertaken in the study, the expected outputs and their corresponding target dates of accomplishment. This should include activities from the conceptualization stage up to reporting of the study's results.

The Gantt Chart. The Gantt chart contains specific and sequential activities to be done on specific dates. Asterisks are plotted corresponding to the activities and to the month and year when these activities are to be conducted and completed. The chart is designed in a way that schedule of activities are known at a glance.

The Work Load. Along with instruction, extension, and administrative work, research is one important function of AUCA faculty. Thus, before the semester ends, the faculty-researcher must plan and draft his work load. This strategy allows him an organized way of carrying out all his functions as faculty member. He could discuss his work load early with his immediate supervisor to allow planning and adjustments at the department level. His work schedule must consider how he could maximize his time for better work efficiency and sure output. Outputs cannot be made overnight or in the season. They are built on a daily basis. Thus, activities must be set early on schedule and must be followed with professionalism and self-discipline.

The Performance Target Chart. The performance target chart complements the work load and other schedules of the researcher. This chart contains target outputs for a given period with their corresponding target dates of accomplishment and the basic strategy through which these outputs can be achieved. It is here where the researcher sets what he wants and what he ought to accomplish as a committed faculty researcher within a reasonable time frame.

The Capsule and Detailed Proposals

The Capsule Proposal. The capsule proposal is a concise form of a research proposal. It is usually submitted to a screening body for evaluation and improvement before it is recommended to an approving body. The researcher must prepare this proposal following the basic research proposal format outlined earlier except for the review of the literature. Also other parts are required including the line-item budget and the Gantt chart.

The Detailed Proposal. After the capsule has been approved, the researcher must prepare the detailed proposal before implementing the study. This is an expanded and more detailed form of the capsule proposal including a comprehensive literature review and a detailed, stepwise methodology.

Approval of Research Proposals

Approval of the Capsule Proposal. The researcher submits two copies, a well-prepared capsule proposal, the Gantt chart and the Line-item Budget should be included with it.

The proposal should also include an approval sheet. It should be in the recommendation approval of the Study Leader, Project Leader, Program Leader, and the Research Director. Before the Research Director signs he first convenes the Research Committee for evaluation of the proposal. Should there be realignment and revisions, the Committee return the proposal to the researcher for improvement. The Committee will again meet until the proposal meets the criteria and ready for approval by the Rector. The Rector will approve the proposal only if the requisite recommending approval is duly accomplished. The Rector may likewise recommend improvement or realignment of the proposed study if he

thinks necessary before he affixes his final approval. As soon as the capsule proposal is approved, the researcher must then prepare the corresponding detailed proposal.

Approval of the Detailed Proposal. When the researcher seeks approval of a detailed proposal, he must put all needed details including comprehensive literature review. It should follow the format of a basic research proposal. Just like the capsule proposal, the approval sheet of the detailed proposal should bear recommending approval of the Study Leader, Project Leader, Program Leader, and the Research Director. At this point, the Rector will approve of the proposal without reservation of rejection. This points the value of seeking approval of the capsule proposal prior to preparation and seeking approval of the detailed proposal.

Setting Contingencies

A vigilant researcher must include in his research plan some contingencies when circumstances unforeseen come by surprise.

Expert Pool. The researcher must identify fellow researchers working in the same research interest or in cognate fields, especially those with whom he consulted during the conceptualization of his study. He makes a list of these researchers with their complete names, specializations, complete postage and/or e-mail addresses, and contact numbers. When their assistance and expertise are needed, the researcher will know exactly whom to go to.

Collaborations and Linkages. Research requires expert collaborators and institutional linkages. Thus, the researcher must establish collaborations and linkages with experts and research institutions in carrying out his research activities. When the research endeavour dwindles, he is sure to get appropriate help. Through a link with other research institutions, a pool of human and material resources will be requested to help carry out continuity of research projects. Such arrangement will be established through a Memorandum of Understanding prior to conduct of the research project.

Institutional Contingency Scheme. Should there be problems in manpower and material resources while research programs have been on, any of the following could be undertaken.

1. Creation of Core Faculty Researchers. When some faculty members who are expected to do research will become disinterested to take research on top of their normal 18-unit work load, four competent core faculty researchers can be chosen to plan, implement, manage, and complete basic and urgent researches for each of the four research programs named earlier. A 12-unit research work load credit and honoraria can be designed to compensate them.

2. Employment of Fulltime University Researchers. When faculty researchers fail to carry on their research duties, the University Research Center through the Director may recommend hiring of fulltime University Research Assistants to continue implementing the ongoing research programs. Such hiring will be on contractual basis as they will be employed co-terminus with the program and likewise be paid under the budget of the program

Starting and Implementing the Research Project

To start and implement the research project requires to have set some basic procedures. Therefore, * **Basic procedures** that the researcher must do are:

1. Post the Checklist. The researcher must make visible in his workplace a checklist and an easily accessible file of the Approval of the Study, Budget, Work Load, and the Gantt Chart. Also, he/she must check that the needed facilities and equipment, manpower, and enough supplies and consumables are all ready for use.

2. Review of the Proposal. Before starting, the researcher must study and reread his research proposal especially the goals, objectives, methodology with the step-wise activities, and the expected output corresponding to target dates of completion.

3. Set the Safety Net. Taking necessary precautions on potential dangers in the workplace is a must. Safety policies, strategies, and paraphernalia must be established and/or installed. In a laboratory setting, careful and expert handling of equipment, facilities, chemicals, and specimen should be employed.

*** Data Gathering.** Five necessities in data gathering must be met:

1. Primary Logbook. This is main record book where the researcher writes everything\ what transpired during the conduct of the study on a daily basis. This is the researcher's diary where all raw data, activities and circumstances at a given time and date are place. The circumstances should include problems encountered, trouble-shooting strategies undertaken, and even errors in the conduct of procedures. This same logbook is the primary reference for drawing entries for the Secondary Logbook and as a quick reference where the data gathering ended for the previous day and where to begin for the next. If a team of researchers are involved in the study, the logbook is a valuable reference for the next researcher on duty. Thus, the logbook must be kept securely for ready access only to the researchers.

2. Secondary Logbook. Entries in the Secondary Logbook are collated data drawn from the Primary Logbook following a format or chart designed by the researcher appropriate to the study.

3. Researcher's Folder. Related papers are kept intact in the researcher's folder. This is especially important for those studies which use survey instruments. The 5x8 card of the related literature could be placed in the folder. Thus, all necessary papers are placed intact for easy access when they are needed anytime.

4. Researcher's Kit. Important non-paper materials are kept intact in the researcher's kit. This is especially useful for researches in natural science where materials for the laboratory are secured. Pencils, sharpeners and ball pens could also be placed as part of the kit so that the researcher exactly knows where to get needed materials.

5. Documentation. Aside from recording the data in the logbooks, the data and the data-gathering activities must be properly documented. The most widely used documentation equipments are SLR camera and Video Camera. For documents must be properly stored for use in reporting the results. A printed copy of these documents could be pasted in the Secondary Logbook.

*** Data Banking.** All data must be immediately encoded in the computer data bank. These data entries come directly from the Secondary Logbook not from memory. The Primary Logbook could be used for verification of the entries. At least two back-up copies in USB must be made to ensure no loss of data.

*** Monitoring and Evaluation.** Research monitoring and evaluation will be done through the Office of the Director of Research. In so doing, monthly, quarterly, semi-annual, and annual reports will be required for submission by the program Leaders to the URC. It is important that researchers must submit written reports regularly to the project Leaders for this purpose. This is to allow constant watch on the progress of the study and immediate trouble-shooting should problems arise. Also, annual in-house reviews will be conducted to monitor and evaluate ongoing and completed researches. Outstanding completed researches will be presented in annual research symposia.

Completion of the Research Project

Achievement of Goals. On completion of the study, goals should be checked if they have been achieved. The data and documents should sufficiently support achievement of all these goals.

When the data and documents do not support presumed results, never adjust or change them. Rather, they must be reported.

Collating Results. Collation of data cannot be done once. It should be done in a series using a system of doing to have things get done easily. The collated data must be clear and exact to avoid difficulty in the analysis.

Data Analysis and Interpretation. Data must be analyzed using the appropriate statistical program as set in the research design. Such analysis should satisfy the goals of the study. Analysis results must be interpreted as they are, without adjusting or changing them. The interpretation must show meaning to the results in relation to the goals of the study. Likewise, the interpretation must be supported by literature.

Writing the Terminal Report

The researcher is required to submit a terminal report to URC in duplicate copies as soon as the study is completed. The terminal report must be scholarly and well-written as expected. The funding agency gets a copy of the report, and the other copy for file at URC.

General Format and Style. The terminal report follows a concise and simplified format. The format is designed for easy preparation of the results for publication. Also, the format allows highlighting the most important parts of the study. Similar to writing of the proposal, the manuscript must be written in a logical presentation where a flow of thought is evident in the sentences and paragraphs. The sentences and paragraphs must be clear, direct, short, and with appropriate, simple words.

Graphs, Tables and Figures. These must be included in the terminal report: graphs, tables and figures including pictures when necessary. They complement, balance, and make the textual presentation of the results of the study clearer and more real. However, descriptive captions must accompany these graphs, tables and figures. Like the basic principle of writing, the captions must be simple, clear, direct, exact and concise but complete. A brief statement of the methods used in obtaining the results may be included in the caption. The graphs, tables and figures must likewise be presented on separate page from the text.

Literature Citations. From introduction to discussion and conclusion, literature citations are necessary. For all literature citations, refer to PART II of this document where APA rules of writing and referencing are summarized.

PART II

OTHER AUCA RESEARCH POLICY, ROLES, RESPONSIBILITIES, STANDARDS AND REQUIREMENTS

Foreword

This second part of the current Research Manual is a cohort of many ideas. It is the result of an adaptation and redesign of a research manual written by Professor Shawna Vyhmeister of the Adventist International Institute of Advanced Studies (AIIAS) in the Philippines plus many research ideas of the lecturers of Adventist University of Central Africa (AUCA), those of the University of Eastern Africa Baraton (UEAB) along with some other thoughts from the American Psychological Association (APA) (6th Edition, 2010) and other thoughts from research books.

The main purpose of this research manual is to help the students and teachers of AUCA to write with order—both in their minds and on their classroom papers, research projects and in their writing of journal articles. The publication of this research manual is a call to this academic venture.

As a style of writing—just as pointed out in this research manual—AUCA chose to use the American Psychological Association (APA). In their projects/thesis or writings of journal articles, AUCA students must follow the APA guidelines that are highlighted in this research manual. As well, AUCA lecturers are encouraged to publish their articles and books by using APA style and other rules and guidelines of writing that are summarized into this research manual. In doing this, AUCA lecturers would master these rules and hence they could know how to guide AUCA students in their writing of research projects/thesis.

One needs to remember, however, that there exist many other styles of writing or rules of writing such as Turabian (a style of writing for theologians) that are not summarized here. This means that people can choose the style of writing that they want to use. But this exception is only the prerogative of AUCA lecturers but not of the students. Students are strictly encouraged to use APA and other rules that are compiled into this research manual. AUCA students' research projects are graded based on the strict observance of these rules and guidelines that are contained into this research manual.

As aforementioned, this research manual is a mixture of many ideas from different people and resources. Hence, a word of thanks is given to Professor Shawna Vymeister who, through her generosity, has allowed the office of the Director of Research and Publication of AUCA to adapt and redesign her original research manual. Are also appreciated AUCA and UEAB lecturers whose ideas in research contributed much to enrich this document.

Thanks to Professor Prema Gaikwad, Professor Shawna Vyhmeister, Dr. Gina Siapco and Dr. Graeme Perry—teachers of AIIAS—who have shared with Dr. Ndahayo Claver (one of AUCA lecturers) their research insights while guiding and supervising him during his PhD dissertation at AIIAS in the Philippines. What Ndahayo acquired in research from AIIAS and previously at SPICER MEMORIAL COLLEGE (INDIA) while taking his studies in Master of Arts in Education was insightful to think of a Research Manual of AUCA.

This Research Manual is a valuable instrument that is of much help to AUCA students and teachers to do research by *creating new knowledge* and *publish the newly discovered knowledge*. Such a way of doing research is the key to development.

Chapter 1: Roles and Responsibilities

As a student develops a project or thesis (memoire), several individuals cooperate. Primary to the endeavor, of course, is the student, who should not try to work entirely alone. The roles of those who work with student research are delineated in this chapter. For a chronological guide to student research responsibilities.

Student

Even though a student has a committee to help with his/her research, the work is essentially the student's responsibility, not that of the research advisor, methodologist, or editor. The student needs to take ownership and responsibility for the ideas, statistical design and analyses, grammar/ editing, and scheduling of the project/thesis/dissertation. Student responsibilities include the following:

1. **Initiate and continue communication with all members of the committee.** Do not wait for them to come to you. Do not try to do the work—choosing a topic, design or analysis, without advice. If you have questions, ask.
2. **Schedule your work wisely.** AUCA professors may be required to travel at times that are not convenient for research students. There are times of the semester when almost every teacher at AUCA is very busy. Plan with your advisor/director how to make progress in spite of these potential obstacles. Agree with your research advisor on a schedule, put it in writing, and keep it. Make sure that you always have something to do while your professors are traveling or reading your work, so that you can advance while waiting for feedback.
3. **Be reasonable.** AUCA rules allow professors two weeks to read and return your work. If you have planned your work, you will not hand a chapter to a professor on the day before his departure for any other AUCA assignment and expect to have it back by some time. Plan ahead! Agree on the time you will hand in the paper and when you can expect it back. Keep your part of the agreement and negotiate with the professor about his/hers. If a professor fails to keep an agreement to return your work by a certain date, it is appropriate to ask when you may expect to see it. You may also enlist help from your research advisor or department chair.
4. **Be responsible.** If you have not done what you agreed to do, do not make matters worse by skipping your appointment with your advisor. If you are having difficulties or do not understand something, **say so!** Do not, however, expect the committee to do your statistics, analysis, or editing for you. **You** are the researcher—they are only guiding you.
5. **Use your committee wisely.** Your research advisor will advise you when to send documents on to other committee members. There are good reasons for following this advice. If committee members disagree about research procedures, or give you conflicting advice, let your advisor sort it out—this is not your problem.
6. **Be respectful of lines of authority within the committee.** Even if a thesis committee member is a great friend and very willing to help, the advisor is still the advisor.
7. **Be realistic.** Most students take two to four hours of study and writing time for every finished page. Budget your time carefully. Editing always takes longer than expected (see sample time lines in Chapter 5). Do not expect your committee to work harder just because you did not carefully check your English, or took longer than expected to write something.
8. **Be persistent.** Once you have begun your research, you are required to register every semester in case you do not finish your thesis during the semester you have started it. Remember that your thesis is the final step at AUCA. So, profit this time to finish up your thesis as quickly as possible. Stay in touch with your research advisor constantly, whether you are on campus or away. If you are discouraged or have a problem, talk to your advisor.

Research Advisor/Director

Research advisors, sometimes called *chairs*, are selected for their interest and expertise in the student's topic. The advisor is responsible for ensuring that the student meets deadlines, follows procedures, communicates with the committee, and completes the research. Major roles of a research advisor/director include the following:

1. **Direct the project/thesis.** Communication among the members, calling for meetings as needed. The advisor directs the student to share drafts of the research with specific committee members at the appropriate times. The advisor calls a meeting of the committee before a proposal approval or defense to be sure there is agreement that the candidate is ready. The advisor and the candidate (in consultation with the committee) recommend to the dean possible dates, and suggested names for the external examiner for a doctoral defense.
2. **Provide quality control/editing.** The advisor is primarily responsible for quality control of the content, methodology, editing, grammar, and format of the student's document. The advisor does not pass on the student's research to the other members of the committee (even the methodologist) without reading and editing it first until fully satisfied with the quality of the work. The advisor works with the student and the editor throughout the study but especially at the end, to achieve a polished final product.
3. **Manage students' time.** The research advisor should make contact periodically if the student does not "check in" voluntarily. Advisors should keep a written record of dates of meetings and tasks assigned, in case of complaints about lack of progress from either students or sponsors. They should set regular appointments, give assignments and dates, and help students plan and use their time wisely.
4. **Be familiar with policy and procedures relating to research projects/theses.** Empirical studies need Ethics Review Board approval. If AUCA is the subject of the study, it also needs AdCom approval. Policies include time limits for graduation, steps in the process, required sections of the thesis and APA/Turabian format. Please seek assistance from this manual, the AUCA editor, Research/Academic writing centers or else the Director of Research and Publication office..
5. **Be transparent about your schedule.** Let students know when you will and will not be on campus and available to them. If you cannot give the needed feedback in a timely fashion, negotiate with other committee members who may be willing to help.
6. **Provide feedback within a reasonable time.** AUCA policy allows a maximum of two weeks for turnaround, but less is desirable. One week is reasonable, but students may push advisors for feedback within one or two days. Let the student know when to expect your feedback. Be sure the student has something else to work on while waiting.
7. **Make sure students are registered.** Students in the research phase of their program must be registered continuously. Students on suspension do not have access to AUCA faculty support or AUCA Library services.

Project/Thesis Methodologist

The methodologist position is especially important when theses and projects are based on empirical research. The methodologist is usually a member of the committee, but could be the research advisor in some cases. This person is chosen because of expertise in the design techniques and statistical methodology used for the study. The methodologist is subject to the advisor in most aspects of the study, except when methodological issues arise, in which case the advisor is subject to the advice of the methodologist. As a committee member, the methodologist reads the whole thesis or dissertation, but focuses on the method and data analysis chapters.

Institutional Editor/Director of Research and Publication

AUCA is in the process of getting an “institutional editor” and even a statistician (commonly called ‘methodologist’). Currently, an editor could be represented by the Director of Research and Publication as far as the research role of the editor is concerned. The institutional editor must approve a student’s research before it is sent to defense and before copying and binding. The editor is accessed through the research advisor, and any concerns about the editor’s requested modifications should be discussed with the student’s research advisor. The editor’s role in working with student research is primarily to check that the work was well done, **not** to correct all the student’s mistakes. For this reason, if the work has many errors, the editor will return it and wait for a revised copy before continuing to read. It is wise to work with the editor early, to make sure this step does not cause delay in the completion process. Since AUCA does not have an editor now, the Director of Research and Publication could browse the student’s research work mainly before defense in order to check what may appear to question the rules and regulations of AUCA student’s research work.

Types of Additional Approval

All projects and theses must go through departmental/program approval as a topic request. Theses and **some** projects require a complete proposal, as well. Check with your research advisor. Some studies also require the following approvals.

Administrative Committee

Any research that involves data collected on or about the AUCA campus must secure AdCom approval. This can be requested anytime after topic approval. It is, however, to your advantage to seek counsel from the administration as to the wisdom of conducting your study at AUCA as early as possible in the research design process. Work with your research advisor to prepare a short (not more than one page) but complete statement on purpose of the study, research questions, the nature and extent of the involvement of AUCA personnel or students, the nature of the data to be collected, and the reason why you feel this is advantageous for AUCA, or at least not detrimental. Indicate how you will protect the privacy of those involved. The research advisor should submit this request via the office of the Director of Research and Publication who therefore should discuss it with the Vice Rector for Academic Administration and hence submit it to AUCA AdCom for approval.

Ethics Review Board

Any study from AUCA must be presented to the Ethics Review Board (ERB) for approval before data can be collected. This is normally done at proposal approval time. Once the committee has agreed the document is ready for approval, it may be submitted for ERB checking. If any change is made to the methodology, an amended ERB document must be filed. ERB approval must be secured *before* data is collected. The ERB could also be represented by the Research Committee of the student’s topic.

Steps in the Research Process

The process outlined in Table 3 is for research done at AUCA. Where empirical research and documentary research vary in the procedures, they are described separately. Where the Faculties of Business, Education and Information Management and Theology procedures differ, these are also described separately. Table 4 summarizes the major steps in the research approval process for each different type of study.

Table 1

Steps in the Research Process

| Step | Details |
|---|--|
| Choosing a topic | Student should read widely, talk informally with professors and friends, and experiment with multiple ideas before settling on one. |
| Choosing an advisor | The committee advisor/director should be knowledgeable on the topic, interested in the research, and willing to serve. The student may write 1-2 pages about the envisioned research to share with potential candidates for advisor, and make sure they can work well together. |
| Topic request | Student develops a topic request with proposed research advisor and committee. This document is 5-10 pages long and details the scope of the study, methodology, and evidence that it will contribute new knowledge to the field. The structure of the topic request may differ depending on methodology; work with your advisor. Topic request is initially presented to the Department/Program Committee and forwarded if further approval is needed. |
| Administrative Committee approval (for research done at/about AUCA) | If the study is about AUCA or if data from AUCA is required, permission must be obtained from AdCom. This is true for class-based research, faculty research, and projects/theses/dissertations. The need for AdCom approval will be determined at topic approval. Work with your advisor to make a request to AdCom if needed. |
| Writing phase | Once the approval phase is accomplished the student works chapter by chapter, first with the advisor, then with the other members of the committee, as directed by the advisor. Once approved and formatted or edited, it is wise to submit a chapter or two to the editor so that mistakes are corrected early, before they become habits. |
| Step | Details |
| Ethics Review Board (ERB) approval (empirical research) | All empirical research done by AUCA faculty, as part of an academic program at AUCA, or on behalf of AUCA must be reviewed by the ERB. If it will not include human subjects, a waiver may be requested. The application is made after committee consensus that the document is ready for proposal approval. ERB approval must be secured before data is collected. If changes are made to the design, an amendment must be filed. |
| Proposal | All research requires a proposal approval, but the form is different for empirical and documentary research. The committee will meet to agree when a study is ready for proposal approval. The student presents and the committee asks questions (the public is not invited). Empirical: The proposal consists of the complete first three chapters of the thesis/dissertation. Permission to collect data is given by the advisor and methodologist after the proposal approval, once instruments (questionnaires) are perfected. At least a week is allowed for the Dean to read the document presented. Documentary: The first complete chapter, an outline and a working bibliography must be presented. |

| | |
|---|---|
| Editing | The advisor must approve all work that goes to the editor, and both the student and the advisor must sign the checklist (see Chapter 9) that must accompany it. As each chapter is completed and approved by the advisor, it should also be read by the editor. A date for the defense is not fixed until the work has been fully edited. The AUCA Editor/Director of Research and Publication would permit the defense. |
| Pre-defense steps | The student's committee will meet when the work is nearing its conclusion to discuss its readiness for defense. Once fully edited, the defense date can be set. |
| Defense | At the defense, the completed work is presented to the defense committee and to the general public. Examiners ask questions and usually suggest revisions. Minor revisions are supervised by the advisor; major revisions require the entire committee to review the document. In empirical research, the methodologist may choose to withhold signature if he/she wishes to review the requested revisions. If the advisor will be absent, another member may be designated to supervise the changes, and does not sign the approval sheet until satisfied that all stipulated revisions are complete. |
| Editing/copying/binding/ electronic submission | The advisor indicates when the work should be sent to the editor/director of research and publication for the final check, but does not sign the approval sheet until editorial approval is gained. The advisor/director sign the research work. The Director of research and Publication signs the last, and this signature indicates approval for copying and binding, and electronic submission. Decide |

Table 2

Research Approval

| Level/Type of Research | Topic Request Approval | Research Committee Approval (within faculty) | Ethics Review Board* | Number of Chapters in Proposal | Proposal Approval (within faculty) | Defense Examiners | Signatures on Approval Sheet |
|---|------------------------|--|----------------------|--------------------------------|------------------------------------|-------------------|------------------------------|
| Faculty of Theology/ Documentary Research | | | | | | | |
| Undergraduate: Faculty of Theology | Department | Yes | If data is collected | Decide | Faculty | Decide | Who? How many? Decide |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Graduate School/Empirical Research | | | | | | | |
| Undergraduate: Faculty of Business, Education, and Information Technology | Department | Yes | Yes | First 3 chapters | Faculty | Decide | Who? How many? Decide |

*This step includes AdCom permission where necessary.

Committee Policies

The following policies govern the formation of research committees and the research approval procedure at AUCA.

1. The thesis advisor/director will normally be an AUCA faculty member and a member of the department/program in which the student is studying. Recommendations which do not follow this norm need the approval of the dean.
2. The committee composition may include members from another department (or from off campus), but at least half of the members of the committee must be members of the department/program in which the student is studying. Students desiring to include an external member/advisor need to realize that this may have financial implications that they may need to shoulder personally.
3. A committee of three should not be made up of two members from the same family. If both family members are indispensable, a fourth committee member should be added.
4. A thesis defense is generally approved by consensus of all defense committee members, which is the goal. If this is not possible, one dissenting voice may be accepted, at the president's discretion. The reason for dissension should be noted, and stipulations written as to how the conflict must be addressed, if it cannot be entirely resolved.

The Editing Process

The editing process always takes longer than most students expect. This is partly because students are not generally experienced in the publishing process and have not learned to look at the details that make their work more readable and professional. In addition, many students are not native English speakers. One recommendation for getting work through the editor's office quickly is to send one or two chapters early in the research process. Learn from those chapters what errors to avoid in the rest of the document. **Remember** that you may only submit your work to the editor/director of research and publication via your advisor. Projects are subject to the same editing process as theses, so do not wait until the end to begin the process.

The AUCA editor's work is the final step in what should be a series of revisions. Sources of aid to help students produce a document that will spend less time in the editor's office are

1. **Academic writing/research classes.** This is the place to **learn** how to organize, reference, and format your writing.
2. **AUCA Research Standards manual.** This is the final word for format.
3. **APA or Turabian style manual.** These have more detail than the AUCA *Research Standards* manual.
4. **AUCA Research/Writing Center.** This peer-tutoring facility has students who are talented in writing and editing, who can help you **for free** with organization, referencing, computer formatting tips, and other advice.
5. **Research advisor/director.** Your advisor/director should help you with issues of grammar and format, as well as organization and content. The document may not go to the editor until you and your advisor have made it as clean as you can.
6. **Format checklist.** Before the document goes to the editor, you and your advisor need to check it against the checklist of common errors and sign that you do not find these errors in the paper. It is faster to do this yourself than to wait 2 weeks for the editor to tell you the same thing.
7. **AUCA editor.** This is the final check to make sure that you have an error-free document. The editor's office should be seen as a final check, not a place to send your document for formatting. If the editor finds more than 20 errors in the first 10 pages of your document, it will be returned to you for further editing. If you want to finish sooner, make your paper as perfect as possible *before* sending it to the editor!

Deadlines and Requirements

The scheduling of research is partly art, partly science. Some procedures have suggested times, and some times are fixed by regulation. Most of the early parts of the research work are flexible, limited generally by the student's dedication and ability. As the process draws to a close, however, the student has less and less control, as the process necessarily depends on the work of others for checking, editing, and feedback. Below is a list of non-negotiable requirements and deadlines.

Continuous registration and leaves of absence. Students in the research phase are expected to remain registered continuously, whether they are on or off campus.

Time to read and return a document to a student. AUCA policy allows professors up to two weeks to read and return a document, but encourages completion of reading in one week. If a professor does not meet this deadline, the student has the right to remind the professor of the policy or to request advice/assistance from the Department Chair or the Dean.

Editing. By policy, the editor does not have to read a student's document if she finds more than 20 errors in the first 10 pages. The editor is expected to return a student's document within two weeks. If the editor has fewer papers to read, the turn-around time may be shorter, but students must count on the two weeks. This is for **every time** a document goes to the editor. Thus, if the paper goes to the editor three times before it is approved, six weeks will pass. For this reason, the document should be as nearly perfect as possible before the editor sees it.

Application for graduation. Application for graduation is the student's responsibility, and must be done four months before graduation, frequently before a student is sure that he or she will graduate. The *Bulletin* gives the deadlines for application. If students cannot graduate on the date requested, they must reapply for a different date, but they will not be charged any additional fees.

Defense date. The oral defense of a thesis must take place **at least four weeks** before graduation. These deadlines are published on the AUCA calendar in the *Bulletin*.

Final editing. Projects must go through the same editing process as a thesis. Once thesis defense corrections are made, the document returns to the editor for final checking. If the defense takes place exactly four weeks before graduation (the last possible day), the student has only one week to get the approved changes to the editor. The editor then has two weeks to look at the document and give final approval.

Signature sheet. A photocopy of the completed signature sheet (all corrections made, editor-approved, ready for copying/binding) must be given to the Registrar *no later than Friday, one week before graduation*. This is the rule **for all** research students.

Copying, binding, and electronic submission. There is no specific due date for handing in the bound copies that AUCA requires as part of the research process. These copies must be handed in, however, along with the submission of the electronic document to the Library, before the Clearance Form is signed, and the Clearance Form must be completed before you may collect your diploma (you can march and celebrate graduation, but you can't get your actual documents until you complete the clearance form). A word to the wise is sufficient.

Overall deadline. AUCA has a 6-year deadline, after which credits will expire and can no longer be used for an AUCA degree. More clarification could be given by AUCA Registrar.

To-do List at the End of Research Project/Thesis

The end of to-do list at the end-of-research project/thesis begins with the signature of the AUCA editor/director of research and publication. Once the editing is completed, the remaining steps often happen in quick succession.

1. Obtain the signatures of the research advisor and the Dean. This completes the signature page for the project/thesis. Make a copy of this approval page.
2. All research candidates must submit a photocopy of the signed approval page to the Office of Admissions and Records *no later than Friday, one week before graduation*. At this point, your project, or thesis is considered completed, and your name can be included among the graduation candidates.
3. Once all the signatures are in place, you must also make copies of your masterpiece. Always check *AUCA Research Standards* for additional details about quality requirements. Consult with the Dean's office if you have any questions about this process. The original is yours to keep; you must provide AUCA with a number of copies (check with your faculty Dean). Extra copies for committee members are at your discretion.
4. Copying and binding of the research are the student's expense. Bound copies are delivered to the Dean's office.
5. All students who have defended their work publicly will need to provide an electronic copy of their research (in PDF format) to the Systems Librarian (via the AUCA editor) for the AUCA repository and to the Networked Digital Library of Theses (www.auca.org). This will make the study available to other AUCA students, and to other researchers throughout the world through online tools. If you feel for commercial purposes (2-year delay) or because of the sensitive nature of your study that it should not be made available, this must be arranged with the Dean of your school and the librarians. Such works would only be available on campus, and external links would show only the title and the abstract. Any request for external access to this work would be forwarded to the author. If, after a 2-week delay the author has not responded, the dean would be asked to make a decision.

You maintain full rights to your document, and you may publish it or use it in any way you like. The library has no rights beyond archiving it and making the text available to others. For information about how AUCA recommends that you protect your document. Once you have received final approval and given your document to the library, you may not remove it from the AUCA archives, or make any further changes to it. Anyone wishing to contact you about your research can do so through the library, who will forward any correspondence to your permanent e-mail address.

6. Once the signature page is complete, the following steps may be followed to prepare your document for electronic submission:
 - a. Insert the signature page into its correct location in your research document, before the dedication page. Be sure to include the names of your committee members, but not their actual signatures, for security purposes. This page can be obtained from the Dean's Secretary, who prepared it for your defense.
 - b. Make sure your research is saved in a single file. If there are pages that were photocopied (e.g. permission letter), get them scanned and inserted such that the entire project/thesis/dissertation is contained in a single file.
 - c. Save your file as a PDF document. Use your surname and the year of graduation as the filename for your dissertation (e.g., Choi2009.pdf). Contact the Systems Librarian if you have difficulty with this procedure.
 - d. E-mail your file, or put it on a USB drive or a CD and take it to the AUCA editor. The editor will check that the file is the same as your approved thesis (bring this document for comparison), and will then forward it to the Systems

Librarian. Once the Library has received the electronic copy of your thesis **and** you have filled out the data sheet with your information, they will sign the clearance form. Once the file is uploaded, no further changes may be made in the electronic document.

7. In order to collect your diploma, and before leaving AUCA, you need to complete the Clearance Form. Among other things, the Clearance Form requires you to have completed items 1-4 on this list, so it is important to do these without delay once your research is completed.

Chapter 2: Types of Research

The following guidelines apply mainly to culminating projects, and theses. Because of the differences in procedures based on whether one is conducting research or a project, collecting data from human subjects or not, or conducting documentary or empirical research, these terms are discussed in detail at the beginning of this chapter. Follow the procedures outlined for the type of research selected.

Types of Research

There are three basic types of research—projects, documentary/historical studies, and empirical studies. The research process may vary based on the type of research being done. Here, the student can be guided by his/her research supervisor in terms the type of research or other knowledge in research.

Projects

Due to the practical and flexible nature of a project, the form that planning takes, while necessary before acceptance, may vary based on the specific project undertaken. The document presented for approval may be shorter than the one presented for a thesis. Some projects include empirical research, and may be subject to stricter controls (Ethics Review Board, full proposal approval) than others that are more documentary in nature. Consult your advisor and check for any specific departmental/school guidelines that may apply. The exact steps your project must follow will be determined by your committee when your topic request is approved.

Documentary Research

Documentary research is typically done in the Faculty of Theology, though it is an option for students in other AUCA Faculties. Because of the nature of this type of research, the proposal is usually much shorter than for an empirical study, but the research itself may take longer. Ethics approval is not generally necessary, and the organization of chapters is slightly different from that of an empirical study.

Empirical Research

Empirical research is usually done in the Faculty of Business, Education and Information Management and even in Theology again. It includes the collection and analysis of data. Because this process involves the selection/ development of instruments and may involve human subjects, certain ethical controls are necessary that are not required for documentary research. The nature of empirical research also recommends a more complete proposal before data is collected.

With the above types of research, comes also the idea of RESEARCH DESIGNS. Every study needs to be designed so that it could be well analyzed statistically. This design is the design that the researcher (the student or the teacher...) would follow as he/she methodologically design the study. The design determines the use of certain statistical methods of analyzing the data. As far as RESEARCH DESIGNS are concerned, the following meanings are important to know—but they would be later explained in the pages ahead about RESEARCH METHODOLOGY (Chapter 3 of research project/thesis: one may read more details about research designs in UEAB Research Guidelines for Masters).

Research Designs

Research designs may be qualitative, quantitative, or a combination of both. Qualitative designs investigate behavior as it occurs naturally in non-contrived situations, and its data are presented in verbal descriptions. Quantitative designs provide statistical descriptions, relationships and explanations about numerical data.

The candidate is free to choose the research design(s) appropriate for his/her research. Below are some representative designs, either common or special:

1. Common

- a. **Historical Research** - Past events are studied and related to their cause and effect on present and future events.
- b. **Descriptive Research** - Events are recorded, described, interpreted, analyzed and compared/contrasted.
 - Descriptive Normative Survey - involves the classification and enumeration of collated data.
 - Case Study - investigates intensively a single case or a limited number of typical, interconnected cases and, thus, contribute to the occurrence of certain events.
- c. **Correlational study** - estimates the extent of relationship between variables.
- d. **Evaluation Study** - describes a particular situation after which an evaluative judgment is done.
- e. **Causal-comparative studies** - contrasts similarities and differences among phenomena to determine what factors bear causally on one another.
- f. **Quasi-experimental studies** - determines cause-effect relationships; subjects are not randomly assigned to experimental and control groups but statistical controls are used instead.
- g. **Experimental studies** – determines cause-effect relationships; subjects are randomly assigned to experimental and control groups.

2. Special

They are designs that suit the needs of a particular discipline. To mention some:

- a. **Participatory** - involves people defining the problem and solving it according to how they perceive it, and on the resources available.
- b. **Ethnographic** - studies intensively a specific culture.

Additional Research Information

Research seminars/forums. Research results are meant to be shared. Both the Faculty of Theology and other AUCA Faculties provide opportunities for sharing research among friends and colleagues. Research seminars are scheduled periodically, and annual forums are also organized at times when students and faculty are free to attend. If you have research you feel could be shared with others, talk with your research advisor and contact the organizers of the Research seminars or Director of Research and Publication in your school. These are opportunities for professional growth that should not be missed.

AUCA Research Journal. AUCA has its own JOURNAL. With this Journal (both electronic and hard copy), AUCA lecturers have the privilege to write and to publish their articles. The Faculty of Theology and other AUCA Faculties could therefore publish peer-reviewed research journals either in AUCA JOURNAL or in other worldwide journals. This is an opportunity to hone your research skills by producing a publishable article. Book reviews and other shorter pieces may also be accepted. Research experience or thesis equivalent papers, or certain class papers (with primary data) may be considered for publication. Check with a professor who knows your work or contact the editor directly.

Sample Timelines. The following page contain sample timelines for your research. These timelines are based on typical student progress, and may vary by individual. Note that in order to graduate by a certain date, the first draft of the last chapter must be in the hands of the advisor as soon as possible before graduation. Do not underestimate the time needed for the last stages of research writing.

Steps in Choosing and Writing on a Topic

| Step | Timeline |
|--|--|
| Choosing a topic | At 0 point in time. |
| Choosing an advisor | Could be done in 1 or 2 days |
| <i>Topic request</i> | Could take 1 week to decide |
| <i>Administrative Committee approval (for research done at/about AUCA)</i> | |
| <i>Ethics Review Board (ERB) approval</i> | |
| Research Committee | Could take 1 week to be formed |
| Writing phase | |
| Proposal | Could take 3 weeks to be written |
| Completion Phase (Writing process) | From start to completion could take 2 months |
| Pre-defense steps | Could be planned 2 weeks <u>before final defense.</u> |
| Defense | Could be planned 2 weeks before <u>the day of defense</u> |
| Editing/copying/binding/ electronic submission | Could take 1 week |
| Final Printing | Could take 1 week |

Chapter 3: An Introduction to APA Style

The AUCA Faculties (Business, Education and Information Technology) and Applied Theology of the Faculty of Theology use APA style for their research. This includes term papers and class assignments, and theses. If you plan to write a major paper using APA style, consider *The Publication Manual of the American Psychological Association* (Washington, DC: American Psychological Association, 6th ed.) an essential tool. There are also many useful web sites, a selected list of which are given at the end of this chapter.

A brief introduction to APA referencing is shown here; however, students using this style should purchase a manual of their own to be apprised of all the details. The AUCA Style requirements supersede the APA manual in matters of document format—AUCA may have its own way of formatting which is not necessarily in the APA manual. But in all other matters, the APA manual is the final authority.

In-Text Referencing

Any idea that is not original to yourself should carry a reference in your paper. The referencing rules vary slightly depending on whether you have quoted someone's words or merely referred to their ideas.

How to Use Direct Quotations

Capitalization. Direct quotations may be part of the grammar of the sentence, or not. If they are, the beginning of the quote is not capitalized, even though it might be in the original work.

Smith (1985) did not describe the child's behavior, but he did state that “**the** entry of the child into the strange environment caused disturbed behavior” (p. 123).

He stated, “**The** entry of the boy into the strange environment caused the disturbed behavior” (Smith, 1985, p. 123), but he did not describe the behavior.

Page number information. If you use a direct quote, you must include the page number. The author's name and date may appear in various positions, but the page number is placed at the end of the quote, after the quotation marks but before the period.

The results of the experiment (Smith, 1985) showed that “the entry of the child into the strange environment cause disturbed behavior” (p. 123).

Note: If a quote includes two or more pages, use a double p before the page number (pp. 45-46).

Block quotations. A direct quotation of *40 words or more* must be formatted as a block quotation, indented one tab position (it remains double-spaced). Punctuation after the introductory statement is optional—it depends on what introduction is used.

Smith (1985) stated:

After the child made some friends and identified with the adult in charge, the disturbed behavior decreased. The time factor required for this “settling in” process varied from child to child, depending on the age of the child, the general atmosphere of the new environment, and the temperaments of both the child and the adult involved. (p. 124)

Note: In block quotations (unlike in-text quotations), the final punctuation follows the material quoted, and is followed by the reference, without any final period.

How to Paraphrase a Quotation

A paraphrase does not utilize the original grammar of the sentence. The page number (or paragraph number, for electronic sources) is not required for paraphrases, however, it is helpful to include this information if you have it.

In his study, Smith (1985) observed that when the child entered the strange environment, disturbed behavior resulted (p. 123).

Introducing Citations or Quotations

There are many ways to cite in text, but the ideal forms use sentence space to discuss and analyze the quote or the citation, not to indicate who said it (the reference already does that).

- a) An alternative interpretation that Smith (1985) suggests is to . . .
- b) The results of one experiment (Smith, 1985) showed that “. . .” (pp. 73-75).
- c) Coffee drinking has been found to affect . . . (Day, 2005, p. 280).

not best d) As Day (2005) says, “. . .”

If you occasionally wish to discuss the author, or wish to emphasize something about the individual, sentences like those below would be appropriate.

- e) In 1985, Smith studied . . .
- f) Smith (1985), who is an expert in the field of nutrition, found . . . (p. 74).
- g) Smith (1985, chap. 5) gives a summary . . .

Specific In-Text Referencing Rules

1. If information is given in the sentence, it is not repeated in the parentheses. See example a) above.
2. The name and date can go with the page or earlier. See examples b) and c) above.
3. If the name is used in text, the date usually follows it. See examples f) and g) above.
4. The period or other punctuation marks are placed after the final parenthesis or at the end of the sentence.
5. When the authors Smith and Johnson appear in the text, the word *and* is written out. When the names appear in parentheses, an ampersand (&) is used (Smith & Johnson).
6. What is inside the parentheses is NOT considered part of the grammar of the sentence. For that reason, one **cannot** say “As (Smith & Johnson, 2009) suggest. . . .” Rather, say “As Smith and Johnson (2009) suggest”
7. If you did not read the source, you cannot place it in the parentheses (for details, see the section on secondary sources under *In-Text Referencing Examples* below).

Repeated References to an Author within a Paragraph

1. APA requires that the name and date *reappear* with each new paragraph.
2. A study or an author may be mentioned again within the same paragraph without repeating the name, as long as it is clear to the reader which study is indicated.
3. If the name is used a second time within the paragraph, however, the year should accompany it, for clarity.

4. If the author's name was placed within parentheses the first time, as in examples b) and c) above, it cannot appear as "he" or "she" thereafter, since the parentheses are not part of your sentence.

In-Text Referencing Examples

One Author

The required information is the author's surname and the year of the publication.

- a) An alternative interpretation (Smith, 2007) suggests that . . .
- b) Grisso (2009) takes the idea a bit further when they . . .

Multiple Authors

Two authors. Include both authors every time you mention them.

Three to five authors. Include all authors the first time you cite them. For subsequent citations use the surname of the first author and "et al."

First citation

- a) One study (Smith, Johnson, & Brown, 2007) found . . .
- b) Smith, Johnson, and Brown (2007) found . . .

Subsequent citations

- c) Another study (Smith et al., 2007) found that . . .
- d) Smith et al. (2007) found that . . .
- e) Smith and others (2007) found that . . .

Six or more authors. Use the first author's surname and "et al." the first and any subsequent times the source is used.

Recent research (Brown et al., 2008) indicated . . .

Several Works in the Same Reference

When more than one source is given in parentheses, the authors' names are listed in *alphabetical order*. Note that all the studies were read by the researcher. Even if a source lists several references, you may only list the one(s) you read—you may not simply copy a list of references taken from someone else's study.

Same author.

Several studies (Smith, 1977, 1982, 1983) show . . .

Different authors.

Recent studies (Brown, 1999; Johnson & Smith, 2008; Morrison, 2004; Smith & Ogleby, 2009) indicate that . . .

One Author in the Same Year

- a) Smith (1984a) has pointed out that . . .
- b) Several studies (Brown, 2010; Smith, 2007a, 2007b) indicate that . . .

No Author

When no author is listed, it may be that an organization authored the piece (see Corporate Author, below). If there is no author listed, use the title, or at least the first few words of it, in the author position. If it is a book or a web page, *italicize* it. If it is a journal article or a chapter in a book, put it in quotes.

- a) Current information (*Education Handbook*, 2007) suggests that . . .
- b) Recent studies in this area ("Six Studies on Learning," 2008) seem to show that . . .

Corporate Author

When citing government agencies, corporations, study groups or associations, use the full name every time it is mentioned in the text (see example a) below. You may abbreviate the name for the second and subsequent citations if the abbreviation is familiar, if it has been explained in the text and will be used at least 3 times (see example b, below), or if the complete name is very long.

- a) Statistics released (National Institutes of Mental Health, 1986) seem to show . . .
- b) A statistical analysis by the National Institutes of Mental Health (NIMH, 1986) . . .

In the reference list this would be spelled out as National Institutes of Mental Health. If you have five or more abbreviations in your paper, it is appropriate to make a list of abbreviations at the beginning. Once an abbreviation is explained, it should be used consistently throughout the paper.

Authors with the Same Surname

If two or more authors have the same surname, use the initials or, if necessary, the complete name of each author **in all citations** to avoid confusion.

- a) K. Lee (2008) suggests that Koreans were trying a different approach . . .
- b) Other research (see for example J. Lee, 2007) has found . . .

Personal Communication

This form is used for letters, e-mails, or conversations, with the author. *Such references do not appear in the reference list.* Give the initials with the surname and the complete date.

L. R. Brown (personal communication, October 20, 2009) said that . . .

Secondary Source

Always indicate the source where you read a citation. If you read certain information in someone else's paper, you must indicate it properly as a secondary source. Citing secondary sources is generally frowned upon, but it is acceptable for supporting works that are difficult to find. Always try to find the original sources whenever possible. Note that the original source is mentioned first, and then the source where you read the citation, after "as cited in."

- a) Brown (as cited in Smith, 2007) stated that . . .
- b) A recent study (Johnson, as cited in Smith, 2007) points out . . .

Note: In the reference list, only the source *where you found the material* is listed.

Reprinted or Republished Works

The first date is that of the original publication and the second is the date it was republished, reprinted, or published in the translated form. This information is especially useful if the study is following a historical sequence.

- a) Early research on Cerebral Palsy, (Freud, 1933/1974), pointed out that . . .
- b) The aim of true education is . . . (White, 1903/1952).

Electronic Media

Often no page numbers are provided with electronic sources. In that case, use paragraph numbers (preceded by "para." or "¶") to direct the reader to quoted material. Give the nearest document heading, and then count the paragraphs after that heading. Note that the web address (URL) does not go in the in-text reference. It goes in the *reference list*.

- a) As Rittenhouse (2001, para. 3) aptly phrased it, "There is no need . . ."
- b) "It is clear from conditions today that . . ." (Jacobs, 2003, Conclusion section, ¶ 1).

Reference List Basics

The APA *Publication Manual* requires a reference list at the end of the paper, where each source *actually cited* in the paper must be included in the alphabetical list. No extra works are allowed. However, APA advises that some committees may require evidence that students are familiar with a broader spectrum of literature. If sources other than those actually cited in the paper are included, the reference list would be titled “Bibliography.”

General Rules for Reference Lists

1. Reference lists should appear as one alphabetical list.
2. Run-over lines in references are indented by the regular default of .5”.
3. Entries are single spaced (the APA manual shows double spacing for those preparing a journal for publication). Since you are preparing a document in final form, single spacing, which looks nicer and saves space is used. Double space between entries.
4. One entry should *not* be split across two pages.
5. When an author has several works, each entry must provide the author’s name (APA does not use an eight-space line or *Ibid.*).
6. Several references by one author are arranged by year of publication, the earliest first—not alphabetically by title. References by the *same author* with the *same publication date* are arranged alphabetically by title and assigned lowercase letters—a, b, c (for more detailed examples, see *References How-To* below).
Smith, B. J. (2000a). *Specific concerns* . . .
Smith, B. J. (2000b). *Trying to overcome* . . .
7. Italics—not underlining—is used for titles of books/journals.
8. For the publisher’s name, use a “shortened” form (Sage; Jossey-Bass; Macmillan). Do not include “Publishing Company,” “Inc.,” or “Ltd.” However, the word “Press” is often retained, such as in *Pacific Press*. This **always** applies to university presses.
9. No quotation marks are used for article titles in magazines/journals.
10. For books, give the city and state (or city and country, if outside the U.S.) of publication, followed by the publisher. Use the state abbreviations (see p. 145) with no periods. *APA 6* requires the city and the state/country for ALL reference entries:
Reading, MA: Addison-Wesley.
Mumbai, India: Peace Press.
New York, NY: McGraw Hill.
Note: When New York is spelled out, it is the *city*.
11. Titles of books are presented in *sentence case*. Proper nouns and the first word after a colon are capitalized:
From program to practice: A guide to beginning your new career.
12. Journal titles are presented in *title case*. The title and the volume number are italicized. An issue number (if available) follows the volume number (no space), within parentheses (but not in italics). This is followed by the page numbers where the article was found:
Ali, W. H. (2004). Learning teams and low achievers. *Social Education*, 48, 60-64. Astin, A. W. (2007). Change. *Competition Journal*, 19(5), 12-19.

Author Rules

Single author entries. Single author entries precede multiple-author entries:

Alleyne, R. L. (2001).
Alleyne, R. L., & Evans, A. J. (1999).

Same authors, different year of publication. Identical author entries are arranged by year of publication, the earliest first:

Cabading, J. R., & Wright, K. (2000).
Cabading, J. R., & Wright, K. (2001).

Same authors, same year of publication. Identical author entries with the same publication date are arranged alphabetically by the title. Lower case letters (a, b, c) are placed immediately after the year within the parentheses:

Baheti, J. R. (2001a). Control . . .
Baheti, J. R. (2001b). Roles of . . .

Different subsequent authors. These are arranged alphabetically by the surname of the second author, or third author (if the second author is the same), and so on:

Gosling, J. R., Jerald, K., & Belfar, S. F. (2000).
Gosling, J. R., & Tevlin, D. F. (1996).
Hayward, D., Firsching, A., & Brown, J. (1999).
Hayward, D., Firsching, A., & Smigel, J. (1999).

Different authors with the same surname. Arrange alphabetically by the first initial.

Mathur, A. L., & Wallston, J. (2009).
Mathur, S. E., & Ahlers, R. J. (1998).

How to Reference Electronic Media

The variety of material available via the Internet can present challenges for referencing because information is frequently missing. Internet sources should provide the same information as any other reference, if it is available, and a URL address. The retrieval date is no longer generally required. Specific suggestions include:

1. Direct your reader as closely as possible to the information being cited—rather than the home page or menu pages.
2. Test the URLs in your reference list before the final submission of the document. If the URL does not work, your reader will not be able to access the material you cited. Always retain copies of downloaded material until your paper is approved.
3. Do not put a period after a URL.
4. Break a long URL **before** punctuation. Use shift + enter to move the text to a new line.
5. When there is a high possibility of change (personal websites, wikis, blogs, online discussions) the retrieval date should be included.

Juke, A. (n.d.). *My opinion about homework*. Retrieved January 13, 2010 from <http://www.myopinion.com>

6. Remove the underlining and blue color from URLs before you submit your paper.
7. A DOI is a Digital Object Identifier, which is the most useful information to provide for online sources. If the DOI is provided, there is no need to give a URL for online journals.

Printed Materials**One Author**

Sommer, R. F. (1989). *Teaching writing to adults*. San Francisco, CA: Jossey-Bass.

Up to Seven Authors

Bennett, N., Crawford, M., & Cartwright, M. (2003). *Effective educational leadership*. London, UK: Open University Press.

More than Seven Authors

Picton, T. W., Benton, S., Berg, P., Donchin, E., Hillyard, S. A., Johnson, R. J., . . . Taylor, M. J. (2000). *Recording standards and publications criteria*. Springfield, MA: Erlbaum.

Author as Publisher

American Psychiatric Association. (1990). *Diagnostic and statistical manual of mental disorders* (3rd ed.). Washington, DC: Author.

National Science Foundation. (2010). *Earth sciences: Instrumentation and facilities*. Arlington, VA: Author.

Edition Other than the First

Denis, T., White, N., & Peterfreund, S. (2005). *Great traditions in ethics* (11th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Edited Book (Editor as Author)

Roth, J. (Ed). (1995). *International encyclopaedia of ethics*. London, UK: Fitzroy Dearborn.

Chapter in an Edited Book

Anderson, P. (1985). What survey research tells us about writing at work. In L. Odell & D. Goswami (Eds.), *Writing in nonacademic settings* (pp. 239-252). New York, NY: Guilford.

Translation

Piaget, J. (1980). Six psychological studies. (A. Tenzer, Trans.). Brighton, UK: Harvester. (Original work published 1964).

Book Review

Rah, S. (2010, April). Heroic tales from distant lands [Review of the book *Kingdom without borders*, by M. Adeney]. *Christianity Today*, 54,4.

Article in a Magazine

Adams, W. (2010, May 10). Norway builds the world's most humane prison. *Time*, 175, 78.

Article in a Newspaper

Gardiner, B. (2010, April 15). Emphasis on ethics. *The Wall Street Journal*, p. 9.

Article in a Journal

Knatterud, M. E. (1991, February). Writing with the patient in mind: Don't add insult to injury. *American Medical Writers Association Journal*, 6, 10-17.

Electronic Sources

Entire Book Online

Boud, D., & Feletti, G. (Eds.). (1999). *The challenge of problem-based learning* (2nd ed.). Retrieved from <http://books.google.com/books>

Article with DOI

Articles retrieved from an electronic database are now cited exactly as the print version unless the article is particularly difficult to find. No need to include date retrieved or the database. The DOI is included, when present, however, whether you read the print or the electronic version.

Devlin, J. T., & Poldrack, R. A. (2007). In praise of tedious anatomy. *NeuroImage*, 37, 1033-1041. doi:10.1016/j.neuroimage.2006.09.055

Internet Article or Website (without DOI)

Lumsden, L. (1994). *Student motivation to learn*. Retrieved from <http://chiron.valdosta.edu/whuitt/files/stdtmotv.html>

Article in an Internet-Only Journal

Salend, S. J. (2004). Fostering inclusive values in children: What families can do. *Teaching Exceptional Children*, 37(1), 64-69. Retrieved from http://journals.sped.org/index.action=TEC_toc&ID=55

Paper Presented at a Conference

Woll, C. (2006). *The difficult organization of business interests*. Paper presented at the 15th International Conference of the Council for European Studies, Chicago, March 29-April 2, 2006. Retrieved from <http://www.ces.columbia.edu/pub/papers/Woll.pdf>

Paper in Conference Proceedings

Thompson, H. L. (2005). The impact of stress on the BarOn Eq-i reported scores and a proposed model of inquiry. In *Proceedings of the 5th Annual NexusEq Emotional Intelligence Conference*. Retrieved from http://nexuseq.com/post/dick_thompson2.pdf

Newspaper Article (Online)

Kershaw, A. (2010, May 05). Students hit by lecturers' strike. *The Independent*. Retrieved from <http://www.independent.co.uk>

Website of Organization or Governmental Agency

British Educational Communications and Technology Agency. (2010). *Assistive technology and the Home Access programme*. Retrieved from http://schools.becta.org.uk/index.php?section=oe&catcode=ss_es_hom_02&rid=17557

U.S. Copyright Office. (1981). *Circular R1: Copyright basics (Publication No. 341-279/106)*. Washington, DC: Government Printing Office.

Article in a Wiki

School violence. (2010, May 13). In *Wikipedia, the free encyclopedia*. Retrieved May 20, 2010, from http://en.wikipedia.org/wiki/School_violence

Thesis Retrieved Online

Havens, L. (2009). *Behavioral and socioeconomic differences among users of the internet public library from North Carolina*. (Master's thesis). Retrieved from <http://www.openthesis.org/documents/Behavioral-Socioeconomic-Differences-among-Users-594471.html>

Unpublished Material

Unpublished Paper

Skinner, E., & Belmont, M. (1991). *A longitudinal study of motivation in school: Reciprocal effects of teacher behavior and student engagement*. Unpublished manuscript, University of Rochester, NY, USA.

Thesis/Dissertation

Akpa, V.O. (2006). *Factors that motivate employees to work at Northern Luzon Adventist College (NLAC), Philippines: An analysis*. (Unpublished master's thesis). Adventist International Institute of Advanced Studies, Silang, Philippines.

Missing Information

No Date

Bligh, B. (n.d.). *Cherish the earth*. Sydney, Australia: Macmillan.

No Author

Handbook of research. (1998). Princeton, NJ: College Board Publications.

Additional Resources

Additional examples of reference list entries may be found in the American Psychological Association's *Publication Manual*, 6th ed., or in online materials showing how to reference in APA style. Some useful APA sites are

APA

<http://www.apastyle.org/index.aspx>

Dalhousie University Libraries: APA Style (6th) Quick Guide

http://www.library.dal.ca/Files/How_do_I/pdf/apa_style6.pdf

Northern Michigan University: APA Reference Style Guide

http://library.nmu.edu/guides/userguides/style_apa.htm

The Owl at Purdue: Online Writing Lab

<http://owl.english.purdue.edu/owl/section/2/10/>

Queens University: Guide to Citing Education Resources in APA Format 6th Edition

<http://library.queensu.ca/webedu/howtofind/apa.pdf>

Trinity University: APA Style for Electronic Sources

<http://lib.trinity.edu/research/citing/APAelectronicsources.pdf>

Chapter 4: A Step by Step Guidelines of How to Write Research Project/Theses at AUCA

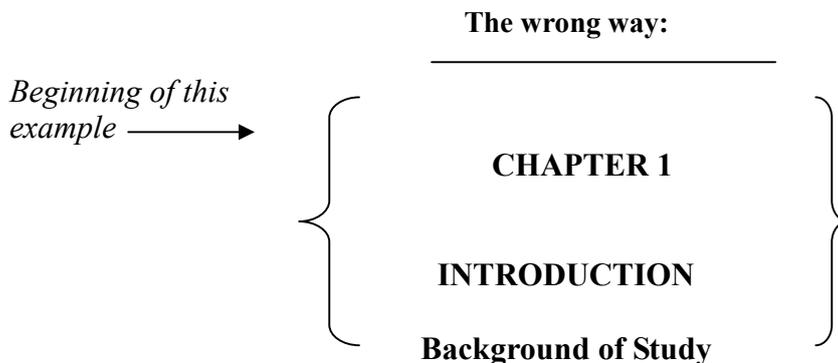
This is how Chapter 1 through Chapter 5 and other parts (such as references, appendixes, and curriculum vitae) of the research project/thesis look like in terms of what each part contains while writing research projects/theses. Please note both the structure and the contents of each part.

CHAPTER 1

[remember that this is not CHAPTER 1 of this document!]

INTRODUCTION

The following pages detail how the entire research project/thesis will be written. Beginning with the first chapter (called “INTRODUCTION”) , the researcher (you) needs to write just few lines (ex. 4 or 5 [which could be 3 or 4 sentences) immediately after the heading “INTRODUCTION”. This is just a way to introduce the Chapter. And these 4 or 5 lines come immediately before the title “Background of the study”. After writing these 4 or 5 lines, then proceed with the “Background of the Study”. The reason to write these 4 or 5 lines is to avoid to have two titles that follow each other without some lines in between. Just imagine that you don’t put them, you will see two titles (INTRODUCTION and Background of the Study) following each other without anything separating them! This rule should apply throughout the writing stage. Meaning that: no two titles should follow each other immediately without something written between them—at least 2 sentences are OK! Now observe the *beginning of this example to see the wrong way*, followed by *the correct way*. And it would look like the following [see below]:



You can see that there are no lines or sentences written between the word “INTRODUCTION” and the word “Background of the Study”! This is not advisable!

The correct way

The correct way should be like the following. But remember that we are talking about the very beginning of CHAPTER 1):

CHAPTER 1

INTRODUCTION

The search for good reputation is a concern of individuals as well as organizations (Bromley, 1993; Fombrun, 1996). Though reputation is intangible, to receive it is to be in possession of something valuable—once established, a reputation brings publicity and fortune is seldom far behind (Fombrun, 1996; Proverbs 22:1, UNASB). But how is reputation acquired?

Background of the Study

Reputation is an outcome. In business, a company’s reputation is derived from its unique products (Fombrun, 1996). For schools, the various. . .

End of this example → _____

Let us detail a bit what goes in the “Background of the Study”. Then other parts of CHAPTER 1 will follow. Notice that it is the Background of the Study that we begin with.

Background of the Study

The candidate explains the background of the study that gives the history and the factors that led to the issues being investigated. It cites situations or statements of authorities in support of the choice for the study. The student points out that the study is on/about a special problem different from other problems. The interplay of identified variables that may cause a process to take place is discussed. The background of the study may be viewed as a “funnel” with the last paragraph being the small end of the funnel and leading the reader logically to the problem statement. Let us now follow carefully other parts of Chapter 1. We continue with “**Statement of the Problem**”

Statement of the Problem

The stated research problem that the candidate is about to investigate must relate to his interest, academic background and training. It is expected to yield findings that will provide him information useful in the area of the research. In the choice of the research topic, originality, relevance and responsiveness to contemporary problems, and issues must be considered.

The problem may be about the relationship among variables or the differences among

groups which the study aims to establish. It may also be about finding out the extent of such relationship or difference. When stating the problem, the candidate should specify what he is trying to find out or discover. Examples of problem statements are: “In this study, the author intends to find evidence that eating habits have an effect on the academic performance of school age children”, “This study intends to give evidence that the theory explaining that photosynthesis takes place in the presence of light is true”, or “ This investigation seeks to find out the root causes of ethnic conflicts in the Great Lakes region.”

As the title of this section shows, the statement (and not statements) of the problem must only be one. Therefore, it must be clearly, adequately and precisely stated. Also, as stated above, when necessary, somewhere in this section the choice key words in the title are explained.

One way of analyzing the research problem is to state a major problem in this section as STATEMENT OF THE PROBLEM and its sub-problems. The main problem is the central focus or the “life-blood” of the study. A given sub-problem is a unit of researchable area, and the solutions to all sub-problems, taken collectively, leading to the over-all answer to the statement of the problem.

Research Questions

Every problem can be broken down into smaller discrete units. The sub-problems are stated in a form of a question or an objective, each of which should be a completely researchable unit. Within each sub-problem, interpretation of the data must be apparent. The sub-problems must add up to the totality of the problem. See to it that nothing in excess of the coverage of the main problem is included and that you have no omission, so that all significant areas of the main problem are covered by the several sub-problems.

There are two types of research questions: **descriptive** research questions and **inferential** research questions. The *descriptive research questions* merely describe or summarize data, without trying to generalize to a larger population of individuals, and are hypothesis-free. These questions are answered by analyzing data using descriptive statistics such as frequencies, percentages, means and standard deviations. The *inferential research questions* are either **difference research questions** or **associational research questions**. The *difference research questions* compare scores (on the dependent variable) of two or more different groups, each of which is composed of individuals with one of the values or levels on the independent variable. This type of question attempts to demonstrate that groups are not the same on the dependent variable. The *associational research questions* relate two or more variables. This approach involves an attempt to see how two or more variables co-vary (e.g., higher values on one variable correspond to higher, or lower, values on another variable for the same persons) or how one or more variables enables one to predict another variable. The inferential research questions require hypotheses and are answered by analyzing data using inferential statistics.

The researcher may write **objectives** instead of research questions, as his/her department may require. The preceding discussion about research questions applies to objectives. The only difference is in the form of writing.

In a **qualitative study**, inquirers state research questions only, not objectives (i.e., specific goals for the research) or hypotheses (i.e., predictions that involve variables and statistical tests). These research questions assume two forms: a **central question** and **associated sub-questions**). The central question is a broad question that asks for an exploration of the central phenomenon or concept in a study, consistent with the emerging methodology of qualitative research. The research questions evolve and change during the study in a manner consistent with the assumptions of an emerging design.

Hypothesis

The “Hypothesis” states the relationship between/among variables or the difference between/among groups and this relationship/difference, stated in null form, must be tested statistically to find answers to the stated research problem. It indicates what data the candidate must gather. The hypothesis is accepted or rejected depending on the results of the statistical tests. All *inferential research questions* (or *objectives*) require null hypotheses to be stated.

Hypotheses requiring experimental investigation or statistical testing are stated in negative form and are, therefore called “null hypotheses.” Testing a hypothesis means subjecting this to a preferred statistical statement in order to reject or accept it. Example: “There is no significant relationship between the I.Q. level of a secondary school student and his achievement in Mathematics.”

Research hypotheses not subject to experimental testing are usually stated in positive declarative sentences. Examples: “The socio-economic status of parents affects the drop-out rate of secondary school students.”

In some cases, this section may include “Assumptions,” the facts presumed to be true, which the candidate wishes to include in order to be more precise and adequate. Example: The researcher assumes that student I.Q. may influence his achievement in secondary school mathematics. Briefly, **a good hypothesis has several basic characteristics:**

- It should be reasonable,
- It should be consistent with available facts and theory, i.e, it must be consistent with results established from previous research;
- It should be testable. You should be able to prove that it is correct or incorrect. It should be stated as simply as possible.

Purpose of the Study

What is “purpose” of the study”?: Statement of Purpose is a sentence that you write, which states, in some detail, what you want to learn about in your research project. The statement guides you as you work so that you will read and take notes only on what’s needed for your project.

Why do I need to do it?: Writing a statement of purpose will do 4 things to help you:

When and How to do it: After you focus your topic, after some overview reading, write a sentence that says what you want to learn about. Don’t worry if you’re not totally sure, your Statement of Purpose may change 3 or 4 times before you’re done. To write the sentence, first answer these questions for yourself as best as you can:

1. *What is my real personal interest in the topic?*
(There will always be something that can interest you)

2. *What do I specifically want to learn about my topic?*
 (Don't overwhelm yourself with too many things. Two or three are plenty.)

Start your Statement of Purpose with words like "I want to learn about..."

For example:

- One person was very concerned about air pollution and wanted to know if the government is doing anything to stop it.
- Her Statement of Purpose was this: **I want to learn about what is being done by our government to stop air pollution.**

Make sure your Statement of Purpose is specific enough.

| A Bit Too General | Much Better, More Specific |
|--|---|
| "I want to learn about the Dalai Lama." | "I want to know what role the Dalai Lama plays as the spiritual leader of the Tibetan people." |
| "I want to find out about teen gangs." | "I want to find out some ways to stop teen gang activity." |
| "I want to learn about AIDS." | "I want to know how close we are to a cure for AIDS." |
| "I want to know about pro basketball." | "I want to know what it takes to be a professional basketball player." |
| "I want to find out about the Marshall Plan" | "I want to know if the Marshall Plan still has any effect on the world's economy." |
| "I want to learn about teen pregnancy." | "I want to know how teenage pregnancy affects young fathers and young mothers differently." |
| "I want to find out about the juvenile criminal justice system." | "I want to know what juveniles experience when they get put in legal detention for committing a serious crime." |

I think you probably get the idea by now. It may take a while to write your statement. If you are having trouble, ask a teacher or librarian for help.

Significance of the Study

In this part of the research proposal, the candidate cites the importance, responsiveness or relevance of expected outcomes of the investigation. Research results will come up with the solution to a problem or will encourage and recommend further research on that problem.

The candidate also explains that the research is not a duplication of previous studies. It may, however, be a replication in the sense that the proposed research study follows up a previous study and, therefore, builds on it. In the case of a doctoral dissertation, it may bolster an old theory, improve an old theory or come up with an entirely new theory. The result of the master's thesis may recommend the reader to further related studies or verifications and in the case of a doctoral dissertation, the implementations of a proposed study.

“Significance of the Study” also states the probable effects of the results of the study on a theory or practice.

By and large, this section must emphasize, first of all, the contributions of the proposed research study to existing body of knowledge in a particular discipline, and to existing and/or future researches in such a discipline, before contributions to the particular entity/ies such as academic institutions, agencies, industries, or businesses are enumerated.

With respect to business-related studies, the research proposal must possess the following features:

1. Issues/problems should be of the industry, and not of/for a single company alone; and,
2. Unless the research study is intended particularly for a specific institution which has a national, regional or international scope (for Ph.D. alone), findings and solutions should contribute to the industry in general and not only to a single company

Justification (or Rationale) of the Study

This section is intended to answer the questions about "why" the particular study is being proposed in relation to other work completed in the field. It is a statement of why the particular variables or treatments of interest in the study have been chosen over competing alternatives. Support the arguments presented with reference to other research and/or authoritative opinion that may be described in detail elsewhere in the proposal (e.g., in the review of literature).

Theoretical/Conceptual Framework

The “Theoretical/Conceptual Framework” justifies the rationale behind the investigation. It gives the reason for searching for new data and for analyzing, interpreting and synthesizing these data. The framework also cites the theory(ies) on which the study is premised in order to establish the relationship among the variables in the study.

Some disciplines require the presentation of a paradigm in order to explain how the theory (ies) is/are going to be operationalized in the study. In this discussion, pertinent concepts or new ideas are cited for clarification.

In many fields, theories and propositions about a concept or concepts and relationship have been formulated. In such fields, the researcher may be interested in ascertaining or testing a particular theory or frameworks. The theoretical framework explains how the study in question is related to such theory. A theoretical framework is generalization about a phenomenon based on some amount of evidence and continued verification. A theory develops from studies over a period of time which tends to show that the described phenomenon is true. The theoretical framework shapes the justification of the research problem in order to identify the key concepts that are used in the study for better understanding of the role of theory in research. An investigation is required to formulate existing theories which link the study because theories are useful devices on interpreting, criticizing and unifying established scientific laws and facts that guide the discovery of new generalizations.

A conceptual framework is that part of research related to but different from the theoretical framework. It is the detailed presentation of the variables to be observed in the current study, the concepts defined in a way the researcher wants. The constructs used in the conceptual framework are derived from the theoretical framework and linked with the current

study and followed by a paradigm that links the variables by giving the direction of how the researcher will operationalize the variables by relationships or comparison.

Some studies may use either the theoretical framework or the conceptual framework only and others may use both depending on the nature of the study.

Delimitation (Scope)

The candidate spells out the coverage of the study in terms of subject, concepts, specific aspects of a phenomenon, treatment, sampling and time frame. The study must clarify the *who? what? when? where? how? and why?*

The candidate delimits the aspects of the subject being investigated considering specific constraints such as foreseen weaknesses on methodology and design, statistical analysis, representatives of sampling and time. Delimitation sets the parameter accepting what should be included and rejecting what should be excluded.

Limitations

The limitations set forth reservations, qualifications, or weaknesses inherent in the research design. Generally, these will reflect anticipated inadequacies in regard to internal validity of results, particularly for experimental research. The goal is to recognize inherent threats to internal validity in the study plan.

Definition of Terms

Terms used in the section “Statement of the Problem” must be defined according to how they are used in the study. These terms must be defined *contextually* or *operationally*. This means that the definition is based on how the term is used within the context of the study. Terms may also be defined according to authorities on the subject of investigation. Dictionary definitions taken from dictionaries of specialized disciplines may be used.

An example of an operational definition is: “**Secondary Schools** in this study refers to the four years of study after eight years of primary school in the Kenyan system of education.” Whenever necessary, however, a term or terms may be defined authoritatively. For example: “**Education** is defined by Nyerere (date) as a process of enhancing people’s abilities and capabilities to plan and support their own programs and projects without foreign interference.”

In this section care must be taken to highlight *condensed (summarized)*, *paraphrased*, or *literally cited* definitions. When necessary, (e.g., as in a direct quotation), the corresponding punctuation marks and footnote acknowledgment must be indicated. The terms must be listed and entered *alphabetically*.

CHAPTER 2

[remember that this is not CHAPTER 2 of this document!]

REVIEW OF RELATED LITERATURE AND STUDIES

The student collates all the reading materials which have, one way or the other, a close affinity with and a substantial bearing on the proposed study. The review of related studies provide important concepts and/or theories to support a chosen framework and/or methodology. This chapter includes local and foreign publications.

In each section of this chapter, arranging the entries chronologically, i.e. according to the order of the year of publication, beginning from the oldest to the latest is helpful. This helps the candidate to be aware of the latest literature/study done in the subject.

CHAPTER 3

[remember that this is not CHAPTER 3 of this document!]

RESEARCH METHODOLOGY

This section of the proposed research presents the design of the study, particularly the research methods and techniques to be used, the reasons for the choice of the subjects, the manner of determining the sample size, the instruments to be used and their validation, and data analyses scheme which includes the application of statistical tools for treatment of data arising from the study.

Research Designs

Research designs may be qualitative, quantitative, or a combination of both. Qualitative designs investigate behavior as it occurs naturally in non-contrived situations, and its data are presented in verbal descriptions. Quantitative designs provide statistical descriptions, relationships and explanations about numerical data.

The candidate is free to choose the research design(s) appropriate for his/her research. Below are some representative designs **(see p. 34 of this document)**, either common or special.

Population and Sampling Techniques

In this section, the student describes the population, and the manner/the reason for the choice of the subjects, and discusses the sampling technique(s) employed. A statistician may be consulted to determine the appropriateness of the sample size for the study.

Research Instruments

This part thoroughly and succinctly describes the tools for data collection such as tests and questionnaires to be constructed, validated and administered. If the instrument is prepared by the candidate or is adapted from an existing instrument, it should be tested for validity and reliability. If the instrument is standardized, the student indicates its reliability coefficient. On this part, remember to mention the variables that constitute your questionnaire. Also, you need to conduct a PILOT STUDY. This pilot study, will help you to measure the RELIABILITY of your questionnaire. You will make some judgment that your questionnaire is reliable or not by checking the Cronbach's Alpha of your questionnaire. One of the most popular reliability statistics in use today is Cronbach's alpha (Cronbach, 1951). Cronbach's alpha determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability. This comes as a result from your PILOT STUDY. The pilot study is done by administering the questionnaire of your study to a similar respondents group. These pilot study respondents help you to check whether the statements of your questionnaire are well written. The result of your Cronbach's Alpha (after entering the result of your questionnaire into computer and by using SPSS to analyze them, for example) will show you what statements of your questionnaire to modify. After modification use your final questionnaire to your final respondents group.

Data Gathering Procedures

This section includes the methods and procedures the candidate utilizes in doing his/her research. It indicates the steps for the collection of data from reliable sources. Data may be collected from interviews, questionnaires, observations, experiments and official records of documents. This section explains how the data are obtained from various sources.

Statistical Treatment of Data

This part identifies the kind of data the study yields and presents the testing of the hypotheses. The hypotheses presented determine the kind of statistical tool to be used. It is advisable to consult a statistician before administering the questionnaire since the manner of questioning and what questions to ask will determine the treatment of the hypotheses. The statistical treatment should be appropriate to the data yielded by the study. This section also presents and justifies the statistical formula used.

In some studies, independent variables are used to predict the dependent variable(s). The candidate should know the value of controlling some intervening variables in order that interference of these variables in the prediction will be avoided or minimized.

For example: high school average grades, entrance test scores and aptitude test scores are independent variables used to predict the dependent variable such as college grades. By controlling the intervening variable IQ, the candidate can be sure that the predicted college grades is a function of the given three independent variables.

Ethical Considerations

Ethical issues may stem from the kinds of problems investigated by social scientists and the methods they use to obtain valid and reliable data. They may arise from the nature of the research project itself; the context for the research; the procedures to be adopted; methods of data collection; the nature of the participants; the type of data collected; and what is to be done with the data. Researchers need to protect their research participants; guard against misconduct and impropriety that might reflect on their organizations or institutions; and cope with new, challenging problems. In writing the thesis/dissertation proposal, researchers need to anticipate the ethical issues that may arise during their studies. Writing about these issues is required in making an argument for a study.

CHAPTER 4

[remember that this is not CHAPTER 4 of this document!]

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

This section discusses the results of the investigation with the corresponding interpretations. Tables or charts may be used in this presentation. Each hypothesis must be stated and immediately followed by a statement on action taken with regard to the hypothesis and the implications of such action.

CHAPTER 5

[remember that this is not CHAPTER 5 of this document!]

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Summary

[remember that this is not the Summary of this document!]

This section gives an overview of the study starting from the Statement of the Problem to the analysis of the investigation and then presents a summary of findings which provide the answers to the problems raised in the research study. In the findings, interpretations should be done in relation to the statement of the problem given much earlier in the first chapter; and, analysi(e)s should be given for the data presented and interpreted based on the data collected.

Conclusions

[remember that this is not the Conclusions of this document!]

This part gives the generalizations drawn up from the findings. Conclusions are brief statements that capsulize the findings. It crowns the achievement of the whole research.

The first part of this section should present, in a manner based on the logical flow of argument in the preceding body, the eventual emergence of the over-all conclusion of the research study. The conclusion should be an adequate answer to the statement of the problem posed in the first chapter of the thesis/dissertation.

REFERENCES

[remember that this is not the REFERENCES of this document!]

This section includes an alphabetical list of works cited or works to which the researcher has made reference. This consists of distinct materials such as Books, Periodicals, Unpublished Materials, Public Documents, Internet sites, and the like. In listing them, respect APA rules/style of writing.

APPENDIXES

[remember that this is not the APPENDIXES of this document!]

In appendices, the researcher insert all the documents that he/she thinks is of great importance regarding the research. These are pages that have not been put in the research text but which are important as far as the understanding of the whole research is concerned. Most especially, the appendices include research questionnaires, communications (letters used in research while asking permission or the like, some tables of statistical analysis, and the like). It is the choice of the researcher to decide which documents he/she should put in the appendix rubric.

OTHER REQUIREMENTS FOR RESEARCH PROJECTS/THESES/DISSERTATION

Timetable and Budget for Research

The candidate specifies the time allotted for each phase of the research process. Reasonably adequate time spent for each phase adds to and reflects the credibility of the investigative process. Cost budget is to be prepared.

Curriculum Vitae

This part of the thesis/dissertation proposal is necessary in order to be acquainted with personal background and academic qualifications of the candidate.

Chapter 5: An Introduction to Turabian Style

Footnotes

Every direct quotation (whether in the text or written as a block) must have a reference. The reference number appears immediately after the quotation mark (when in the text) or at the end of the block. Other specific information, whether a direct quote or not, should also be referenced.

It is impossible for any manual to give detailed information to cover every type of reference. If you do not find what you need here, check with the Turabian 7 manual. If your paper requires specialized types of references that are not included in these manuals, work with your advisor to establish a format that you can maintain throughout the paper.

Format

Take advantage of the automatic footnote function in your word processor. When you insert a footnote, the word processor puts in a number in the text and a number in the footnote. The automatic settings need to be revised to be sure they include the following:

Notes are below the text and not at the bottom of the page.

Type size is at least 10 points and typeface is the same as the text.

Footnote number is superscript in text and superscript or normal below (see Appendix B).

Left alignment (ragged right edge).

Footnote is indented the same as the paragraph.

There is an empty line between notes.

Footnotes are numbered consecutively for each chapter unless specific approval for beginning the numbering anew on each page is obtained and recorded.¹

The automatic footnote function may need some assistance so that the footnote always begins on the page where the superscript number appears. Unless a footnote is a half page in length, it should appear in its totality on the page where it is announced. This may require using a hard return to force some of the text to the next page.

Specific Content Matters

1. Even if the author's full name is used in the text, it should be repeated in full in the first footnote to a reference.
2. Although Turabian (7th ed., 23.2.4) gives the possibility of not writing out the second number when the reference is to several pages (121-27; 1929-94), writing the numbers in full is safer: (121-127; 1929-1994). To avoid misunderstandings AIIAS recommends using the complete numbers.
3. Abbreviations may be used in footnotes for commonly used sources (but never in the bibliography). If such sources are abbreviated, a list of abbreviations must appear in the preliminary pages of the paper. Counsel with your thesis or dissertation committee members and determine their preference on this matter before writing. (See information on abbreviations below.)
4. When Bible references are used, they are assumed to be from the King James Version unless otherwise indicated. Other versions should be indicated immediately following the reference, usually in parentheses (Luke 4:1, RSV; Mark 1:10, Moffat). When a version other than King James is the primary source for references, you must state this in a footnote with the first reference. If the reference contains more than three texts, put them in a footnote. A long list of Bible references in the text is not acceptable.

¹ For instructions on how to achieve this continuous numbering by chapter in Word (or other computer programs), see the computer formatting tips in chapter 9.

5. References to E. G. White books should follow the same guidelines as other works. The familiar SDA abbreviations are not appropriate for research.

Guidelines for Preparing Footnotes

The first note to a reference includes author (or editor), title (full title, including subtitle), publication facts (words like *press*, *inc.*, or *publishers* are usually omitted), and the page(s) from which the material was taken. The basic format for a book is the following:

¹F. C. Gilbert, *Divine Predictions of Mrs. Ellen G. White Fulfilled* (South Lancaster, MA: Good Tidings, 1922), 6.

Subsequent references to the same work take various forms.

²*Ibid.*, 19. (Only used immediately after a full note in which only one work is referenced.)

³Gilbert, 20. (Short form used in subsequent references when there is only one work by Gilbert.)

⁴Gilbert, *Divine Predictions*, 16. (The longer form is mandatory if there are two works by Gilbert but recommended by AIIAS for all second references because it avoids confusion. The title appears in shortened form, selecting the key words from the title. The same shortened title is then used consistently throughout the paper.)

The author's full name should appear in the first note, unless the author does not use a full name; then the initials used are sufficient. Follow the entry in the library catalog.

The following sample shows footnotes from articles in one book by three authors, in sequence. The repetition of the source (*ISBE*) is a courtesy to the reader. Note that the parentheses surrounding the italicized abbreviation of the book are **not** italicized.

F ¹G. W. Barker, "Mystery," *The International Standard Bible Encyclopedia (ISBE)*, (1979-1988), 3:452.

S ²*Ibid.*

N ³Gerhard F. Hasel, "Dragon," *ISBE*, 1:990.

L ⁴Barker, "Mystery," *ISBE*, 3:451.

S ⁵Hasel, "Dragon," *ISBE*, 1:991.

N ⁶W. J. Moulder, "Sadducees," *ISBE*, 4:278.

L ⁷Hasel, "Dragon," *ISBE*, 1:990.

S ⁸Moulder, "Sadducees," *ISBE*, 4:279.

When two or more authors with the same surname are cited, succeeding entries for both authors must include an initial to distinguish between authors.

¹E. G. White ²R. White ³J. White

Idem, representing the same author within one footnote, is no longer used. Repeat the author's surname. The only Latin abbreviation still used is *ibid.*, when a note references exactly the same item as appeared in the previous note, which contained only one item referenced.

The full title of the book, including subtitle, should be used in the first entry, with first and last and all important words capitalized (title style). A colon separates title and subtitle, whether or not a colon is found in the original work. Both parts are italicized throughout; however, the

punctuation mark following the title is not italicized. Titles of unpublished materials or parts of published works are enclosed in quotation marks, not italicized.

Series titles are neither italicized nor enclosed in quotation marks. An initial “The” is ignored in series titles, and the editor of a series is not included. Subtitles are generally omitted from series titles. The number of a book within a series is given after the title of the series, either directly or following a comma. Whichever style is chosen must be used consistently.

Acronyms or abbreviations for titles used more than twice may be used in footnotes after the first complete entry, if the abbreviation appears in the first, full footnote. The title appears as follows: *New International Dictionary of New Testament Theology (NIDNTT)*. Acronyms and abbreviations are acceptable for series, but they are not italicized: ICC. Abbreviations of titles of whole works subsequently replace all facts of editing, translation, and publication.

If a source that can be abbreviated is used three or more times, an abbreviation for it should be included in a list of abbreviations at the beginning of the paper. The abbreviation is introduced the first time, then used throughout the paper.

When signed articles from reference books (such as commentaries or encyclopedias) or monograph collections are used, the author’s name always precedes the title of the article. Each time a new article from the same work is introduced, a footnote must introduce a full new entry for the separately authored articles.

A content note (an explanation or amplification of textual matter) may be followed by its source in one of two ways: (1) The reference may follow the content note in parentheses, with the publication information in square brackets. (2) The content note ends with a full stop and is followed by normal footnote style. See the following examples:

¹Bissell points out the importance of consistence in the method of giving the reference for a content note (Juanita Bissell, *A Guide for Research Writing: AIIAS Theological Seminary*, 2nd ed. [Silang, Cavite: AIIAS Publications, 2002], 69).

²Bissell points out the importance of consistence in the method of giving the reference for a content note. Juanita Bissell, *A Guide for Research Writing: AIIAS Theological Seminary*, 2nd ed. (Silang, Cavite: AIIAS Publications, 2002), 69.

While both methods are acceptable, only one may be used in any one paper.

Guidelines for Bibliography Entries

Bibliography entries appear in hanging indention format. Run-over lines are indented the same as the paragraph.

Entries are single-spaced, with double-spacing between the entries.

With few exceptions, a full stop follows each major element in the bibliographical entry: author, title, edition, editor, translator, series, publication facts, and (when cited for parts of works) volume and pages.

All titles of books and journals are italicized to agree with the style of the footnotes.

If two or more books or articles are used from one author, for all entries after the first one, an eight-space line (underscore) is used in place of the author’s name. This “abbreviation” does not hold if the author is editor or coauthor of one book and author of another.

The bibliography is alphabetized by the author’s surname, or in the absence of an author, by the title, disregarding any initial article. The author may be corporative: General Conference of Seventh-day Adventists.

Normally entries should appear in one alphabetical list. Only separate bibliographies into categories by special permission.

Do not split a bibliography entry between two pages. If there is not room at the bottom of a page to complete an entry, the entire entry should be moved to the following page.

There must be a bibliography entry for every source used in the text. A bibliography entry beginning with an eight-space line should not appear at the top of a page--repeat the author's name at the top of a new page. If several articles, all written by different authors, are given from one reference work or monograph collection, a separate bibliography entry must be made for each article from that work. The bibliography in Appendix B provides an excellent model.

Foerster, W. "Axios." *Theological Dictionary of the New Testament*. Edited by Gerhard Kittel and Gerhard Friedrich. Translated by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1964-1976. 1:379-390.

Schmitz, Otto. "Thronos." *Theological Dictionary of the New Testament*. Edited by Gerhard Kittel and Gerhard Friedrich. Translated by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1964-1976. 3:160-167.

For reference works with unsigned articles, a general bibliographical entry is adequate.

Harmony Between Footnotes and Bibliography

It is imperative to credible research that footnote entries and bibliography entries agree entirely. Information that does not match casts a question mark upon an otherwise fruitful study. Indention, format, and punctuation vary between notes and bibliography, but basic content and information must be essentially the same, except in publication information for some dictionaries and lexicons, which is more complete in the bibliography, and except for page numbers, which are omitted in the bibliography. There is no suitable substitute for harmony and consistency.

Sample Entries for Footnotes and Bibliography

While not exhaustive, these sample entries illustrate the principal difficulties of the Turabian footnotes and bibliography entries. The emphasis is on various types of theological works. Many of the samples are followed by a list of reference books that should be referenced by using that particular format. For additional examples, see Nancy Vyhmeister's *Quality Research Papers*.

F = First footnote entry

S = Subsequent footnote entry, same author and work (It is assumed that one or more intervening footnotes by other authors separate it from the first entry.)

N = New footnote entry (for the same work but different author or for the same author but different work)

L = A later footnote entry subsequent to a new entry, referring to the original entry

B = Bibliography entry

Books

One Author

F ¹A. M. Allchin, *The Kingdom of Love and Knowledge* (London: Darton, Longman & Todd, 1979), 46.

B Allchin, A. M. *The Kingdom of Love and Knowledge*. London: Darton, Longman & Todd, 1979.

Two Authors

F ²John H. Hayes and Stuart A. Irvine, *Isaiah the Eighth-Century Prophet: His Times and Preaching* (Nashville: Abingdon, 1987), 53.

S ⁵Hayes and Irvine, *Isaiah*, 54.

B Hayes, John H., and Stuart A. Irvine. *Isaiah the Eighth-Century Prophet: His Times and Preaching*. Nashville: Abingdon, 1987.

Three Authors

F ³W. Gunther Plaut, Bernard J. Bamberger, and William W. Hallo, *The Torah: A Modern Commentary* (New York: Union of American Hebrew Congregations, 1981), 32.

S ⁶Plaut, Bamberger, and Hallo, *Torah*, 33.

B Plaut, W. Gunther, Bernard J. Bamberger, and William W. Hallo. *The Torah: A Modern Commentary*. New York: Union of American Hebrew Congregations, 1981.

More than Three Authors

F ⁴Roland K. Harrison et al., *Biblical Criticism: Historical, Literary and Textual* (Grand Rapids: Zondervan, 1978), 78.

B Harrison, Roland K., Bruce K. Waltke, Donald Guthrie, and Gordon D. Fee. *Biblical Criticism: Historical, Literary and Textual*. Grand Rapids: Zondervan, 1978.

Editor or Compiler as Author

F ⁵R. Pierce Beaver, ed., *The World's Religions* (Grand Rapids: Eerdmans, 1982), 35.

B Beaver, R. Pierce, ed. *The World's Religions*. Grand Rapids: Eerdmans, 1982.

Edition Other than the First

F ⁶John C. Hodges and Mary E. Whitten, *Harbrace College Handbook*, 10th ed. (San Diego: Harcourt Brace Jovanovich, 1986), 299.

B Hodges, John C., and Mary E. Whitten. *Harbrace College Handbook*. 10th ed. San Diego: Harcourt Brace Jovanovich, 1986.

You may choose to type 10th rather than 10th, but you must be consistent throughout the paper.

In a Series

F ⁷Verner W. Clapp, *The Future of the Research Library*, Phineas W. Windsor Series in Librarianship 8 (Urbana: University of Illinois Press, 1964), 92.

B Clapp, Verner W. *The Future of the Research Library*. Phineas W. Windsor Series in Librarianship 8. Urbana: University of Illinois Press, 1964.

The simplified form is given above. You could also write: Phineas W. Windsor Series in Librarianship, no. 8; however, you cannot mix the two styles.

Part of a Book by One Author in a

Book Edited by Another

- F ⁸E. Earle Ellis, "How the New Testament Uses the Old," in *New Testament Interpretation*, ed. I. Howard Marshall (Grand Rapids: Eerdmans, 1977), 203.
- B Ellis, E. Earle. "How the New Testament Uses the Old." In *New Testament Interpretation*, ed. I. Howard Marshall, 199-219. Grand Rapids: Eerdmans, 1977.

Notice the location of the pages in the bibliographical entry!

Specific Chapter in a Book

- F ⁹Hans Conzelmann, "Apostolic Council," chap. in *History of Primitive Christianity*, trans. John E. Steely (Nashville: Abingdon, 1973), 32.
- B Conzelmann, Hans. "Apostolic Council." Chap. in *History of Primitive Christianity*. Translated by John E. Steely. Nashville: Abingdon, 1973.

Reprint Edition

- F ⁹Peter Ward Fay, *The Opium War, 1840-1842* (1975; repr., Chapel Hill: University of North Carolina Press, 1997), 67-68.
- B Fay, Peter Ward. *The Opium War, 1840-1842*. 1975. Reprint. Chapel Hill: University of North Carolina Press, 1997.

Secondary Source

The primary source should be used if possible. Use this entry only if the primary source is *not* available.

- F ¹⁰Clark H. Pinnock, *A Defense of Biblical Infallibility* (Philadelphia: Presbyterian & Reformed, 1967), quoted in Avery Dulles, *Models of Revelation* (Garden City, NY: Doubleday, 1983), 45.
- S ¹⁴Pinnock, *Biblical Infallibility*, 45.
- B Pinnock, Clark H. *A Defense of Biblical Infallibility*. Philadelphia: Presbyterian & Reformed, 1967. Quoted in Avery Dulles, *Models of Revelation*, 45. Garden City, NY: Doubleday, 1983.

Multivolume Works

One Author and One Title

- F ¹¹Paul Tillich, *Systematic Theology* (Chicago: University of Chicago Press, 1951-1963), 2:135.
- B Tillich, Paul. *Systematic Theology*. 3 vols. Chicago: University of Chicago Press, 1951-1963.

If only one volume is referenced, the specific volume number rather than the total number of volumes in the set is included in the bibliography entry.

F ¹²Ellen G. White, *Testimonies for the Church*, 9 vols. (Mountain View, CA: Pacific Press, 1948), 4:35.

S ¹³White, *Testimonies*, 3:83.

B White, Ellen G. *Testimonies for the Church*. 9 vols. Mountain View, CA: Pacific Press, 1948.

F ¹⁴G. Campbell Morgan, *The Westminster Pulpit: The Preaching of G. Campbell Morgan*, 10 vols. (Los Angeles: Fleming H. Revell, 1955), 5:68.

S ¹⁵Morgan, *Westminster Pulpit*, 7:74.

B Morgan, G. Campbell. *The Westminster Pulpit: The Preaching of G. Campbell Morgan*. 10 vols. Los Angeles: Fleming H. Revell, 1955.

Several Authors and Titles

F ¹⁶Hubert Hefner, *The Nature of Drama*, vol. 2 of *An Introduction to Literature*, ed. Gordon N. Ray (Boston: Houghton Mifflin, 1959), 47-49.

S ¹⁷Hefner, *Nature of Drama*, 48.

B Hefner, Hubert. *The Nature of Drama*. Vol. 2 of *An Introduction to Literature*, ed. Gordon N. Ray. Boston: Houghton Mifflin, 1959.

If publishing dates are different for each volume, inclusive publishing dates for the set are given.

F ¹⁸Nigel Turner, *Syntax*, vol. 3 of *A Grammar of New Testament Greek*, by James Hope Moulton, Wilbert Francis Howard, and Nigel Turner (Edinburgh: T. & T. Clark, 1908-1976), 38.

B Moulton, James Hope, Wilbert Francis Howard, and Nigel Turner. *A Grammar of New Testament Greek*. 4 vols. Edinburgh: T. & T. Clark, 1908-1976.

One Author, Different Titles

When the publisher and date are the same for all volumes of the set, facts of publication need not be repeated for each new volume cited. If there are differences, a complete entry must be given. Each volume title must have a bibliography entry, but only one bibliography entry is given for each example below.

F ¹⁹Martin Luther, *Luther's Works (LW)*, vol. 51, *Sermons I*, ed. and trans. John W. Doberstein (Philadelphia: Fortress, 1959), 259.

S ²⁰Luther, *Sermons I*, 260.

N ²¹Martin Luther, *LW*, vol. 44, *The Christian in Society I*, ed. James Atkinson, trans. W. A. Lambert, James Atkinson, and Charles M. Jacobs (Philadelphia: Fortress, 1966), 23.

S ²²Luther, *The Christian*, 30.

B Luther, Martin. *Luther's Works*. Vol. 51, *Sermons I*. Edited and translated by John W. Doberstein. Philadelphia: Fortress, 1959.

- F ²³Karl Barth, *Church Dogmatics (CD)*, vol. III-3, *The Doctrine of Creation*, trans. G. W. Bromiley and R. J. Ehrlich (Edinburgh: T. & T. Clark, 1960), 82.
- S ²⁴Barth, *Doctrine of Creation*, 85.
- N ²⁵Karl Barth, *CD*, vol. I-2, *The Doctrine of the Word of God*, trans. G. T. Thomson and Harold Knight (1956), 69.
- B Barth, Karl. *Church Dogmatics*. Vol. III-3, *The Doctrine of Creation*. Translated by G. W. Bromiley and R. J. Ehrlich. Edinburgh: T. & T. Clark, 1960.

This type of entry applies also to the following works:

Aquinas, Thomas, *Summa Theologica*
 Carrington, Philip, *The Early Christian Church*
 Froom, Leroy E., *The Prophetic Faith of Our Fathers*
 Schaff, Philip, *The Creeds of Christendom*
 Sheldon, Henry C., *History of the Christian Church*
 Wesley, John, *The Works of John Wesley*

Periodicals

Distinction is made between magazines, which are periodicals for general consumption, and journals, which are academic and professional.

Magazines

- F ²⁶Richard Hammill, "Spiritual Gifts in the Church Today," *Ministry*, July 1982, 14.
- B Hammill, Richard. "Spiritual Gifts in the Church Today." *Ministry*, July 1982, 15-18.

Journals

- F ²⁷Zdravko Stefanovic, "The Great Reversal: Thematic Links between Genesis 2 and 3," *Andrews University Seminary Studies* 32 (1994): 53.
- B Stefanovic, Zdravko. "The Great Reversal: Thematic Links between Genesis 2 and 3." *Andrews University Seminary Studies* 32 (1994): 47-56.

While it is not indispensable to add the month or season, if the paging of a journal begins with 1 only at the beginning of a volume, you help your reader find a source by adding this information. The example would then read 32 (Spring-Summer 1994). If the journal begins paging anew with each issue, the month or season is indispensable. If there is no season or month, give the issue number: *Newsletter* 4, no. 1 (1980): 9.

Note that in footnotes and bibliographical entries for periodicals there is a space between the colon and the page number. This is different from books, where there is no space between volume number and page number.

Specialized Books

Commentaries with Known Author

Articles within the set are authored by different people and signed, either with initials or with a name. If only initials are given, the legend providing the full name of the author is generally found in the front of the volume.

- F ²⁸G. Ernest Wright, “Exegesis of the Book of Deuteronomy,” *Interpreter’s Bible (IB)*, ed. George Arthur Buttrick (New York: Abingdon, 1954), 2:331.
- S ²⁹Wright, “Deuteronomy,” 2:332.
- N ³⁰Martin Rist, “The Revelation of St. John the Divine,” *IB*, 12:346.
- B Wright, G. Ernest. “Exegesis of the Book of Deuteronomy.” *Interpreter’s Bible*. Edited by George Arthur Buttrick. New York: Abingdon, 1954. 2:331-540.

This type of entry applies also to the following works:

The Abingdon Bible Commentary
Bible Knowledge Commentary
The Biblical Illustrator
The Broadman Bible Commentary
The Eerdmans’ Bible Commentary
The Expositor’s Bible Commentary
The Expositor’s Greek Testament
The Evangelical Commentary on the Bible
Harper’s Bible Commentary
The International Bible Commentary with the New International Version
The Interpreter’s One-Volume Commentary on the Bible
The Jerome Biblical Commentary
The New Bible Commentary
A New Catholic Commentary on Holy Scripture
The New Jerome Biblical Commentary
Peake’s Commentary on the Bible
The Pulpit Commentary
The Speaker’s Bible
The Wesleyan Bible Commentary

Commentaries in a Numbered Series

These commentaries have numbered volumes by different authors. Do not use the names of general editors. You may include the name of a translator or editor for the individual volume.

- F ³¹E. A. Speiser, *Genesis*, Anchor Bible 1 (AB) (Garden City, NY: Doubleday, 1987), 56.
- S ³²Speiser, *Genesis*, 57.
- N ³³Edward R. Campbell, *Ruth*, AB 7, 27.
- B Speiser, E. A. *Genesis*. Anchor Bible 1. Garden City, NY: Doubleday, 1987.
- B Campbell, Edward R. *Ruth*. Anchor Bible 7. Garden City, NY: Doubleday, 1975.

This type of entry applies also to the following works:

Black’s New Testament Commentaries
The Century Bible
A Commentary, Critical, Experimental and Practical on the Old and New Testaments
The Communicator’s Commentary
Good News Studies

The Laymen's Bible Commentary
Living Word Commentary
The New American Commentary
New Testament Message
Old Testament Message
The Preacher's Complete Homiletic Commentary
Sacra Pagina
Tyndale New Testament Commentaries
Tyndale Old Testament Commentaries
Word Biblical Commentary

Commentaries in Unnumbered Series

The difference with the above is that there are no numbers for the volumes. Each volume is separately titled and authored by a different person.

- F ³⁴F. F. Bruce, *The Book of the Acts*, New International Commentary on the New Testament (NICNT) (Grand Rapids: Eerdmans, 1988), 65.
- S ³⁵Bruce, *Acts*, 66.
- N ³⁶Robert H. Mounce, *The Book of Revelation*, 85.
- B Bruce, F. F. *The Book of the Acts*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1988.

This type of entry applies also to the following works:

Bible Study Commentary
Biblical Commentary on the Old Testament
Cambridge Bible Commentary
Commentary on the Old Testament
Daily Study Bible
Everyman's Bible Commentary
Exegetical Commentary
Harper's New Testament Commentaries
Hermeneia
International Commentary on the Old Testament
International Critical Commentary
Interpretation
Moffatt New Testament Commentary
New Century Bible
New International Commentary on the Old Testament
New International Greek Testament Commentary
New Testament Commentary (Hendriksen)
Old Testament Library
Torch Bible Commentary
Westminster Commentary

Commentaries with a Single Author

The set will have a general title, and some sets will have separately titled volumes. When the entire set is by one person, both the set and the title of any single volume are italicized.

If there are editors or translators for single volumes, they may be included after the title of the volume.

- F ³⁷Matthew Henry, *Matthew Henry's Commentary on the Whole Bible*, vol. 5, *Matthew*

to *John* (New York: Fleming H. Revell, [1935]), 73.

- B Henry, Matthew. *Matthew Henry's Commentary on the Whole Bible*. Vol. 5, *Matthew to John*. New York: Fleming H. Revell, (1935).

This type of entry applies also to the following works:

Alford's Greek Testament: An Exegetical and Critical Commentary (Alford)

Calvin's New Testament Commentaries (Calvin)

Clarke's Commentary on the Whole Bible (Clark)

Commentary: Critical and Explanatory on the Whole Bible (Jamieson, Fausset, Brown)

Expositions of the Holy Scripture (Maclaren)

Gill's Commentary (Gill)

Interpretation (Lenski)

Word Pictures in the New Testament (Robertson)

Seventh-day Adventist Commentary

Authors' names are not given for this commentary.

- F ³⁸“Fourteenth Year” [Ezek 40:1], *Seventh-day Adventist Bible Commentary (SDABC)*, rev. ed., ed. Francis D. Nichol (Washington, DC: Review & Herald, 1976-1980), 4:715.

- S ³⁹“Fourteenth Year,” *SDABC*, 4:717.

- N ⁴⁰“Were Among Them” [Josh 10:1], *SDABC*, 2:223.

The first bibliographical entry is for the specific quotation; the second is for the whole of the work. If several references are made to different sections of the *SDABC*, a general entry may be used.

- BP “Fourteenth Year” [Ezek 40:1]. *Seventh-day Adventist Bible Commentary*. Rev. ed. Edited by Francis D. Nichol. Washington, DC: Review & Herald, 1976-1980. 4:715-717.

- BT Nichol, Francis, ed. *Seventh-day Adventist Bible Commentary*. Rev. ed. Washington, DC: Review & Herald, 1976-1980.

Comments from Ellen G. White that are quoted in the *SDABC* should be cited from their original primary source.

Bible Dictionaries or Encyclopedias with Signed Articles

The facts of publication are given for both footnote and bibliography entries. Each separate author entry must have a bibliography entry. The abbreviated title (see S below), while not required, adds clarity.

- F ⁴¹Ernst Jenni, “Day of the Lord,” *The Interpreter's Dictionary of the Bible (IDB)*, ed. George Arthur Buttrick (Nashville: Abingdon, 1962), 1:784.

- S ⁴²Jenni, “Day of the Lord” *IDB*, 1:785.

- N ⁴³John Wick Bowman, “Revelation, Book of,” *IDB*, 4:62.

- B Jenni, Ernst. “Day of the Lord.” *The Interpreter's Dictionary of the Bible*. Edited by George Arthur Buttrick. Nashville: Abingdon, 1962. 1:784-785.

- F ⁴⁴Ulrich Becker, “Book,” *New International Dictionary of New Testament Theology (NIDNTT)*, ed. Colin Brown (Grand Rapids: Zondervan, 1975), 1:242.
- S ⁴⁵Becker, “Book” *NIDNTT*, 1:243.
- N ⁴⁶Hans-Georg Link, “Life,” *NIDNTT*, 2:475.
- B Becker, Ulrich. “Book.” *New International Dictionary of New Testament Theology*. Edited by Colin Brown. Grand Rapids: Zondervan, 1975. 1:242-243.
- F ⁴⁷Rudolph Bultmann, “*Aidōs*,” *Theological Dictionary of the New Testament (TDNT)*, ed. Gerhard Kittel and Gerhard Friedrich, trans. Geoffrey W. Bromiley (Grand Rapids: Eerdmans, 1964-1976), 1:169.
- S ⁴⁸Bultmann, “*Aidōs*” *TDNT*, 1:170.
- N ⁴⁹Otto Schmitz, “*Thronos*,” *TDNT*, 3:161.
- B Bultmann, Rudolph. “*Aidōs*.” *Theological Dictionary of the New Testament*. Edited by Gerhard Kittel and Gerhard Friedrich. Translated by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1964-1976. 1:169-171.

Note: The abbreviation “ed.” is never written in plural as it stands for “edited by.”

This type of entry applies also to the following works:

The Anchor Bible Dictionary
Concise Dictionary of Christian Ethics
Concise Dictionary of the Christian World Mission
Dictionary of the Apostolic Church
A Dictionary of the Bible (Smith)
Dictionary of the Bible (Hastings)
Dictionary of Biblical Theology
A Dictionary of Christian Antiquities
A Dictionary of Christian Biography
A Dictionary of Christian Theology
Dictionary of Christianity in America
A Dictionary of Pastoral Care
Dictionary of Pastoral Care and Counseling
Evangelical Dictionary of Theology
Exegetical Dictionary of the New Testament
An Expository Dictionary of New Testament Words
Harper’s Bible Dictionary
Holman Bible Dictionary
The Illustrated Bible Dictionary
The New Bible Dictionary
A New Dictionary of Christian Ethics
A New Dictionary of Christian Theology
New Dictionary of Theology
The New Dictionary of Theology
The New International Dictionary of the Bible
The New International Dictionary of the Christian Church
New Unger’s Bible Dictionary
The Oxford Companion to the Bible
Theological Dictionary of the Old Testament
A Theological Wordbook of the Bible
Theological Wordbook of the Old Testament

Encyclopedias with Signed Articles

General encyclopedias, such as the *Britannica* or *Americana* require only the date. Specialized encyclopedias require full publication information.

F ⁵⁰Frank A. Spina, "Rahab," *The International Standard Bible Encyclopedia (ISBE)*, completely rev. and reset ed. (Grand Rapids: Eerdmans, 1979-1988), 4:33.

S ⁵¹Spina, "Rahab," *ISBE*, 4:34.

N ⁵²Howard F. Vos, "Kaiwan," *ISBE*, 3:2.

S ⁵³Vos, "Kaiwan," *ISBE*, 3:3.

B Spina, Frank A. "Rahab." *The International Standard Bible Encyclopedia*. Completely rev. and reset ed. Grand Rapids: Eerdmans, 1979-1988. 4:33-34.

B Vos, Howard F. "Kaiwan." *The International Standard Bible Encyclopedia*. Completely rev. and reset ed. Grand Rapids: Eerdmans, 1979-1988. 3:2-3.

This type of entry is used also for the following works:

Baker Encyclopedia of the Bible

Encyclopaedia Judaica

Encyclopedia of Early Christianity

The Encyclopedia of Philosophy

The Encyclopedia of Religion

Encyclopaedia of Religion and Ethics

Encyclopedia of Theology

New Catholic Encyclopedia

New 20th-Century Encyclopedia of Religious Knowledge

The New Schaff-Herzog Encyclopedia of Religious Knowledge

The Zondervan Pictorial Encyclopedia of the Bible

Bible Dictionaries or Encyclopedias with Unsigned Entries

The footnote entry includes author or editor (if any), title, edition/date, s.v. "Entry." No place and publisher appear in the footnote, but this information appears in the bibliography. If several entries are used, the bibliography may be general.

F ⁵⁴Siegfried H. Horn, *Seventh-day Adventist Bible Dictionary (SDABD)*, rev. ed. (1979), s.v. "Angel."

S ⁵⁵Horn, *SDABD*, s.v. "Angel."

N ⁵⁶Horn, *SDABD*, s.v. "Moses."

B Horn, Siegfried H. *Seventh-day Adventist Bible Dictionary*. Rev. ed. Washington, DC: Review & Herald, 1979.

F ⁵⁷Allen C. Myers, ed., *Eerdmans Bible Dictionary (EBD)* (1987), s.v. "Hyssop."

N ⁵⁸Myers, *EBD*, s.v. "Psalm."

B Myers, Allen C., ed. *Eerdmans Bible Dictionary*. Grand Rapids: Eerdmans, 1987.

This type of entry applies also to the following works:

Dictionary of the Bible (McKenzie)
Dictionary of the New Testament
An Expository Dictionary of Biblical Words
Nelson's Illustrated Bible Dictionary
The Oxford Universal Dictionary
The Oxford Dictionary of the Christian Church
The New Westminster Dictionary of the Bible

Language Dictionaries

Editors are not given for general language dictionaries. Footnote entry includes title, edition/date, s.v. "Entry" (s.v. is Latin for "see under"). Publishing information is not given in footnotes for general dictionaries. Language dictionaries do not appear in the bibliography.

- F ⁵⁹*Merriam-Webster's Collegiate Dictionary*, 10th ed., (1993), s.v. "Laity."
N ⁶⁰*Merriam-Webster's Collegiate Dictionary*, 10th ed. (1993), s.v. "Clergy."
F ⁶¹*Webster's Third New International Dictionary of the English Language Unabridged* (1993), s.v. "Theodicy."
N ⁶²*Webster's Third New Unabridged*, s.v. "Apocalypse."

This type of entry applies also to the following works:

The Random House Dictionary of the English Language
Webster's New Geographical Dictionary
Webster's Eleventh New Collegiate Dictionary

Greek and Hebrew Lexicons

This type of reference work follows the same pattern as unsigned dictionaries, but may include editors and translators of new editions. Because these are often not commonly known materials, they must appear in the bibliography; however, the words looked up are not usually listed.

- F ⁶³Walter Bauer, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (BAGD),² trans. and adapted by William F. Arndt and F. Wilbur Gingrich, 2nd ed., rev. and augmented by F. Wilbur Gingrich and Frederick W. Danker (1979), s.v. "kosmeō."
S ⁶⁴Bauer, BAGD, s.v. "kosmeō."
N ⁶⁵Bauer, BAGD, s.v. "stauros."
B Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Translated and adapted by William F. Arndt and F. Wilbur Gingrich. 2nd ed. Revised and augmented by F. Wilbur Gingrich and Frederick W. Danker. Chicago: University of Chicago Press, 1979.³
F ⁶⁶Francis Brown, with S. R. Driver and Charles A. Briggs, *A Hebrew and English Lexicon of the Old Testament with an Appendix Containing the Biblical Aramaic* (BDB), based on the lexicon of William Gesenius (1952), s.v. "raq."

² BAGD is not italicized here because it does not represent the title of a book, but rather, stands for the editors of the book.

³ When you use more than one item, there is no need to list each entry separately in the bibliography. Put s.v. when using only one item, otherwise omit.

S ⁶⁷Brown, *BDB*, s.v. “raq.”

N ⁶⁸Brown, *BDB*, s.v. “melek.”

B Brown, Francis, with S. R. Driver and Charles A. Briggs. *A Hebrew and English Lexicon of the Old Testament with an Appendix Containing the Biblical Aramaic*. Based on the lexicon of William Gesenius. Oxford: Clarendon, 1952.

This type of entry is used also for the following works:

The Analytical Greek Lexicon (Bagster, Moulton)

A Concise Hebrew and Aramaic Lexicon of the Old Testament (Holladay)

A Greek-English Lexicon (Liddell, Scott)

Greek-English Lexicon of the New Testament (Thayer)

Greek-English Lexicon of the New Testament Based on Semantic Domains (Louw, Nida)

A Manual Greek Lexicon of the New Testament (Abbott-Smith)

The New Analytical Greek Lexicon (Pershbacher)

Concordances

Concordances follow the same pattern as unsigned dictionaries and lexicons.

F ⁶⁹Robert Young, *Analytical Concordance to the Bible*, 22nd American ed., s.v. “prince.”

S ⁷⁰Young, *Analytical Concordance*, s.v. “prince.”

N ⁷¹Young, *Analytical Concordance*, s.v. “kingdom.”

B Young, Robert. *Analytical Concordance to the Bible*. 22nd American ed. Grand Rapids: Eerdmans, n.d.

This type of entry applies also to the following works:

Analytical Concordance of the Greek New Testament (Clapp, Friberg, Friberg)

A Concordance to the Greek New Testament (Moulton, Geden)

Cruden’s Unabridged Concordance (Cruden)

The Exhaustive Concordance of the Bible (Strong)

A New Concordance of the Bible (Even-Shoshan)

The New Englishman’s Greek Concordance (Wigram)

Encyclopedias with Unsigned Articles

Publishing information is not included in footnotes. One bibliographical entry is adequate.

F ⁷²*Seventh-day Adventist Encyclopedia (SDAE)*, rev. ed., (1976), s.v. “Pitcairn.”

S ⁷³*SDAE*, s.v. “Pitcairn.”

N ⁷⁴*SDAE*, s.v. “Battle Creek.”

B *Seventh-day Adventist Encyclopedia*. Rev. ed. Washington, DC: Review & Herald, 1976.

This type of entry may also be used for articles in the following works:

Encyclopedia Americana

Encyclopaedia Britannica

Encyclopedia of Judaism

World Book Encyclopedia

Early Christian, Classical, and Medieval Works

Editors and facts of publication may be omitted in the footnote. In the footnote, there is no punctuation between the name of the author and the name of the work. There is no difference between first and second footnote. A bibliography entry is given for each new title. For examples of Jewish/Rabbinic literature, see Nancy Vyhmeister's book.

- F ⁷⁵Irenaeus *Against Heresies* 2.2.3 (ANF, 1:421, trans. Roberts and Rambaut).
- S ⁷⁶Irenaeus *Against Heresies* 2.2.3 (ANF, 1.421).
- B Irenaeus. *Against Heresies*. Translated by Alexander Roberts and W. H. Rambaut. The Ante-Nicene Fathers. Grand Rapids: Eerdmans, n.d. 1:315-567.
- F ⁷⁷John Chrysostom *The Priesthood* 3.17, Migne Patrologia Graeca, vol. 48, col. 656.
- S ⁷⁸Chrysostom *The Priesthood* 3.18.
- B Chrysostom, John. *The Priesthood, Patrologia Graeca*. Edited by Jean Paul Migne. Paris: Apud Garnier Fratres, 1862. Vol. 48, cols. 623-692.
- F ⁷⁹Josephus *Jewish War* 2.7.2 (trans. Thackeray, LCL, 2:363).
- S ⁸⁰Josephus *Jewish War* 2.7.2.
- B Josephus, Flavius. *The Works of Josephus*. Edited by William Whiston. 4 vols. New York: Oakley Mason, 1860.
- F ⁸⁸Eusebius *Ecclesiastical History* 5.2 (trans. Cruse, 182).
- B Eusebius. *The Ecclesiastical History of Eusebius Pamphilus*. Translated by Christian Frederick Cruse. Grand Rapids: Baker, 1987.

Adventist Materials

These examples refer to the paper versions of these materials. Today, these resources will usually be cited from online sources (see the bibliographic entry for the *Church Manual* for an example of citing the online source. Also see the section on electronic sources). The URL for most Adventist materials is <http://ast.gc.adventist.org>.

SDA Church Manual

- F ⁸⁹General Conference of Seventh-day Adventists, *Seventh-day Adventist Church Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1990), 23.
- S ⁹⁰*Church Manual*, 57.
- B General Conference of Seventh-day Adventists. *Seventh-day Adventist Church Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1990. http://www.adventistarchives.org/docs/CM/CM1990__B.pdf#view=fit (accessed 24 January 2010).

Minister's Manual

- F ⁹¹General Conference of Seventh-day Adventists, Ministerial Association, *Seventh-day Adventist Minister's Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1992), 48.
- S ⁹²*Minister's Manual*, 85.

- B General Conference of Seventh-day Adventists, Ministerial Association. *Seventh-day Adventist Minister's Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1992.

SDA Yearbook

- F ⁹³General Conference of Seventh-day Adventists, Office of Archives and Statistics, *Seventh-day Adventist Yearbook 1995 (SDA Yearbook 1995)* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1995), 75.

- S ⁹⁴*SDA Yearbook 1995*, 64.

- B General Conference of Seventh-day Adventists, Office of Archives and Statistics. *Seventh-day Adventist Yearbook 1995*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1995.

GC Working Policy

If more than one edition of the *Working Policy* is cited, the second note will add the year.

- F ⁹⁵General Conference of Seventh-day Adventists, *Working Policy of the General Conference of Seventh-day Adventists*, 1992-1993 ed. (Hagerstown, MD: Review & Herald, 1993), 136.

- S ⁹⁸*Working Policy*, 148.

- B General Conference of Seventh-day Adventists. *Working Policy of the General Conference of Seventh-day Adventists*. 1992-1993 ed. Hagerstown, MD: Review & Herald, 1993.

Seventh-day Adventist Hymnal

- F ⁹⁶*The Seventh-day Adventist Hymnal (SDA Hymnal)* (Washington, DC: Review & Herald, 1987), 213.

- S ⁹⁷*SDA Hymnal*, 100.

- B *The Seventh-day Adventist Hymnal*. Washington, DC: Review & Herald, 1987.

Statistical Reports

- F ⁹⁸General Conference of Seventh-day Adventists, Office of Archives and Statistics, *Annual Statistical Reports* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1992), 16.

- B General Conference of Seventh-day Adventists, Office of Archives and Statistics. *Annual Statistical Reports*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1992.

Unpublished Academic Sources

Dissertations and Theses

The first models are for theses and dissertations available from the university where they were written. If these papers come from online sources, this source should be noted in the bibliographical entry. To cite a dissertation consulted in an online database, add the name of the database, the URL, and the access date (see Reynolds example below).

- F ⁹⁹Steven Jonah Rantung, "The Discontinuation and the Continuation of the Sinaitic Covenant: A Study from Daniel 9:24-27" (MA thesis, Adventist International Institute of

Advanced Studies, Silang, Cavite, Philippines, 1993), 25.

- B Rantung, Steven Jonah. "The Discontinuation and the Continuation of the Sinaitic Covenant: A Study from Daniel 9:24-27." MA thesis, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, 1993.
- F ¹⁰⁰Edwin Earl Reynolds, "The Sodom/Egypt/Babylon Motif in the Book of Revelation" (PhD diss., Andrews University, 1994), 256.
- B Reynolds, Edwin Earl. "The Sodom/Egypt/Babylon Motif in the Book of Revelation." PhD diss., Andrews University, 1994. <http://proquest.umi.com/pqdweb?index=0&did=741421141&SrchMode=1&sid=1&Fmt=2&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1269819097&clientId=1898> (accessed 28 March 2010).

Syllabi, Course Outlines, or Class Handouts

- F ¹⁰¹Carlos Martin, Syllabus for MSSN 570 Christianity among World Religions, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, 1995.
- B Martin, Carlos. Syllabus for MSSN 570 Christianity among World Religions. Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, 1995.

Student Class Notes

In referencing class notes, one may emphasize the professor (first example) or the class (second example).

- F ¹⁰²Barry Bennett, class notes for OTST 653 Old Testament History, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, January 1992.
- B Bennett, Barry. Class notes for OTST 653 Old Testament History. Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, January 1992.
- F ¹⁰²Class notes. OTST 653 Old Testament History, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, January 1992.
- B Class notes. OTST 653 Old Testament History. Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, January 1992.

Miscellaneous Unpublished Sources

Interviews

If the interview has been done by the author, put that in the note: "interview by the author."

Interviews appear in the bibliography only when the one who peruses the bibliography needs to know about this important source.

- F ¹⁰³John Pesulima, President of Adventist International Institute of Advanced Studies, interview by Paul Cho, Silang, Cavite, Philippines, 18 August 1993.
- B Pesulima, John, President of Adventist International Institute of Advanced Studies. Interview by Paul Cho, Silang, Cavite, Philippines, 18 August 1993.

Reports and Minutes

- F ¹⁰⁴Eastern Africa Division of Seventh-day Adventists, "Minutes of the East Africa Division Publishing Council," (Harare, Zimbabwe: Eastern Africa Division, 24-31 October 1986), 5.
- B Eastern Africa Division of Seventh-day Adventists. "Minutes of the East Africa Division Publishing Council." Harare, Zimbabwe: Eastern Africa Division, 24-31 October 1986.

Letters and E-mail

Personal letters and e-mail appear in the notes but not in the bibliography, unless it is vital that a person who checks the bibliography be aware of them.

- F ¹⁰⁵John Henry, personal communication to the author, 23 March 2009.

Letters in archival collections go in both notes and bibliography.

- F ¹⁰⁶Ellen G. White to Dr. Patience Bordeau, 8 June 1905, Letter 177, 1905, Ellen G. White Research Center, Andrews University (EGWRC-AU), Berrien Springs, MI.

- S ¹⁰⁷White to Bordeau, Letter 177, 1905.

- B White, Ellen G., to Dr. Patience Bordeau, 8 June 1905. Letter 177, 1905. Ellen G. White Research Center, Andrews University, Berrien Springs, MI.

Manuscripts

- F ¹⁰⁸Ellen G. White, "Our Opportunity to Work in the Cities of America," Manuscript 154, 1902, Ellen G. White Research Center, Adventist International Institute of Advanced Studies (EGWRC-AIIAS),⁴ Silang, Cavite, Philippines.

- S ¹⁰⁹White, MS 154, 1902.

- B White, Ellen G. "Our Opportunity to Work in the Cities of America." Manuscript 154, 1902. Ellen G. White Research Center, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines.

Electronic Media

CD-ROM

- N ¹¹⁰Ellen G. White, *Education*, Complete Published Ellen G. White Writings [CD ROM] (Silver Spring, MD: Ellen G. White Estate, 1999).

- B White, Ellen G. *Education*. Complete Published Ellen G. White Writings [CD ROM]. Silver Spring, MD: Ellen G. White Estate, 1999.

Video

- N ¹¹¹*Hudson Taylor*, 85 min., Ken Anderson Films, 1989, videocassette.

- B *Hudson Taylor*. 85 min. Ken Anderson Films, 1989. Videocassette.

⁴ The school name is not required here, but it is helpful. If additional information is available and could be helpful, it is appropriate to include it.

Article From a Library Database

If you used a pdf version of an article, you are not required to include online information. For other versions, include name or the home page of the search engine, or a direct link to the article.

- N 7. Daniel Howden, "Polio at Mecca Sparks Fear for Muslim Thousands," *Independent*, February 12, 2005, <http://www.lexisnexis.com/> (accessed June 3, 2010).
- B Howden, Daniel. "Polio at Mecca Sparks Fear for Muslim Thousands," *Independent*, February 12, 2005. <http://www.lexisnexis.com/> (accessed June 3, 2010).

Internet Sources

Never use a hyphen at the end of the line when a URL does not fit on one line. Divide a URL before punctuation marks (use shift + enter to begin a new line but not a new paragraph).

Because websites are notoriously unstable and may disappear without leaving a trace, you need to give an access date. Thus, you protect yourself from your readers' accusation of being careless in recording the URL if they cannot find your source. If the source gives a Digital Object Identifier (doi), you may give it in place of a URL.

- N ¹¹²Daniel A. McFarland, "Resistance as a Social Drama: A Study of Change-oriented Encounters," *American Journal of Sociology* 109 (May 2004), under "Settings," <http://www.journals.uchicago.edu/AJA/journal/issues/v109n6/050199/050199.html> (accessed May 3, 2006).
- B McFarland, Daniel. "Resistance as a Social Drama: A Study of Change-oriented Encounters." *American Journal of Sociology* 109 (May 2004). <http://www.journals.uchicago.edu/AJA/journal/issues/v109n6/050199/050199.html> (accessed May 3, 2006).

This article was available from JSTOR, through Andrews University. The same article, accessed through the Leslie Hardinge Library, will have a different URL.

- N ¹¹³Richard K. Herrell, "HIV/AIDS Research and the Social Sciences." *Current Anthropology* 32 (April 1991): 199, <http://www.jstor.org.ezproxy.cc.andrews.edu/action/doAdvancedSearch?q0=Herrell%2C+Richard&f0=au&c0=AND&q1=HIV%2FAIDS+Research&f1=ti&c1=AND&q2=&f2=all&c2=AND&q3=&f3=all&Search=Search&sd=&ed=&la=&jo=> (accessed March 28, 2010).
- B Herrell, Richard K. "HIV/AIDS Research and the Social Sciences." *Current Anthropology* 32 (April 1991): 199-203. <http://www.jstor.org.ezproxy.cc.andrews.edu/action/doAdvancedSearch?q0=Herrell%2C+Richard&f0=au&c0=AND&q1=HIV%2FAIDS+Research&f1=ti&c1=AND&q2=&f2=all&c2=AND&q3=&f3=all&Search=Search&sd=&ed=&la=&jo=> (accessed March 28, 2010).
- N ¹¹⁴Shelly Whitman, "Women and Peace-building in the Democratic Republic of Congo: An Assessment of Their Role in the Inter-Congolese Dialogue," *African Journal on Conflict Resolution* 6 (2006): 31, http://www.accord.org.za/downloads/ajcr/ajcr_2006_1.pdf (accessed March 28, 2010).
- B Whitman, Shelly. "Women and Peace-building in the Democratic Republic of Congo: An Assessment of Their Role in the Inter-Congolese Dialogue." *African Journal on Conflict Resolution* 6 (2006): 29-48. http://www.accord.org.za/downloads/ajcr/ajcr_2006_1.pdf (accessed March 28, 2010).

- N ¹¹⁵Philip Schaff, *Augustine's City of God and Christian Doctrine* (New York: Christian

Literature Publishing, 1890), chapter 3, <http://ccel.org/ccel/schaff/npnf102.iv.ii.v.html> (accessed March 28, 2010).

B Schaff, Philip. *Augustine's City of God and Christian Doctrine*. New York: Christian Literature Publishing, 1890. <http://ccel.org/ccel/schaff/npnf102.iv.ii.v.html> (accessed March 28, 2010).

N ¹¹⁶Nilton Amorim, "Academic Freedom in Theology Teaching" paper presented to the Faith and Learning Seminar, Nairobi, Kenya, 1990, http://www.aaias.edu/ict/vol_05/05cc_237-255.htm (accessed March 28, 2010).

B Amorim, Nilton. "Academic Freedom in Theology Teaching." Paper presented to the Faith and Learning Seminar, Nairobi, Kenya, 1990. http://www.aaias.edu/ict/vol_05/05cc_237-255.htm (accessed March 28, 2010).

Chapter 6: Formatting Standards

The format requirements in the *AUCA Research Standards and Procedures* take precedence over requirements in the APA or Turabian style manual for formatting purposes. In this chapter, the AUCA standards are summarized and illustrated for the convenience of the researcher.

Specifications

Paper: Letter size 80 g/m², high whiteness/brightness (Hi – White).

Font: A *proportional, serif* font is required (Times New Roman or similar). Text should be 12 points. Footnotes and data in tables and figures may be as small as 10 points, but this size should be used consistently. Table titles and figure captions remain 12 points.

Justification: Justification should be left (not justified) for all body text.

Print: Original must be dark enough to photocopy well. Laser printout is recommended for both preservation and readability. Copies must be difficult to tell from the original. They must be clear, straight, legible, without smudges, and must photocopy well.

Margins: 1.5" left, 1.0" top, right and bottom margin for all pages. The initial page of a chapter or a major section (Table of Contents, Bibliography) has a 2-inch top margin. The page number should be at .75 inch from the bottom of the page.

Page Numbering: Numbers are placed at the bottom center, in the same font/size as the text.

Line Spacing: Generally, the text is double spaced. Titles, tables, and headings have specific rules for spacing which need to be followed carefully and consistently—check the appropriate sections of this chapter. A generic summary is as follows:

single space: reference list/bibliography, footnotes, tables (usually), headings (internal spacing), table/figure notes, between table title and table, Turabian block quotes

double space: Title page, body text, after headings, between reference/footnote entries, between main divisions of table of contents and subsections, lists of tables/figures.

triple space: Before major headings (levels 1 and 2) preceded by text, after chapter titles

two double spaces: Before/after tables/figures

Organization of Research: Research contains preliminary pages, body, and references, presented in a required order and are counted and/or numbered according to specific rules.

preliminary pages: Use lower case roman numerals (Ex: i, ii, iii, etc). Every page is counted after the abstract, but not all have the number printed on them. A blank page begins and ends the work.

1. Abstract (approximately 350 words)
2. Title page (page i, but the number does not show)
3. Copyright page (optional)
4. Approval page (with original signatures in black ink)
5. Dedication page (optional—if you use it, keep it short)
6. Table of contents (page numbering shows from here through acknowledgements)
7. List of tables (if 5 or more are used)
8. List of figures (if 5 or more are used; combine on one page with Tables if possible)
9. List of symbols and/or abbreviations (if 5 or more are used at least 3 times each)
10. Acknowledgements

body of research project/thesis/dissertation: The body begins with page 1.

11. Body of research project/thesis/dissertation/ (divided into chapters)

references/bibliography:

12. Appendix(es) with title(s) for each appendix (numbers not shown on title page)
13. References/Bibliography
14. Curriculum Vitae (fits on one page)

Research Project/Title Page and Other Sample Pages With Detailed Explanations

This section presents sample pages of what your AUCA research projects/theses/papers should look like. The chapter shows samples of all types of pages required for a thesis, with tips on how to format them correctly. These pages indicate the AUCA required format for research project/theses. The format of these pages is also appropriate for other written papers. The *recommendations are mandatory except where otherwise specifically indicated*. Not every study necessitates the inclusion of all the sample pages illustrated. For example, studies do not always contain tables or figures. However, every preliminary page necessitated by the nature of the study must follow the indicated form precisely. These sample pages appear in the same order in which they will be placed in the final thesis.

Title Page

A title page must appear on all types of AUCA papers. Even class papers require the use of the AUCA title page. The format is the same for any paper, except for the name of the department and the degree. Watch carefully for capitalization rules and follow the AUCA format and wording exactly.

1. The title page is page “i” (watch carefully! This is a roman number!), but the number does not appear on the page. All preliminary pages after this are counted, but some are not numbered.
2. The date used on the title page is the month of the defense.
3. The title page is generally double spaced, and approximately centered on the page.
2. The first line should begin 2” from the top of the page, with the title beginning at 4”, the description of the research beginning at 6”, and the word *by* beginning at 8”.
5. Line breaks should come at logical points, and a general inverted pyramid shape should be attempted.
6. The title should be as short as possible (10-12 words is ideal) but should clearly state what the study is about. If the title is more than two lines long, it should be single spaced.
7. Follow the wording and the capitalization rules **exactly**. If you have questions, check with your Faculty secretary or the editor.

see below the sample of “title page”. The following sample of title page reflects how you cover page should look like:

at (from the top of the page):

2" → Adventist University of Central Africa } ← use font of 14

4" STAKEHOLDERS' PERCEPTIONS OF THEIR PARTNERSHIP
WITH RWANDA REVENUE AUTHORITY ON
TAXATION POLICY: A CASE STUDY } ← use font of 16

6" → A research project
presented in partial fulfillment of the
requirements for the degree
BACHELOR OF ... } ← use font of 14

8" → By
Ndahayo Claver
January, 2016 } ← use font of 14

Abstract

Research project/thesis begins with the abstract, which is a brief, comprehensive summary of the contents of the document. The abstract must follow AUCA standards and include the required information. There are no page numbers on the abstract.

Abstracts are not necessarily restricted to the traditional 350 words for a dissertation and 120 for a research project/thesis but it is still a good rule of thumb. An abstract that is dense with information, concise, and quickly comprehensible will increase the audience and future retrievability of the document. Embedding keywords in the abstract will enhance other researchers' ability to find it in a database. An abstract may or may not have titled sections.

Abstracts for an empirical study include:

| | |
|--------------------|--|
| <i>The Problem</i> | A clear statement of the purpose of the study—in one sentence if possible. |
| <i>The Method</i> | A clear but brief description of the subjects and pertinent characteristics (number, age, gender) and the methods that were used (data-gathering procedures, instruments, etc.). |
| <i>The Results</i> | The major findings, including statistical significance levels. |
| <i>Conclusions</i> | A list of conclusions, implications, recommendations, and applications. |

Abstracts for a theoretical or philosophical study include:

| | |
|--------------------|---|
| <i>The Topic</i> | A clear statement of what the study is about—in one sentence if possible. |
| <i>The Purpose</i> | A statement that describes the organizing construct and scope of the paper. |
| <i>The Sources</i> | An indication of the basic literature used and/or personal observations. |
| <i>Conclusions</i> | A statement of conclusions reached with implications or applications. |

1. The abstract begins 2" from the top of the page, the same as all other chapter or major section heading. The abstract pages are neither counted nor numbered.
2. The title is all capital letters: THESIS ABSTRACT, DISSERTATION ABSTRACT, or PROJECT ABSTRACT. Following are details about your degree and your school.
3. Single space within headings, double space between them.
4. The title of the research is block indented and all capital letters.
5. Use the exact headings and information given here. The date completed is the defense date.

NOTE: Each of the above points (1 to 5) are illustrated below to show the place where they are supposed to be on the ABSTRACT of the research:

2”
(point 1)

ABSTRACT OF RESEARCH
(point 2)

Research Project for the Bachelor Degree in Education
Emphasis in Business Accounting

Adventist University of Central Africa
(point 3)

TITLE: STAKEHOLDERS’ PERCEPTIONS OF SCHOOL CLIMATE AND
THEIR PARTNERSHIP IN SCHOOL CURRICULUM. . . :
A CASE STUDY
(point 4)

Name of this researcher: Niyonkuru Paul

Name and degree of faculty advisor: Ndahayo Claver, PhD

Date completed: July 2010
(point 5)

The main purpose of this study was twofold. The first purpose was to determine the stakeholders’ perceptions of school climate and their partnership in school curriculum, and school reputation. The second was to . . .

Copyright Page (Creative Commons Licensing)

Creative Commons is a parallel structure to copyright law that is used extensively for academic works. The license is selected and noted by the author at the front of the work, and does not require the intervention of any external body. Copyrighting of a research project/thesis is entirely optional.

Approval Page

The format of the approval page varies according to department and degree. Work with the Dean’s office to prepare this page.

1. This page is not numbered, but it is counted.
2. The number of signatures on this page depends on the makeup of the student’s committee and the degree sought. Work closely with the Dean’s secretary to prepare this page correctly. The original approval page is included in the student’s thesis.

3. When all committee members have signed (the editor/director of research and publication must sign the approval for copying and binding before the Dean and the chair sign the approval page), the research is considered completed, and the document is ready for copying and binding.
4. The date on the approval page is the date the Dean signs, as opposed to the date on the title page, which is the month of the defense.

Dedication (optional)

If you make a dedication, keep it brief, and center it on the page. This page has no printed number.

See below a sample of dedication page:

Dedication

With great pleasure, we dedicate this Research Manual to all the Faculty, Staff and Students at AUCA as they continue to carry out research.

Table of Contents

Any paper longer than 20 pages should have a table of contents. This can be generated automatically or manually, but must be done carefully, as many revisions are frequently required in this section.

1. The table of contents begins with headings of pages that come **after** the table of contents in your manuscript. Earlier pages may have headings of the same level, but they are not included in the table of contents list.
2. While the page count begins with the title page, the actual printed numbers begin with the table of contents. All preliminary pages following the table of contents have lower case roman numerals at the bottom center of each page.
3. The table of contents must reflect **the first three levels of subheadings used**; it may (but does not need to) include the fourth level.
4. All entries must **reconcile accurately** (word-for-word, including punctuation) with the headings and page numbers in the text. For this reason, the table of contents should be the last thing checked before printing.
5. The subheads in the table of contents should appear *exactly* as they appear in the text of the paper. Follow the capitalization rules in chapter 3 for headings.
6. Heading entries are aligned by levels, each level one tab stop (usually .3") indented further than the one before.
7. Dot leaders are placed between the heading and its corresponding page number. For aesthetics and neatness, there should at least be four character spaces (.3") between the last dot leader and the first digit of the page number. If you do not use automatic table of contents generation, define a tab stop with dot leaders so they are uniform (see computer tips chapter).
8. Run-over lines should be indented three spaces; text should not extend beyond the last three dot leaders.
9. Table of contents entries for chapter headings and other major section headings are uppercase, flush left, single-spaced if there are run-over lines, and separated from subheading entries by a blank line.
10. Subheading entries are title case and single-spaced.
11. Double space between appendix entries.

See below a sample of Table of Content

TABLE OF CONTENTS

| | |
|--|---------|
| LIST OF FIGURES | xii |
| LIST OF TABLES | xiii |
| LIST OF ABBREVIATIONS | xvi |
| ACKNOWLEDGEMENT | xvi |
| CHAPTER | |
| 1. INTRODUCTION | 1 |
| <i>(These are titles in this chapter):</i> | |
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List of Tables (if required)

1. When five or more tables appear in your text, include a list of tables.
2. The title begins 2” from the top of the page, as all other sections.
3. If both the list of tables and the list of figures can fit comfortably on one page, this is preferred.
4. The titles for lists of tables, figures, and abbreviations are bold with capital letters, like any chapter title, with double spacing between entries.
5. The wording of the titles of tables in the list should correspond *exactly* with that used in the tables as they appear in the text.
6. Each entry should be title case, single spaced, with double spacing between entries.
7. Table and figure numbers are included in the list of tables and figures. Note that the dot after the numbers must line up.

See below a sample of List of Tables

LIST OF TABLES

Table

1. Epstein's Six Types of Involvement page
2. The Two Minds..... page
3. Pilot Study: Reliability Values of School Partnership Questionnaire..... page

List of Figures (if required)

8. When five or more figures (or illustrations) are used in your text, a list of figures is required.
9. The wording in the list of illustrations should correspond *exactly* with the legend that appears beneath the illustrations in the text.
10. If the legend is expanded to give further explanatory information, the expanded portion is not included in the list.
11. As for any other title in the table of contents, if the figure title is too long to fit on one line and allow for at least 4-5 dots of the dot leader, the run-over line should be indented 3 spaces.
12. As in the table of contents, there should be at least 4 characters (.3") of space between the end of the dot leaders and the page numbers, which should be flush with the right margin.

See below a sample of List of Figures

LIST OF FIGURES

Figure

1. Conceptual Framework of the Study page

List of Abbreviations (if required)

1. A paper that uses five or more abbreviations at least three times each—especially in footnotes as done in the Seminary—must have a list of abbreviations.
2. The title begins at 2” and the list is double spaced between items.
3. When a list of abbreviations is included in the paper, the list is arranged alphabetically according to the abbreviation.
4. The abbreviations (usually in capitals) appear in the left-hand column, with the source they stand for in the right-hand column. Do not add punctuation or anything additional.

See below a sample of list of abbreviations

ABBREVIATIONS

| | |
|-----------|---|
| ANOVA | - Analysis of Variance |
| ASRQ | - Adventist School Reputation Questionnaire |
| EI | - Emotional Intelligence |
| <i>f</i> | - Frequency |
| <i>M</i> | - Mean |
| NADOE | - North American Division Office of Education |
| <i>r</i> | - Pearson product-moment correlation |
| SDA | - Seventh-day Adventist |
| <i>SD</i> | - Standard Deviation |
| Sig. | - Significant |
| SPSS | - Statistical Package for Social Sciences |
| UNASB | - Updated New American Standard Bible |

Acknowledgements

This is the place to thank those who have helped you and supported you in this research. It is appropriate, but not required. If you write an acknowledgements section, try to keep it to a maximum of two pages.

1. The title, ACKNOWLEDGEMENTS, begins 2” from the top of the page.
2. Acknowledgements should include committee members and family/friends who have supported you during your research.

See below a sample of ACKNOWLEDGEMENT

ACKNOWLEDGEMENTS

The success of this academic journey comes from a partnership of many individuals. First of all, . . .

Other Parts of the Body of the Research Project/Thesis

Text

All pages of the text and all reference materials that follow are numbered with consecutive arabic numerals. The text is generally double spaced throughout, except Turabian style block quotes, some lists, headings, tables, and figures (see details below). Chapter numbers are usually written in arabic numbers. The text should be organized logically according to the nature of the study. Empirical research often has a typical 5-chapter model.

Introduction Explains the goals of the study and an idea of what follows; usually titled Chapter 1.

Body of Paper Describes the study, including a review of previous research, and for empirical studies, the results and an interpretive discussion. The organization will vary with the discipline, but arguments must be logically presented and supported with facts.

Conclusions At the close, the principal findings are briefly stated. The conclusion contains the final discussion of the findings and implications of the study, with recommendations for further research. In short papers, the introduction and conclusion may not have chapter status. If one is a chapter, the other should be also.

Lists

A numbered list in the text alerts readers to the organization of your ideas. In any list, items must be parallel, both grammatically and conceptually. If you do not wish to indicate order or priority, a bulleted list is an acceptable alternative. A list in a paragraph may be indicated by lowercase letters enclosed in parentheses (e.g., (a) with another person, (b) alone).

1. **Spacing.** Lists are usually double spaced like the rest of the text, but may be single spaced (perhaps with double spacing between items) if it will increase readability.
2. **Capitalization.** Items in a vertical list should begin with a capital letter, and if they are sentences, end with a period.
3. **Numeration.** Arabic numerals should be used, followed by a period. If the list includes two-digit numbers, the decimal points should be aligned.
4. **Format.** Run-over lines should be indented to the same tab stop (hanging indent) as the first line of text. *This numbered list* is an example of correct list formatting.

Headings

In a manuscript or research paper, headings serve as an outline, showing how the study is organized. These subheadings must be formatted properly and used in the correct order.

1. Headings should be concise but descriptive. Generally, a section should have at least 2-3 paragraphs. There are exceptions, but there can never be three successive headings.
2. If a section is divided, it must have at least two subsections. *Only one subsection* under a heading level is *unacceptable*.
3. A chapter title begins at 2" from the top of the page, and should have a double space between chapter number and title, and a triple space between the title and the text.
4. Abbreviations are rarely used in titles and headings, and words may not be hyphenated at the end of a line. Headings generally have little or no punctuation.
5. The first two heading levels are written in *title case* (also called *headline style*), with the major words capitalized. The last three levels (3, 4, and 5) are in sentence style (the first word and proper nouns are capitalized), ending with a period. See examples on p. 96.
6. Headings cannot extend beyond one half the width of the line. A long heading must be broken into two lines, single spaced, with the first line usually longer than the second.
7. At least two lines of text must appear after the heading at the bottom of a page. See below for example:

According to APA style of writing, the headings should appear like this:

Levels of Headings in Research Projects/Theses/Dissertations

Below are samples and explanations for how to create each level of subheading in an AUCA research paper.

CHAPTER 1

Level 0

INTRODUCTION

(centered, all capitals, bold)

**Experimental Programs in North American
Seventh-day Adventist Education**

Level 1

(centered, title case, bold)

Experimental Programs in Religion

Level 2

(left margin, title case, bold)

Student-teacher cooperation. The cooperation that exists between the students and . . .

Level 3

(indented, bold, sentence case, ending with a period)

Importance of student input. There really is a need to listen to what students have to say . . .

Level 4

(indented, bold, sentence case, italics, ending with a period)

Students feel responsible. When the students feel ownership of their learning, several interesting . . .

Level 5

(indented, italics, sentence case, ending with a period)

NOTE: *As far as the font is concerned, use the font of 16 for all level 0 headings (titles); use the font of 14 for all other level of headings and subheadings. Also, use the font of 12 in the body (text) of your document.*

See how the body of a research project should look like:

CHAPTER 1

INTRODUCTION

The search for good reputation is a concern of individuals as well as organizations (Bromley, 1993; Fombrun, 1996). Though reputation is intangible, to receive it is to be in possession of something valuable—once established, a reputation brings publicity and fortune is seldom far behind (Fombrun, 1996; Proverbs 22:1, UNASB). But how is reputation acquired?

Background of the Study

Reputation is an outcome. In business, a company's reputation is derived from its unique products (Fombrun, 1996). For schools, the various divisions of knowledge can be considered the products they sell to students. Particularly in Adventist schools, their unique system of education—the redemptive mission which is embodied in the intellectual, physical and spiritual teachings of the Adventist standards and values from the Bible and Ellen White's writings (Knight, 1993; North American Division Office of Education [NADOE], 2004; White, 1952)—is an invaluable, unique product that Adventist schools advertise (Dart, 2001; Gillespie & Donahue, 2003) and deliver (Dudley, 2000). Thus, the kind of reputation that Adventist schools have is a derivative of the educational quality and differentiation of these schools' products (Dart, 2001).

Statement of the Problem

Adventist schools often seem to operate in isolation or as islands. Knight (1993) speaks of Adventist school ghettoization. Some Adventists suggest that Adventist education would be healthier if it expanded its circle of influence to more stakeholders (Christo & Sundaram, 2005; Rasi, 2004; Strahan, 1994; White, 1952)—among which are the parents, who are the first and most important teachers of their children (US Department of Education, 2001; White, 1952). If Adventist schools' isolation is true, it would negate the stated philosophy, mission, and vision of the Adventist schools which highlight partnership with stakeholders (NADOE, 2004).

The exploration of stakeholders' perceptions on Adventist school partnership with stakeholders, school climate, and Adventist school reputation, as explained in this study, was an attempt to find some answers to this researcher's concern of Adventist schools' isolation. The final answers resulted from the analysis of the questions, (a) What are the perceptions of the stakeholders on school partnership with stakeholders, school climate, and Adventist school reputation, and (b) How does school partnership with stakeholders, school climate, and the demographic profile of the stakeholders predict Adventist school reputation?

etc...up to the end of this chapter (CHAPTER 1). Check the pages where the details of CHAPTER 1 are...

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter reviews some of the literature relevant to the current study. To begin with, we discuss the past and present research on family-school-community partnership and Epstein's theory on partnership, followed by the theoretical framework of Adventist education in the light of school partnership with stakeholders. Then the chapter looks at some historical and biblical landmarks of partnership along with the description of the main variables of this study—demographics, school partnership with stakeholders, school climate, and school reputation—each variable with its related studies. The reasons for including each of these variables in the current study are also discussed.

etc...up to the end of this chapter (CHAPTER 2). . . . Then proceed with CHAPTER 3 (METHODOLOGY). . . . Then CHAPTER 4 (DATA ANALYSIS AND INTERPRETATION OF DATA). . . . Then CHAPTER 5 (SUMMARY, CONCLUSIONS AND RECOMMENDATIONS). . . .

Remember this: you will also need to include (just after CHAPTER 5) the following parts: *Appendixes such as correspondences, statistical data that were not used in the text but which are important for the reader, questionnaires that you used during your data collection, curriculum vitae, timeline, and other appendixes that may be recommended by your research supervisor.*

Heading Spacing

Below is a summary of how much space should go before or after each heading.

Two Double Spaces (Three Blank Lines)

Before and after tables

Triple Space (Two Blank Lines)

1. Before major (level 1 and 2) headings that are preceded by text.
2. After chapter titles

Double Space (One Blank Line)

3. Between lines of a two-line title on the title page (including chapter titles)
4. Between major headings and text or consecutive headings with no intervening text
5. Between body text and subheads that end with a period.
6. Between table number and table title

No Blank Line (Single Space)

7. Between lines of a title (chapter title, table title, or subhead) when it is more than two lines in length
8. Between table title and table

Footnotes

Different word processors deal slightly differently with footnotes. The student is not required to reprogram the computer to meet an arbitrary standard, but it is very important to be consistent.

1. Footnotes may be 10-12-point font, but must be consistent throughout the entire document. Footnotes are single spaced, with a blank line between them.
2. Footnotes are indented the same as a paragraph or a block quotation—usually .5”.
3. Footnotes are numbered consecutively from the beginning to the end of the chapter. A new chapter begins again with footnote number 1.
4. A footnote must begin on the page it is cited. It should begin and end on the same page whenever possible. If there is not room for it on one page, transfer a line or two of text to the next page so that the footnote falls on a page with more space. A very long footnote may appropriately break over more than one page.
5. The computer will put a separator line before a footnote. The length of this line is not important, but it is usually about 20 spaces.
6. The separator line may or may not have a blank line after it before the first footnote, depending on the computer software and settings used. Both ways are acceptable (with or without a blank line before the first note), but the document must be consistent from beginning to end.
7. When a footnote is continued from one page to the next, the computer may make this separator line the full length of the line. This is perfectly acceptable, as it indicates a continued footnote, provided the footnote **should** continue on the new page.

Sample of Tables in a Research Project/Thesis According to APA

Tables are efficient in presenting a large amount of data in a small space, where exact numerical values are shown and data are displayed in columns and rows, which aids comparison.

- 1. Titles.** Table titles are placed **above** the table. Tables are numbered consecutively in the order they are mentioned in the text (e.g., Table 3). **Do not use suffix letters** to number tables. In the appendix, tables are numbered using the capital letter of the appendix (e.g., Table C1). The table number is followed by a double space, then the table title, then a single space before the table. **Table titles** are italicized, flush left, single-spaced, 12 pts, title case. The table title is not restricted to half the length of the line.
- 2. Lines.** Use horizontal lines to separate table title from the headings, the headings from the body of the table, and the body from the table notes; generally, all other horizontal lines are removed unless they are necessary for readability. **Do not use vertical rules** in tables. Space above and below horizontal lines should be uniform across all tables.
- 3. Spacing.** Tables may be single or double-spaced, based on readability and good taste. Vertical spacing can be adjusted by using format/paragraph/spacing before and after, and adding 2 or 3 points above and below each paragraph. Be consistent throughout the paper.
- 4. Alignment.** Table content may be centered or flush left or right, depending on readability and good taste. Decimal points in a column must be aligned. Run-over lines in word entries may be indented by two spaces. There should at least be three character spaces between the longest word in a column and the next column. A table should fill the width of the page. If data are limited, extend the table lines and keep data to the left.
- 5. Capitalization.** Column headings and text entries/table items are sentence-case.
- 6. Font.** The same typeface and font size used for the main body text should also be used for tables. However, for tables with a large amount of data, a smaller font size may be used (never less than 10 points). In this case, the same font size should be consistently used for all tables. **Note:** Font size for table titles should remain at 12 pts.
- 7. Placement of Tables.** Place table(s) either at the top or at the bottom of a page, near (but not before) the paragraph where first referred to and discussed. If only two or three lines of text fit on a page with a table/between tables, move the text to another page. Do not split a table across two pages unless it is larger than one page. Tables on a page with text or another table must be preceded/followed by two double spaces.
- 8. Landscape Tables.** Large tables or figures may be placed in landscape orientation. The table number and title should be closest to the 1.50" left margin (the binding side). The page number remains oriented in the same way as all other page numbers on pages with portrait (vertical) orientation.
- 9. Continued Tables.** A table may be continued over two or more pages. However, a table that is continued must start at the very top of the page. On the second page, Table X (*continued*) appears as well as the title for the continued table and the table headings, and (*table continues*) appears at the bottom of the first page of the table.
- 10. Notes.** Table notes begin with the word *Note* below the table, after a blank line. A smaller font size (as small as 9 pts.) may be used, but be consistent. Arrange the notes in the following order: general note (refers to the whole table), specific note (refers to part of the table), probability note. Tables reproduced from another source must be properly referenced in the note, giving credit to the source (see example on p. 77).
- 11. Introducing Tables.** Tables must be introduced by number before they appear in the text.
- 12. Discussing Tables.** Use the text to highlight important aspects of a table, or discuss possible implications. Do not simply repeat the table information in the text. Table discussion should happen in plain English, not statistical jargon, and should highlight the meaning and the implications of the findings, not merely the numeric results. **See samples of tables below according to APA:**

Table 5

Epstein's Six Types of Involvement

| Types of involvement | Meaning of involvement |
|----------------------------------|--|
| Parenting | Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families |
| Communicating | Communicate with families about school programs and student progress through effective school-to-home/home-to-school. |
| Volunteering | Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs. |
| Learning at home | Involve families with their children in learning activities at home, including homework and other curriculum-linked activities/decisions. |
| Decision making | Include families as participants in school decisions, governance, committees, and advocacy through PTA/PTO. |
| Collaborating with the community | Coordinate resources and services <i>for</i> families, students, and the school agencies, and provide services <i>to</i> the community. |

Note: Adapted from Six Types of Involvement, by National Network of Partnership Schools, 2000, retrieved April 05, 2007, from <http://www.csos.jhu.edu/p2000/sixtypes.htm>

Table 6

Description of the Respondents by Demographic Variables (N = 321)

| Variables | <i>f</i> | % |
|--|----------|------|
| A. Students (<i>n</i> = 152) | | |
| Gender | | |
| Male | 75 | 49.3 |
| Female | 77 | 50.7 |
| Age | | |
| 13 | 4 | 2.6 |
| 14 | 28 | 18.4 |
| 15 | 61 | 40.1 |
| 16 | 46 | 30.3 |
| Missing | 7 | 4.6 |
| Religion | | |
| Seventh-day Adventist | 91 | 59.9 |
| Roman Catholic | 51 | 33.6 |
| Protestant | 2 | 1.3 |
| Other | 8 | 5.3 |
| B. Teachers (<i>n</i> = 44) | | |
| Academic qualification | | |
| Bachelor's degree | 20 | 45.5 |
| Pursuing master of arts/master's degree | 15 | 34.1 |
| Master of arts/master's degree | 6 | 13.6 |
| Pursuing doctorate in philosophy/doctoral degree | 2 | 4.5 |
| Doctor of philosophy/doctoral degree | 1 | 2.3 |
| Years of service in the school | | |
| 1-5 years | 16 | 36.4 |
| 6-10 years | 9 | 20.5 |
| 11 or more years | 17 | 38.6 |
| Missing | 2 | 4.5 |
| C. Parents (<i>n</i> = 63) | | |
| Religion | | |
| Seventh-day Adventist | 40 | 63.5 |
| Roman Catholic | 12 | 19.0 |
| Protestant | 1 | 1.6 |
| Other | 6 | 9.5 |
| Missing | 4 | 6.3 |

(table continues)

Table 6 (continued)

Description of the Respondents by Demographic Variables (N = 321)

| Variables | <i>f</i> | % |
|---|----------|------|
| C. Parents (cont.) | | |
| Highest educational level | | |
| Elementary school graduate | 1 | 1.6 |
| High school graduate | 14 | 22.2 |
| Pursuing bachelor's degree | 5 | 7.9 |
| Bachelor's degree | 31 | 49.2 |
| Pursuing master of arts/master's degree | 1 | 1.6 |
| Master of arts/master's degree | 5 | 7.9 |
| Pursuing doctorate of philosophy /doctoral degree | 2 | 3.2 |
| Doctor of philosophy/doctoral degree | 1 | 1.6 |
| Missing | 3 | 4.8 |
| D. Community Members (<i>n</i> = 62) | | |
| Religion | | |
| Seventh-day Adventist | 33 | 53.2 |
| Roman Catholic | 20 | 32.3 |
| Protestant | 4 | 6.5 |
| Other | 4 | 6.5 |
| Missing | 1 | 1.6 |
| Highest educational level | | |
| Elementary school graduate | 2 | 3.2 |
| High school graduate | 23 | 37.1 |
| Pursuing bachelor's degree | 12 | 19.4 |
| Bachelor's degree | 21 | 33.9 |
| Master of arts/master's degree | 2 | 3.2 |
| Missing | 2 | 3.2 |
| Occupation | | |
| Business | 9 | 14.5 |
| Government official | 14 | 22.6 |
| Non-professional | 20 | 32.3 |
| Professional | 13 | 21.0 |
| Missing | 6 | 9.7 |
| Number of years lived in the community | | |
| 1-5 years | 15 | 24.2 |
| 6-15 years | 16 | 25.8 |
| 16 or more years | 26 | 41.9 |
| Missing | 5 | 8.1 |

Table 7

Comparison of the Perceptions of Teachers With Bachelor's Degree (n = 20) and Teachers With Post-Graduate Degree (n = 24) on School Partnership Using Independent T Test

| Partnership subscales | Academic qualification | Mean | SEM | Mean difference (SED) | t-value | p-value |
|------------------------------|------------------------|------|-----|-----------------------|---------|---------|
| Parenting | BA degree | 5.60 | .20 | -.35 (.25) | -1.41 | .165 |
| | post-graduate | 5.95 | .15 | | | |
| Communication | BA degree | 5.85 | .16 | -.50 (.22) | -2.32 | .025 |
| | post-graduate | 6.35 | .15 | | | |
| Volunteering | BA degree | 5.62 | .28 | -.48 (.32) | -1.49 | .146 |
| | post-graduate | 6.10 | .16 | | | |
| Learning at home | BA degree | 5.44 | .19 | -.56 (.25) | -2.20 | .034 |
| | post-graduate | 5.99 | .17 | | | |
| Decision making | BA degree | 5.45 | .18 | -.28 (.26) | -1.09 | .281 |
| | post-graduate | 5.73 | .18 | | | |
| Collaboration with community | BA degree | 5.15 | .22 | -.46 (.28) | -1.65 | .107 |
| | post-graduate | 5.61 | .18 | | | |
| Partnership total | BA degree | 5.53 | .14 | -.43 (.20) | -2.14 | .038 |
| | post-graduate | 5.96 | .14 | | | |

Note. Categories of means: 1.00 - 1.85 = *Strongly Disagree (STD)*; 1.86 - 2.71 = *Moderately Disagree (MoD)*; 2.72 - 3.57 = *Mildly Disagree (MiD)*; 3.58 - 4.43 = *Neutral (NTL)*; 4.44 - 5.29 = *Mildly Agree (MiA)*; 5.30 - 6.15 = *Moderately Agree (MoA)*; 6.16 - 7.00 = *Strongly Agree (SA)*.

Figures

Any type of illustration that is not a table is called a figure. A figure may be a chart, graph, photograph, drawing, or other depiction. Most guidelines for figures are similar to those for tables.

1. **Titles.** Figures in the main body are numbered (use arabic numerals) consecutively in the order in which they are first mentioned in text. The number and caption or figure title are written **below** the figure in italics, and flushed left, ending with a period (e.g., *Figure 3.*); the caption is written right after the figure number, not italicized, sentence case, and ending with a period.
2. **Placement of Figures.** On a page, place figure(s) either at the top or at the bottom, near (but not before) the paragraph where first referred to and discussed. Do not place only a few lines of text on a page with a figure; if only a small amount of text fits, leave the figure alone on its own page. Two double spaces are used before and after all figures within the text.
3. **Discussion.** As with tables, the text should expand, explore, and highlight the most interesting parts of the figure. It should not merely repeat the information included in the figure. The figure must be mentioned by name in the text before it appears on the page.
4. **Notes.** Notes for figures follow the same style as table notes (see above). Figures reproduced from another source must be properly referenced in the note, giving credit to the source.
5. **Readability.** All diagrams, drawings, and figures must be clear, sharp, and large enough to be readable. A figure may be reduced (but still readable) to accommodate the caption.
6. **Landscape Orientation.** The page number for landscape tables/figures should be in the same position as other pages in the text (portrait orientation). For tips on how to do this (and other formatting) on the computer, see Chapter 9.

See samples of figures according to APA:

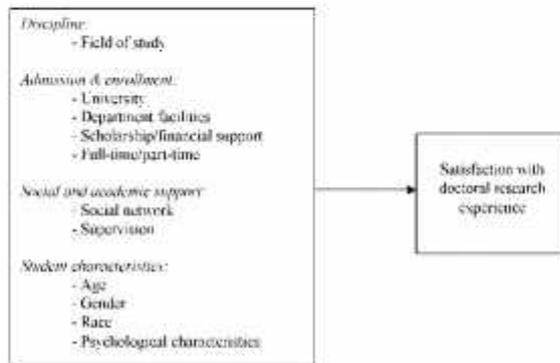


Figure 2. Framework of variables relating to satisfaction with doctoral experience.

can be a challenge leading to disorientation (Acker, 2001). Furthermore, the research process is demanding and can bring feelings of excitement and joy, and "it may be

air or even existential crisis" (Lofland, 1971, 1972). The challenges during the research phase are often connected to the supervisor (Hollbrook & Johnston, 1999). Satisfaction with supervision ranges between 1 and 5, where 1 is not satisfied and 5 is very satisfied. The researcher classified the different challenges into three areas: formal, personal, and professional. Considering research as a formal act of science, struggling with ideas and concepts in

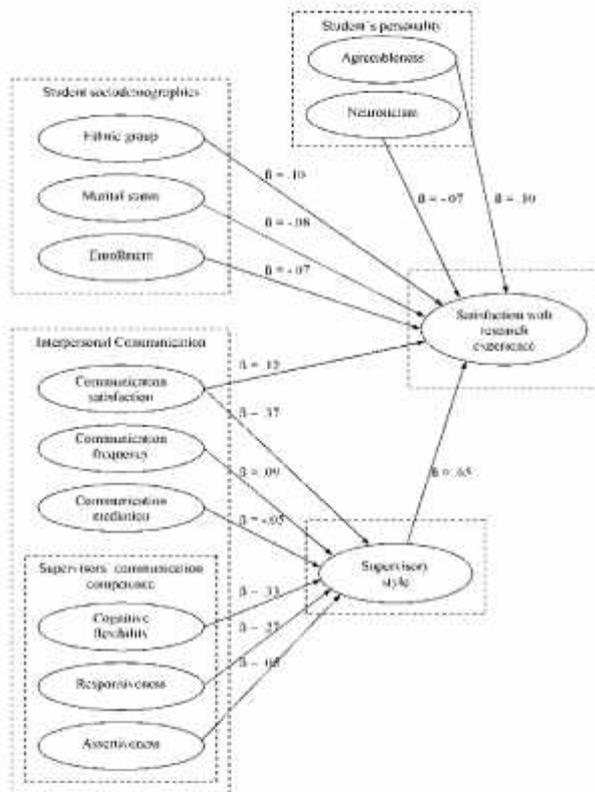


Figure 11. New predictive model.

Appendixes

The appendix contains materials that are not essential to the paper but that are useful to the reader, often including questionnaires, correspondence, additional data/analyses, original transcriptions, etc.

1. **Appendix Titles.** The appendixes follow the text and are numbered with arabic letters (A, B, C). Appendix titles are bold, and 2” from the top of the page, like other chapter title pages. Each appendix is listed separately by letter in the table of contents. Examples:

| | | |
|-----------------------|-----------------------|-------------------|
| APPENDIX A | APPENDIX B | APPENDIX C |
| CORRESPONDENCE | QUESTIONNAIRES | RAW DATA |

2. **Reference to Appendix Material.** Like tables and figures, EVERY appendix MUST be mentioned at least once in the text, to draw the reader’s attention to its existence. It is also good to indicate the purpose of making the material available (e.g., for a more complete discussion of this anomaly, see Appendix G).
3. **Appendix Organization.** Grouping like materials into one appendix is recommended unless there are very few items. There is no required order, but materials are usually organized in the order in which they are mentioned in text.
4. **Cover Sheets.** Cover sheets are usually used to identify and/or group appendix materials. The appendix title and number/letter appear EITHER on the cover sheet before each appendix, OR at the top of the first page of the appendix (not both places). Cover sheets are counted, but page numbers do NOT appear on them.
5. **Do I Need Cover Sheets?** Cover sheets are necessary if you have an instrument, letter, or other document which doesn’t have room for the appendix title at the top of it. If NONE of your appendixes require cover sheets, you may put the appendix labels at the top of the first page of every appendix. If ONE of them needs a cover sheet, however, they all should have a cover sheet, for uniformity.
6. **Page Numbering.** If page numbers already appear on the appendix material, place your new page numbers in the bottom right-hand corner in square brackets.
7. **Spacing/Format.** Appendixes are ideally double-spaced and with the same margins as the rest of the research document, however, this is not always possible. Flexibility in format is required in this section, since the documents are frequently not able to be reformatted. It is important, however, to be sure that text will still be visible after the binding/trimming process.
8. **Questionnaire Considerations.** Many research studies require student-prepared questionnaires. If your paper requires such an instrument, it must appear in the appendix *as it was presented* to the respondents. A description of the instrument, as well as a few sample questions or parts of the instrument may also appear in the main body of your paper. With this in mind, observe the following:
 - a. Each item must be in the same tense, and in parallel grammatical construction.
 - b. Spelling, grammar, and punctuation must be corrected before the instrument is used.
 - c. Rules governing margins, spacing, etc., of the dissertation proper should be followed whenever possible in the preparation of the questionnaire.
 - d. If a prepared instrument is used which does not meet the margin/spacing rules, it can be included. If need be, it can be photocopied and reduced in size so that it fits the necessary margins for binding. (*see below samples of appendixes. Before you write appendixes, write the word “appendixes on its own page”:*)

APPENDIXES

APPENDIX A

Correspondence

Adventist International Institute of Advanced Studies
P.O. Box 038, Silang, Cavite 4118, Philippines

November 5, 2007

To:

Principal
Adventist Academy

Dear Principal,

Greetings in Christ.

The bearer of this letter, Claver Ndahayo, is a student at Adventist International Institute of Advanced Studies (AIAS). He is taking his PhD in Education, Curriculum, and Instruction. Currently, he is undertaking a research on “the relationship among stakeholders’ perceptions of school climate and their partnership in curriculum, and school reputation.” By stakeholders we mean: students, teachers, parents, and the immediate surrounding community members of your school. The research seeks to gather the opinions of the stakeholders on the variables that are specified in the above research topic. To do this, a questionnaire has been developed, which I attach.

In order to confirm the validity of this questionnaire, a pilot study must be conducted to students, teachers, parents of the students, and the community members who live in the vicinity of your school. Your school has been chosen to help us in this. After the questionnaire has been found valid, the final data collection will be done. We would be extremely grateful if you would allow Claver Ndahayo to please do the pilot study in your school.

May I, therefore, request you to please provide all the necessary help and information required in completing this research. I assure you that the data and other information collected will be strictly for academic purpose only and will be held in utmost confidence.

Thank you very much for your cooperation

Yours Sincerely,

Prema Gaikwad, PhD

Chair of the Dissertation Committee,

Chair of the Department of Education, AIAS

NOTE: The following questionnaire serves as part of the appendixes but also is a sample of a questionnaire that you are required to create and to use during your data collection!

APPENDIX B

Original Questionnaires Used To Collect Data

School Reputation, School Partnership, School Climate Questionnaires for Students

ID NUMBER: _____

Date: December ____2007

Dear Student,

I am a doctoral student in Education at the Adventist International Institute of Advanced Studies (AIAS), Silang, Cavite, Philippines. I am conducting a research on the “relationships among stakeholders’ perceptions of school climate and their partnership in school curriculum, and reputation.”

I would like to request you to participate in this study by answering all questions that focus on the following areas: your school’s reputation, partnership, and school climate. You will need **around 45 minutes** to complete all the questions. There **are NO right or wrong answers**. Please do this on your own and answer honestly, just indicating whatever you think is right. Your participation is very important in this study. Your opinion will help this school to develop better academic, social, physical, and spiritual plans for your success in education from this school.

All the information and answers you give will be **treated confidentially**. Please do not write your name on the questionnaire. You will not be identified or mentioned in any report. **I appreciate** your help in giving your opinion about these questions so that my work can be useful to schools, families, and communities.

Thank you very much for your help!

Sincerely,

Ndahayo Claver

BACKGROUND INFORMATION

Please provide the information about yourself by checking [] or writing as appropriate:

Gender: ₁ Male ₂ Female

Current year level in this Academy: ₁ Third ₂ Fourth

Religion: ₁ Seventh-day Adventist ₂ Roman Catholic ₃ Protestant

₄ Other: _____

Age at your last birthday: _____ years

PART 1. REPUTATION QUESTIONNAIRE

INSTRUCTIONS:

On this questionnaire, I need your opinion about whatever you know, think or feel about your school and the education this school gives you. Please indicate your level of agreement with each of the statements below by circling the appropriate number.

KEY

| | |
|-----------------------|--------------------|
| 1 = Strongly Disagree | 3 = Agree |
| 2 = Disagree | 4 = Strongly Agree |

Example:

If I agree with the following statement, then I show this by circling 3 representing 'Agree'.

| QUESTION-X. At this school— | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| Students have a say in what they learn | 1 | 2 | 3 | 4 |

If you have any question please ask the researcher now.

PLEASE START ANSWERING THIS QUESTIONNAIRE ON THE NEXT PAGE:

| QUESTION 1. At this school, teachers— | | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|---|--------------------------|-----------------|--------------|-----------------------|
| 1. | Are present at all class sessions | 1 | 2 | 3 | 4 |
| 2. | Come to class on time | 1 | 2 | 3 | 4 |
| 3. | Participate in extracurricular school activities | 1 | 2 | 3 | 4 |
| 4. | Encourage students not cheat during exams | 1 | 2 | 3 | 4 |
| 5. | Obey school rules | 1 | 2 | 3 | 4 |
| 6. | Respect students | 1 | 2 | 3 | 4 |
| 7. | Conducts health services (e.g., clean-up drive, smoking prevention seminar, etc) in the community | 1 | 2 | 3 | 4 |
| QUESTION 2. At this school, teachers— | | | | | |
| 8. Care for their students | | 1 | 2 | 3 | 4 |

etc.

Reference List/Bibliography

Papers using Turabian usually include a *bibliography* that lists every source cited and other works that were consulted but not cited. Papers in APA include a reference list, which includes *only* those sources cited in the paper. In either case, *all sources* quoted or mentioned in the text *must* appear in the bibliography/reference list. In most cases, it is preferable for the bibliography to appear in *one* list rather than in several categories. Other scholars will find it much simpler to search one list rather than search through several categories to locate items of particular interest. Two or more categories may be used if it is considered essential, but only with the approval of the advisor.

1. APA style uses a reference list. Turabian uses a bibliography. Follow exactly the rules for the style in which your paper is written.
2. In either case, the heading begins 2" below the top of the page.
3. **Single space the reference list/bibliography. Double space between entries.**
4. Reference lists and footnotes have a lot of detailed format rules contained in the style manual. The introductory style chapters in this book are *not* intended to replace the APA manual or the Turabian manual. Consult the style manual or check online if you have questions about how to format a reference. Check with your professor(s) if you do not find the answer.
5. Consistency is raised to an art form in the reference list. Check things, then check them again. Check one by one to be sure all authors cited in text **are actually in your reference list**. APA style users, check that all authors in the reference list are actually cited in text (Turabian allows for materials in the bibliography that were read but not cited).
6. Web sources can be difficult to cite properly, are often missing information and the rules keep shifting in order to keep up with the changes in technology. For internet sources it is important to find up-to-date tools to help you cite them properly. Fortunately, the internet is also a good source of information on how to format web references. Be sure to consult it. Check your online sources near the end of your research, to be sure the URLs actually work. Update/change sources as needed.
7. Break a URL before punctuation. Do not insert a period at the end of a URL, or add a hyphen if you break it over two lines—these could make retrieval impossible. URLs in a reference list should be in black font and *not* underlined.
8. In general, in APA style, URLs no longer require a retrieval date for published material. Check with your research style guide or with one of your professors if you have a question about this.

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Curriculum Vitae

A brief résumé (one page) in list format of your educational and professional accomplishments is required for all research projects/theses/dissertations. There is no specific required form for the vita.

See below a sample of a curriculum vitae

CURRICULUM VITAE OF DR. NDAHAYO CLAVER

Adventist University of Central Africa (AUCA)
 P. O. Box 2461, Kigali, Rwanda
 E-mail: ndahaclaver@yahoo.com

Date of Birth and Place of Birth: January 06, 1968, Busogo-Ruhengeri (Musanze): Rwanda
 Nationality: Rwanda
 Marital Status: Single
 Languages: French, English, Kinyarwanda
 Current Position: Director of Research and Publication at AUCA

Total Skills Acquired Through Academic and Professional Experiences

Curriculum designer, production of instructional materials, evaluator, organizer of events, pastoral care, outdoors education, outreach ministries in Bible studies, staff mentoring, team building, cooking, backing and soymilk production.

Academic Experience

| <i>Date</i> | <i>Level/Emphasis</i> | <i>Cognate/Minor</i> | <i>Place</i> |
|-------------------------|--|--------------------------|---|
| July 2004 - July 2008 | PhD: Education/ Curriculum & Instruction | Instructional Technology | AIAS, Philippines |
| Sept. 1993 - March 1996 | MA, Education / Curriculum & Instruction | Religion | Spicer Memorial College, India |
| Sept. 1989 - June 1993 | Undergraduate/ Psycho pedagogy | Psychology | Adventist University of Central Africa, Rwanda |
| Sept.1983 - June 1989 | High School/ Elementary school teaching | General | Adventist High School of Gitwe, Rwanda |
| Sept.1974 - June 1983 | Elementary/ General Knowledge | General | Adventist Elementary School of Rwankeri, Rwanda |

PhD Dissertation Title: Stakeholders' Perceptions of School Climate and Their Partnership in School Curriculum as Predictors of Adventist School Reputation: A Correlational Study.

MA Thesis Title : A Survey of Learning Patterns Preference Among Early Adolescence Male and Female Students from Three Selected High Schools in Poona City, India.

Other Academic Training

| <i>Year</i> | <i>Type</i> | <i>Awarded</i> | <i>Place</i> |
|----------------------|---|----------------|---|
| April 1996- Dec.1998 | Intensive Computer Training Program: General Programming & Computer Maintenance | Certificate | Adventist University- Cosendai, Nanga-Eboko, Cameroon |

Seminars/Forums Attended

| <i>Year</i> | <i>Type</i> | <i>Awarded</i> | <i>Place</i> |
|------------------|---|---------------------------|--|
| December 6, 2007 | - Required competencies for The Academic Deans - Adventist Education: Blue Print and/or Evolution? . . . | Certificate | Adventist International Institute of Advanced Studies, Philippines |
| January 02, 2005 | Leadership, Philippines Culture and Cross-Cultural | Certificate | 1000 Missionary, Philippines |
| November 2004 | Values, Valuing & Ethics | Certificat | Adventist International Institute of Advanced Studies, Philippines |
| February 2004 | Sabbath School | Certificate | SDA church, Yaounde, Cameroon |
| September 2003 | Family Life | Certificate | SDA church, Yaounde, Cameroon |
| August 2010 | Case Writing Training Workshop | Certificate of Attendance | Kenya, Inoorero University |

Professional Experience

| <i>Year</i> | <i>Type of Service</i> | <i>Place</i> |
|--------------------------|---|---|
| January, 2011- (Current) | Director of Research and Publication | Adventist University of Central Africa, Kigali, Rwanda (AUCA) |
| January-July, 2011 | Director of Research and Publication/Acting Dean, Faculty of Education | Adventist University of Central Africa, Kigali, Rwanda (AUCA) |
| April 01, 2009 | Lecture in Education (School of Education) | University of Eastern Africa Baraton (UEAB) |
| Nov. 2001-April 2004 | Independent Consultant in Education, Tutoring | Yaounde, Cameroon |
| Jan. 1998-October 2001 | English Teacher | Adventist High School of Nanga-Eboko, Cameroon |
| June 1996-Sept. 1999 | Teacher of Word Perfect, Research Method, Study Methods, Health Principles, SDA Education | Adventist University-Cosendai, Nanga-Eboko, Cameroon |
| February 1994- Feb. 1996 | French Teacher | Spicer Memorial College, Poona, India |
| January 1985-June 1989 | Assistant to the Head Master for Discipline | Adventist High School of Gitwe, Rwanda |
| January 1986-June 1989 | Kitchen Coordinator | Adventist High School of Gitwe, Rwanda |

Extra-Curriculum Experiences

| <i>Year</i> | <i>Type</i> | <i>Place</i> |
|----------------------------|---|---|
| January 2006-December 2006 | President: African Students Association | AIIAS, Philippines |
| January 2005-December 2005 | Director of Religious Affairs: African Students Association | AIIAS, Philippines |
| September 1990-Sept. 1991 | Student Representative | Adventist University of Central Africa, Gisenyi, Rwanda |

Achievements

| <i>Year</i> | <i>Type</i> | <i>Place</i> |
|-----------------------|---|--------------------------------|
| March 2005- Oct. 2006 | Development of Health Principles Syllabus with the NEWSTART/CELEBRATIONS concepts | AIIAS, Philippines |
| January, 1995 | Publication: A third dimension of human development. | Spicer Memorial College, India |
| March 23, 1995 | Outstanding Graduate Student Award: College Day | Spicer Memorial College, India |

Hobbies:

Cooking (health conscious recipes), sports, baking, and production of soymilk.

Blank pages

The first and last sheets of your work should be blank. These blank pages are not counted.

SUMMARY OF HOW TITLES IN THE RESEARCH PROJECT/THESIS SHOULD BE PRESENTED (WRITTEN). JUST TITLES ONLY!:

Begin:

Blank Page

Title Page

Abstract

Copyright

Approval Page

Dedication

Table of Content (check well its parts)

List of Tables

List of Figures

List of Abbreviation

Acknowledgement

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

References

Appendixes (they are of different types...)

Curriculum Vitae

Blank Page

End

Chapter 7: Research Forms

A variety of forms are required for research papers at AUCA. Some are the same across AUCA Faculties. Some have slight differences. If you have any doubt as to what is required, consult your research advisor/director for further information. The following forms are required for research, in the order listed below (later on, other forms could be added such as **Topic Request Form, Topic Approval Form, etc.**).



TOPIC REQUEST

Name: _____ Degree Sought: _____ Date: _____

Suggested Title: _____

Process: Briefly describe your study in a page or two, and share it with professors. As you negotiate your topic, method, and committee, this document should grow to 5-10 pages in length, and should include the sections listed below (instruments and references may also be attached). Directions: When the topic request is sufficiently developed for the committee to accept, it should be submitted to the Program/Department Committee. This constitutes preliminary approval for a thesis/ dissertation, and final approval for a project.

- 1. Briefly state the topic and give reasons for your interest in it. (Intro)
2. State the relationship between the proposed topic and any field of study or field of work.
3. Briefly share from the literature why this topic is timely, important, and not yet addressed. (Gap in literature—not the whole lit review)
4. Purpose/problem you plan to address.
5. Describe the methodology and analysis to be applied in this research. Include a description or a copy of any instruments already selected for the study.
6. Briefly indicate the ethical issues involved in the research and how you will address them.
7. What resources/skills are needed to study this topic, and how will you find or develop them?

Proposed Committee

Signature on the line below indicates the following:

- 1. You are satisfied with the study design, methodology, and writing of the topic request.
2. The study proposes research worthy of the degree sought.
3. You are willing to serve on this committee in the capacity specified below.
4. Authorship of any publication or presentation resulting from this collaboration must be determined by consensus and must secure the written permission of all involved.

Proposed Research Advisor, Research Advisor's Signature, Date
Proposed Methodologist, Methodologist's Signature, Date
Proposed Member, Member's Signature, Date

Department approval of committee: _____ Date: _____

Comments/recommended changes: _____

Committee requires Dean's approval, Committee requires approval of another Department

Dean's Signature, Department Chair's Signature

Project: Approved Submit proposal to Dept. **AdCom Approval:** Required Not required

Thesis/Dissertation: Forward to Research Committee Revise and resubmit

Comments: _____

For the Dean: Topic Request Date: _____ Time: _____

Dean (or designee): _____ R. Director (or designee): _____

The Research Committee will focus on the following general questions: Is this study useful? Is it appropriate to the degree sought? Does it address a “gap” in current understanding? Does AUCA have the physical/human resources to support the study? Is the proposed methodology adequate?

Research Committee Action (Project proposals will be approved by the Dept. Committee)

Approved with no modifications

Revise and resubmit

Approved with modifications

Denied; present alternative topic

Research Committee

Comments: _____

Signed: _____ Date: _____



Adventist University of Central Africa

P.O. Box 2461 Kigali, Rwanda | www.auca.ac.rw | info@auca.ac.rw

PROPOSAL APPROVAL

Name: _____ Degree sought: _____ Date: _____

Suggested title: _____

Proposal-ready agreement: _____ Date: _____
Advisor Methodologist Member

Date received by the Dean: _____ Approval date/time

PROPOSAL APPROVAL: *Granted* *Denied* Date: _____

Research Advisor Methodologist

Member Presider

Approved title: _____

Recommendations: _____

Ethics Approval: _____
Action number Date

Permission to Collect Data: _____
Research Advisor Date

Methodologist Date

Chapters 1-3 Release to the Editor: _____
Research Advisor Date

Editor's Approval of Chapters 1-3: _____
AUCA Editor Date

Please return this document to the Research Advisor for their records.



EDITING CHECKLIST

This form must be signed by student and advisor, and attached to ANY copy of the thesis submitted to the AUCA editor. **Note that** this checklist is a summary, and must not be used as a "Style Manual" for formatting purposes.

ORGANIZATION OF RESEARCH PROJECT/THESIS

Pagination

- _____ Every page after the abstract is counted (though on some pages the number does not show).
- _____ All page numbers are in the same position, centered .75" from the bottom of the page.

Preliminary Pages (lower case roman numeral page numbers)

- _____ 0. A blank page begins and ends the research (for binding)
- _____ 1. Abstract, approximately 350 words
- _____ 2. Title Page (page i, but no number shows)
- _____ 3. Copyright page (optional)
- _____ 4. Approval page (with original signatures in black ink)
- _____ 5. Dedication Page (optional—if you use it, keep it short)
- _____ 6. Table of Contents (page numbering shows beginning here)
- _____ 7. List of Tables (only used if you have 5 or more tables)
- _____ 8. List of Figures (only used if you have 5 or more figures)
- _____ 9. List of Abbreviations/Symbols (only if 5 or more, and if they are used at least 3 times)
- _____ 10. Acknowledgements (optional)

Body of Thesis (begins on page 1)

- _____ 11. Body of Thesis (divided into chapters)

References

- _____ 12. Appendix(es) with titles for each appendix
- _____ 13. References (APA)/Bibliography (Turabian)
- _____ 14. Curriculum Vita (fits on one page) (page numbers not shown)

SPACING

- _____ Titles of preliminary pages and first pages of chapters begin at 2.00".
- _____ Abstract title page, title page, and dedication are centered vertically on the page.
- _____ Text is double spaced, beginning of paragraphs indented .5", no extra space between paragraphs.
- _____ Single spacing is appropriately used for tables, long quotes (Turabian), and reference list.
- _____ One blank line after chapter number, two blank lines between chapter title and text.
- _____ Two blank lines before and one blank line after subheadings within the text.
- _____ Three blank lines before and after tables/figures inserted within the text.

TABLES/FIGURES

- _____ Tables do not contain vertical lines and have few horizontal lines.
- _____ Tables/figures follow the initial reference in text.
- _____ Tables/figures are identified in the text by a number (e.g., Table 1; **not** Table 2.1, etc.).
- _____ Tables/figures are numbered consecutively throughout the document.
- _____ Table numbers and titles are typed **above** the table, figure numbers and captions, **below**.
- _____ Decimal points are vertically aligned.
- _____ Table number and column headings are repeated if table is continued onto another page.
- _____ If a table/figure is taken from another source, the complete source is cited below the table.
- _____ Tables are consistently formatted, easy to read, and look nice on the page.

HEADINGS and SUBHEADINGS

- _____ Headings and subheadings are properly chosen and formatted.
- _____ No heading has only a single subheading under it.
- _____ Capitalization of headings follows AIIAS style.
- _____ Spacing above and below headings is correct.
- _____ No heading appears without at least two lines of text below it at the bottom of a page.

FOOTNOTES

(Mainly for Turabian, but occasional explanatory notes may appear in APA).

- _____ If footnotes are used, they begin on the page where the citation is made.
- _____ Footnote is indented the same as the paragraph; the next line reaches the left margin.
- _____ Individual footnotes are single spaced with double space between footnotes.
- _____ Footnotes are continuously numbered throughout each chapter.

REFERENCES/BIBLIOGRAPHY

- _____ All direct quotes have page or paragraph numbers included in the reference.
- _____ All entries are alphabetized and in correct format (either Turabian or APA).
- _____ Web references have been tested to assure that the links work.
- _____ All in-text entries are in the reference list, and (APA) all reference list entries are cited in text.

SPECIFIC APA RULES

- _____ When citing two or more authors, within the text the word *and* is spelled out, but inside parentheses in in-text citations and in the reference list, an ampersand (&) is used.
- _____ For in-text citations, multiple authors in the same parentheses are in alphabetical order, not chronological order (Alexander, 1999; Messman-Moore & Resnick, 2007; Veazey, 2003).
- _____ Numbers below 10 are written in words unless in a table or in the abstract (check exceptions).

SPECIFIC TURABIAN RULES

- _____ Round numbers or numbers below 20 are written out if not part of a descriptive research report.
- _____ The symbol % appears only in tables.
- _____ Use abbreviations for books of the Bible.

MISCELLANEOUS FORMAT ITEMS

- _____ Thesis/dissertation body text is left aligned.
- _____ There is no numbering on any subheadings (e.g., Data Analysis, **not** 1.2.1 Data Analysis).
- _____ Dots in ellipsis marks are spaced (. . .).
- _____ In a numbered list, the numbers are indented one tab position; succeeding lines align under the first letter of the text.
- _____ There are no widows or orphans--a paragraph has two lines at the bottom or top of a page.
- _____ Page numbers in the Table of Contents, List of Tables and Figures correspond with actual text.
- _____ Dashes are formed by two hyphens—they have no space before or after them.
- _____ All statistical expressions in text and tables are italicized (e.g., *F*, *N*, *SD*, *M*, *n*, *p*, etc.).
- _____ There is one space **before** and **after** mathematical signs (=, <, >).

I have personally checked the manuscript for all of the above items.

Student's Signature _____ Date: _____

Research Advisor's Signature: _____ Date: _____

Signed form must accompany all work sent to the AIIAS editor.



Adventist University of Central Africa

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DEFENSE REPORT

Name: _____ Degree sought: _____ Date: _____

PRE-DEFENSE APPROVALS

Defense-ready agreement: _____ Date: _____
Advisor Methodologist Member

Editor's approval for defense _____ Date _____

Dean's Space

Date received by the Dean: _____ Defense date _____

THE DEFENSE REPORT

Approved Title of Thesis:

RESULT: Pass Pass with minor corrections Pass with major corrections Fail

(Name)
Research Advisor

(Name)
Dean

(Name)
Methodologist

(Name)
Member

(Name)
Editor

Date

Recommendations of the Defense Committee (Attach additional sheet if needed):

POST-DEFENSE REVISIONS

Revisions Completed Advisor's Signature _____ Date _____

Editor's Approval Editor's Signature _____ Date _____

Advisor's Release Advisor's Signature _____ Date _____

Dean's Release Dean's Signature _____ Date _____

Chapter 8: Academic Writing, Style, and Format

Because of its importance in developing thinking skills, research writing is a requirement for most undergraduate and graduate courses. It is also typically a part of the culminating phase of AUCA undergraduate and graduate work. Properly done, the writing in undergraduate and graduate school requires thinking, organizing and evaluating information, synthesizing ideas, and original thought from the writer. It also requires a knowledge of referencing and formatting techniques that make the work more understandable to other researchers.

Since every institution has its own research traditions and practices, each school has its own guidelines that detail how research should be designed, conducted, approved, formatted, and edited. This manual documents the **research procedures and format rules at AUCA**, for all AUCA Faculties—Faculties of Business, Education, Information Management and Theology. It is intended as a guide for any written work connected with degree requirements, including term papers, research projects, theses, or dissertations. Departments of all AUCA Faculties may have additional requirements or may specify requirements in greater detail. Students should ask their program director and/or research advisor concerning any additional departmental requirements that may apply. But any added or additional research requirement, which might be not in this research manual, should be made known to the Director of Research and Publication of AUCA.

Style Guidelines vs. AUCA Research Standards

The difference between *style* and *format* is important in order to understand how one *Research Standards* document can be used for the Faculty of Theology and other Faculties of AUCA. For example, the Faculty of Theology uses Turabian, and other Faculties use APA style.

Style Style dictates such matters as whether to use footnotes or in-text references, when to write numbers as words or figures; when to capitalize, and whether to prepare a bibliography or reference list. When you begin to write, you and your advisor and/or committee must agree on the *style* to be used; that style must be followed throughout the document. Because style guidelines are designed for work that will be published in a variety of different locations, rules about title pages, placement of tables, and other details are inevitably different from the rules for institutional papers, where the document is already in its final form. The original Turabian and APA style manuals are the authority for everything NOT specified in the *AUCA Research Standards* manual.

Format AUCA requires a certain *format* for all papers, dissertations, and theses (regardless of *style* chosen), which includes (1) margins and spacing, (2) the institutional title page, (3) the order and layout of preliminary pages, (4) placement of page numbers, (5) headings and subheadings, and (6) the display of tables and figures. *AUCA Research Standards* lays out the AUCA format requirements and introduces each of the two styles used on campus. It also presents other academic writing conventions and AUCA research procedures and forms.

Before writing, you should acquire the style guide recommended by your Faculty at AUCA. In other words, do you belong to the Faculty of Theology or Business or Education or Information Management? Then consult your Faculty Dean/Department Head to make sure of the style you should follow. In matters of format *not* specified in *AUCA Research Standards*, follow the specifications of the style guide prescribed by your Faculty. Remember that at AUCA we use APA style! The following two manuals could be checked to verify the current AUCA research manual:

Theology:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed., rev. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2007).

Faculty of Business, Education, & Information Management:

American Psychological Association, *Publication Manual*, 6th ed., (Washington, DC: Author, 2010).

Types of Academic Writing

Students write many different types of academic papers. Some of the most common are defined and differentiated in this chapter, and some basic criteria for evaluation are suggested. *Research paper* is a generic term for an academic paper that gathers information from multiple sources and discusses and organizes it. Research papers come in many varieties and lengths, and have different characteristics and purposes.

All research papers should be in correct English, and be spell-checked and grammar-checked, at least by the computer. Students who are not native English speakers should also have their writing proofread by another person, to ensure clarity and correctness. Some professors will assign part of the grade for a paper to linguistic correctness, some will not. In any case, it is appropriate for students to hand in work that represents both careful thinking and careful editing. All papers should have the official AUCA title page. Theses, and projects must pass the inspection of the AUCA editor (or Director of Research & Publication) to see that they conform to all style and format specifications found in this book. Even though term papers do not require editor approval, they should be properly referenced and conform to the same style rules as a thesis. Students needing assistance with writing skills, APA or Turabian style, or computer formatting related to research can get free assistance from their research directors or teachers. In the future, this help could be gotten from AUCA Writing/Research Centers. The list below serves as an introduction to some of the common types of academic papers.

Types of AUCA Coursework Papers

1. **Essay.** A class paper, from one to ten pages. The essay explores a topic without the rigor of a research paper. The opinions of the writer may be prominent. References/footnotes are needed for all quotations, citations, or allusions. A reference list/bibliography (see definition p. 140) is usually required. An introductory paragraph/section charts the direction of the paper. Summary and conclusions appear at the end. The essay is typically judged on the following criteria:

Direction/problem clearly stated
Clear, evidence-based thinking
Coherent arguments/logical flow
Summary reflects main points in body of paper
Conclusions appropriate to body of paper
Appropriate referencing

2. **Sermon.** A class paper, written as the basis for an oral presentation. The sermon may be prepared either in full written form or in a detailed outline form. The professor for whom the sermon is written may specify style, sources, topic, form, etc. All sources quoted should have appropriate reference notes. Illustrations (stories) must be included in full. The sermon should be ready for a person other than its writer to preach. Criteria for evaluation generally include:

Interesting introduction
Clear biblical basis
Appropriate and interesting illustrations
Reasonable and appealing conclusion

- 3. Term Paper.** A major research paper (usually without primary data) written for a class assignment, from 15 to 25 pages, enough to cover well the problem being considered. An introduction, containing statement of the problem, purpose, delimitations, and/or presuppositions is obligatory. The paper must end with a summary of the major findings and the conclusions derived from them. References are needed for all quotations, citations, and allusions. A bibliography or reference list is required. The research paper is usually judged by the following criteria:

Clear statement of problem and purpose
Satisfactory coverage of topic
Critical thinking
Coherent thought flow
Conclusions logically derived from evidence
Documentation (referencing and bibliography)

- 4. Critical Book Review.** A class paper, usually one to four pages long, based on a book or article. It begins with a full bibliographical entry for the item discussed. If space allows, information should be given about the author. The book or article should be summarized with care so that the author's thrust is not distorted. After a summary, a discussion of the major points follows. The book/article may be discussed in terms of its usefulness to a certain discipline or situation, or it may be compared to another work. Criteria for evaluation include:

Accurate bibliographical entry
Information regarding author
Summary of book/article
Convincing personal critique of the book

- 5. Case Study.** A paper, usually 10 to 30 pages long, especially used in business or applied theology. Its parts include an introduction (background), the written case, analysis of factors affecting the case (socio-economic, cultural, religious, organizational, etc.), interpretation of biblical-theological/business/educational aspects of the case, synthesis of analysis and interpretation, recommended action derived from the synthesis. Criteria for evaluation include:

Clarity and precision of case presentation
Issues to be studied clearly derived from case
Coverage of related items in analysis
Depth of interpretation
Clear synthesis of analysis and interpretation
Creative (pastoral, administrative, etc.) action

- 6. Project.** A paper for a class (for culminating projects, see below), which usually involves planning, implementation, evaluation, and a write-up of the results. The project may take many different forms. All projects must be approved at the proposal stage. Field work is usually required for a project. The writing of the project follows the same style of research writing as that required by other papers. The project is typically judged by the following criteria:

Clear introduction to the project
Significance of the project
Quality documentation on what was done
Logical statement of conclusions and recommendations

Culminating Writing Phase at AUCA

Culminating Projects

Projects normally include doing something: producing something ready to use that is useful to you and others. A project might take the form of a book, a brochure, a curriculum, a seminar, or a workshop. Some projects include data collection and analysis; others do not. The results of the project should be significant to the existing body of research, and should furnish knowledge in which professional researchers will be interested. The culminating project must reflect a high level of scholarship.

The project is usually a departmental endeavor. Each project consists of (1) a formal topic proposal; (2) the preparation and presentation of materials (if such is included in the design) and an analysis of the results—unless the project is entirely of a historical, philosophical, or theoretical nature; and (3) the formal reporting of the entire undertaking, including the conclusions and implications of the study. Projects that include data collection may require additional controls. Steps to follow in the execution of a project vary due to the flexible nature of the project: consult your research advisor and/or department.

Generally, the project must be written in the AUCA-approved *format* outlined in this manual and in the *style* of the Faculty in which the student is enrolled. When the content of the culminating project or research has been approved by the committee, it must be approved by the institutional editor. The finished report must be publishable as it stands.

There are differences between the project in which the product developed is presented publicly, and the one that is only developed. The first has a presentation and an evaluation. In the second case, no time is spent in formal presentation, therefore, the product (book, pamphlet, course outline) may be larger/more substantial. Done correctly, this type of reading, analysis, synthesis, and the development of a seminar or series of lectures is actually a form of research.

Project/Thesis/Dissertations

While a culminating research project is considered a departmental endeavor, the research project/thesis or dissertation is an institutional endeavor. Both are expected to be *primary research*. *Primary* refers to the production of new knowledge, which comes from the collection and analysis of data. *Research* means analyzing ideas and creating theory, not merely collecting and organizing facts. A research project/thesis/dissertation should be the student's own work. A committee is established to assist the student, but the major ideas, design, and analysis should come from the student. The goal of the research project/thesis/dissertation is to develop researchers capable of working independently, not dependent on the ideas of a committee.

Research Projects/Thesis. A major paper, containing primary data and theoretical implications, for the completion of an undergraduate degree. The length of an undergraduate research project/ thesis is generally 100-150 pages, excluding appendixes (Theology thesis is usually on the longer end of this range). The research project/thesis must be concerned with some problem in the student's area of concentration. It should be a contribution to the existing body of research and furnish knowledge in which the scholarly community is interested. The substantive content follows the ideas outlined in the proposal and includes the results, conclusions, and recommendations yielded by the study. The criteria for judging a research project/thesis are:

Well chosen problem/purpose, clearly stated in introduction
Demonstration of knowledge of related literature
Appropriate design /sampling methodology
Original thought that contributes to academic discussion
Concise summary of findings
Clear conclusions, reflecting research problem and purpose of the study

Dissertation. *Is a major study, longer and more complex (usually investigating more variables) than a thesis. A dissertation consists of original research designed to contribute new knowledge to the scholarly community, and is usually 200-300 pages long. It seeks to answer a question, develop theory, or advance a position and sustain it by argument. The literature must be thoroughly searched in order to construct a well grounded theory to support the hypotheses (for a quantitative study) and to insure that the topic has not been previously researched. Evaluation criteria include:*

Well chosen problem/purpose, clearly stated in introduction
Significance of topic because of clear gap in the literature
Demonstration of knowledge of related literature
Judicious use of sources
Control of personal bias
Knowledge of needed tools (foreign language, statistics, computer, etc.)
Logical sequence, unity of each section
Appropriate bridges between sections
Appropriate design /sampling methodology
Exploration of complex relationships/associations
Original thought that contributes to academic discussion
Concise explanation and interpretation of findings
Clear conclusions, reflecting research problem and purpose of the study

Academic Writing Conventions

Research has a long and proud heritage, and along the way it has acquired an incredible number of conventions as to how one should or should not write. This chapter presents many of these general standards for written work that apply to all academic papers.

Organization

Flow

The paper must follow a clear and logical outline. Topics should not recur in multiple locations. The arrangement of topics, paragraphs, and sentences, must contribute to a clear understanding of the study.

Headings

Each section must display unity and coherence, and appropriate transitions should unite the sections. Each section, as well as the paper as a whole, must contain appropriate introductory and summary statements. A section divided into subheadings must have at least two subheadings.

Paragraphs

A paragraph is the basic unit of organization in a paper, consisting of sentences that support the topic (usually the first) sentence. Paragraphs are indented .5" and typically contain 5-8 sentences, but must have a minimum of 2 sentences.

Pointers

The introductory statement serves as a “road map” to the reader, showing the direction of the research in the section introduced; the summary statements close the section, reminding the reader of the most important findings. Conclusions are naturally derived from the evidence presented.

Writing Style

Clarity, Directness, and Simplicity of Expression

Eliminate jargon and wordiness. Make the paper clearly understandable to the reader/evaluator. Be as direct as possible—state specifically what you mean, and do not leave ideas half explained.

Avoidance of Power Words

Power words attempt to convince by force, rather than reason. Words like *wonderful*, *evil*, *solution*, or *exciting* push your reader to believe you based on passion, rather than on evidence. Research seeks to understand, not so much to convince. Restraint is appropriate.

Correct Grammar

Correct grammar includes correct grammatical constructions. These include proper verb tenses, use of pronouns, and the use of singular and plural. Other aspects of grammar must be considered: all items in a list must be parallel in form and, if they have verbs, these must be in the same tense; the writer will not use contractions; as much as possible, writers will avoid the passive voice. Students whose mother tongue is not English may need to obtain editorial help.

Gender-Inclusive Language

Avoid discriminatory language that indicates prejudice against persons on the basis of gender, sexual orientation, racial or ethnic group, disability, or age. Statements like *the woman judge*, *the black flight attendant*, or *the chairman* are better rendered as *the judge*, *the flight attendant*, or *the chair*. Also, do not use *he* as if it were a neutral pronoun. Alternate genders, or use plural.

Avoidance of Bias

Bias consists of drawing conclusions without proper evidence. It can be manifested in many ways in research: by failure to select the sample carefully, failure to seek opposing opinions on a topic, privileged treatment of certain sources, or by conclusions not warranted by the data. All forms of bias should be minimized in research and writing, or when unavoidable, declared openly.

Linking Words

Be careful not to overuse linking words. *Therefore*, *however*, *for example*, might be very important to connect some ideas, but the use of these words can be overdone. The sentence may actually be more effective without the artificial connector. It is rarely a good idea to begin a sentence or a paragraph with terms such as these.

Format

Use correct format according to *AUCA Research Standards* (see Chapter 8) and the style manual for each Faculty of AUCA.

Referring to Yourself

Do not use the editorial “we.” “We” did not carry out the research, or make any conclusions. You may assume, however, that your reader is following along with you (e.g., “We now turn to” or “Let us now look at”). Writing in the third person (i.e., using “this writer,” “this researcher”) gives the impression that you did not take part in the research, or that you are distancing yourself from what you have done. Either use the first person— “I instructed the students,” or “my calculations showed . . .”—or recast the sentence to say “students were instructed.” Writing “the researcher” or “this researcher” is generally no longer appropriate, however, some professors may still prefer this. Check with your advisor, and, in any case, minimize references to yourself and keep the emphasis on the research.

Appropriate Verb Tenses for Research

1. **Active Verbs:** Use the active verbs rather than passive voice; e.g., Passive: A study was conducted by Johnson (2004). Active: Johnson (2004) conducted a study.
2. **Maintaining Tense:** Generally, one should maintain the tense unless there is a good reason to change it. Choose a tense and stick with it for at least an entire paragraph. Do not alternate between past and present unless there is a specific reason to do so. Exceptions to this rule are common, but they are exceptions.
3. **Reporting Results:** Research results of a specific study (including yours) are reported in the past: “Jones *determined* that . . .” “Table 5 shows that most people *liked* oranges.” The discussion that interprets data presented, extending the results beyond the sample and identifying principles, however, is usually in the present tense. “Jones (1963) *found* that children *do not like* interacting with hostile parents.”
4. **Reporting Ideas:** Ideas are often considered living, or timeless, and therefore are referred to in present tense: “Collins *suggests* that . . .” For that reason present tense is often used when discussing ideas, or generally accepted facts in the literature review. This is not always the case, however. Sometimes the idea has been replaced by something else, or the researcher has at some point changed opinions. If you discuss an idea that is dated, there is a need to use past tense (e.g., In 1885 Baker *concluded* that . . .). Present, present perfect, or past tense are all possible for discussing ideas, depending on situation, and the sense that the writer wishes to convey.
5. **Keeping the Historical Perspective:** When you are writing, keep in mind your reader who will be reading your work in the future. For example, if you write “Today’s educators promote,” consider how your statement may be understood in the year 2050. It is better to clarify such a statement with “Educators in 2009 promote.”

Consider carefully the historical perspective of your subject, especially in the literature review. Comparisons, agreements, or disagreements should be thought out very carefully. For example, it would be misleading to say that Brown, who died in 1920, disagreed with Smith, who wrote in 1965. It would be permissible, however, for Smith, in 1965, to express an opinion that disagrees with what Brown wrote in 1915. Also, because of the disparity of the dates, Brown and Smith can hardly concur with one another. It would be possible for Smith to concur with Brown’s opinion, however.

Another historical problem that confuses many non-Adventist readers is the dating of the writings of Ellen G. White. There may be a recent publication date which will be used in the bibliography or reference list; however, the original date of writing may be important to a historical setting or treatment. These original dates and names of publications are available through the Ellen G. White Center and can be used beside the version cited (White, 1915/1997) or placed in the explanation in the footnote.

Electronic Sources

Until recently, electronic sources have been considered less academic or less trustworthy than other sources. Today this is less true than before. Yet, not all Internet sources are of equal standing. *Wikipedia* may be a good starting point for information on a topic, but it should generally be used with restraint as an academic source. Some peer-reviewed journals exist in print and online. Cite them as you would the print edition. Other equally valuable journals are only online. They must be documented as online materials.

The documentation of online material must be done with the same (or greater) care as that of printed material. For information on referencing electronic sources, see the appropriate chapter (Turabian or APA) in this document or the appropriate style manual.

Finding Quality Sources

When many sources are available, such as on the Internet, it is important for the writer to know how to judge which sources are more valuable than others, and how to find and select higher quality works. While it is not always easy to separate the wheat from the chaff, here are some general guidelines:

1. Choose more recent over older sources, unless you are doing a historical study of early sources.
2. Choose refereed sources over those which are personally produced.
3. Prefer primary studies to secondary ones.
4. Choose recent journals over books (especially textbooks); they are newer, and contain primary data.
5. Choose sources that cite others rather than those without any references or footnotes.
6. Prefer academic, exploratory writing to hard-sell sources trying to convince you of something or sell you something.
7. Look for data included in text that support the conclusions drawn.
8. Consider the author's credentials; choose a professor rather than a student.
9. Prefer academic sources over popular ones; choose a journal article over *Time* or *Newsweek*.

Crediting Sources

Introducing Quotations

The space before a quotation is prime territory, and is often wasted or misused by beginning writers. Beginning a quote by saying "Hudson says that . . ." does not add any information. The quotation marks and the reference already communicate this. Use this space to say something important that gives more information. "Comparing students from wealthy communities to those from poor neighborhoods, Hudson concludes that. . . ." This gives more information about the source—in this case, that the conclusion is based on a comparison of two groups of people. Words such as *says*, *comments*, *mentions*, and *writes* do not really say much about the relationship of the quoted material to the ideas you are discussing. When you quote, be sure **to add some value** to what is already there. Be sure that you understand what the writer truly intended. Do not say an author *argues* if he merely *suggests*. Do not say she *emphasizes* if the quotation was simply one of her many points. Be sure to rightly represent what the author meant. For that reason, *suggest* is often a favored term, as it is more tentative about your interpretation.

Discussing Quotations

Never let another author get in the last word (or the only word) about a topic. You are the author. Tell us what you saw in this quotation (rightly representing the author's meaning or intention). Quoting is not an exercise in cutting and pasting. Discuss the quotation, compare and contrast it with other sources. At all times make clear to your reader who is speaking. If you do not give a reference, it is presumed that you are making the statement. If the idea comes from somewhere else, be quick to give credit. Do not quote more than necessary; trim the quote to the part that really applies to your study (use ellipsis marks if you leave out information from the middle of the quote).

Dealing with Secondary Sources

Sometimes, as you read one source, you find that the author quotes another source which you find interesting. This is a good way of finding additional material. *It is **not**, however, appropriate for you to quote this already-quoted material as though you had read the original source.* You read only one line or one paragraph of this work—it is not fair for you to judge the entire work based on such a small sample. Nor is it fair for you to put this source in your reference list, as if you had actually held it in your hands. If you can find the original text and read it, you may cite it as a primary source. If you cannot find the primary source, however, you **must** cite it as a secondary source, stating that you found Peterson’s quotation in Gibson’s book that you actually read. In this case, your reference will give the author of the quotation, as well as the article or book where you found it. Check the Turabian or APA chapter for examples of how to cite secondary sources. Make sure to distinguish between what Peterson wrote and what Gibson wrote. Doing otherwise is deceptive and is a serious fault in research. Using too many secondary sources is also frowned upon. Finding the original sources shows you have done your research carefully.

Citing Abstracts

If you find an abstract but cannot access the complete article, you must cite it in your bibliography or reference list **as an abstract**, not as if you actually read the article. To do otherwise is considered deceptive and unethical. If the entire piece is important to your work, do your best to find it. If that is not possible, or the piece is not central, cite the abstract properly, showing that you only read the abstract. Using abstracts is good to get acquainted with a field, but it does not give you enough depth if you wish to examine the study in your review of literature.

Avoiding Plagiarism

Plagiarism is a serious research fault. In many educational institutions, plagiarism is cause for giving a failing grade in a class or even expulsion from a program. Plagiarism is an elegant name for using someone else’s words or ideas as one’s own. It is equivalent to intellectual thievery. For those who espouse a biblical point of view, plagiarism is condemned by the eighth commandment: “You shall not steal” (Exod 20:15, English Standard Version). At AUCA, plagiarism has been considered sufficiently important for the faculty to take a public stand against it. The following document was voted as part of AIIAS academic policy many years ago, and was updated for this publication.

AUCA Plagiarism Definition

Research and writing are important aspects AUCA. Research is not merely the collection of prior studies, but implies the creation of new knowledge. The research process entails the assimilation and evaluation of the results of prior research, as well as the extension of the information to include some new dimension. Students are responsible for giving proper credit whenever they are indebted to another author for either words or ideas. Failure to give such credit is a breach of academic integrity known as plagiarism. Plagiarism is not only unethical, it is also a violation of copyright law in most countries.

Plagiarism takes various forms:

1. Having someone write or editorially rewrite a paper, even if the student provides some of the key references.
2. Taking words from a written source exactly as they were found (a direct quotation) without enclosing them in quotation marks or giving credit to the original author in a footnote or in-text reference.

3. Creating a paraphrase in which the student expresses the author's ideas in his or her own words without giving proper credit.
4. Taking words from a written source, and changing one or two words to claim that it is a paraphrase rather than a direct quotation, thus making it appear that the words and ideas were the student's own. This is plagiarism even if a reference is given.

Leading the reader to believe that words and ideas written are one's own when they are not is against the principles of good scholarship, and is not permitted at AUCA. All words and ideas borrowed from a written source must be given credit in a footnote or in-text reference, depending on the style approved by the school for which the student is writing. Quoted words must be reproduced exactly as found and enclosed in quotation marks. In order to qualify as a paraphrase, the ideas of the original author must be accurately preserved, but using different words and expressions, not dependent on the sentence structure and vocabulary of the original author. Changing a few words in a sentence or paragraph is not sufficient to constitute a paraphrase. For those whose facility with the English language is limited, it is generally safer to quote exactly and enclose in quotation marks.

A research paper, however, should not be a string of quotations joined back-to-back. It is the student's responsibility to make the main flow of the text consist of his or her own expressions. Unless the professor announces differently, not more than one-third of the paper should be made up of other people's words. Students should be sufficiently familiar with the topic, after doing the requisite reading and research, to summarize the main points of the paper in their own words, reserving quotations for support and authority to back up assertions made. Thus the student will demonstrate individual learning and independent thought, which are marks of all AUCA students.

Chapter 9: The Mechanics of Academic Writing

Mechanics has to do with all the little rules of writing, such as punctuation, spelling, capitalization, fonts, spacing, abbreviations, numbers, and such. The rules in this chapter will be especially useful for those writing a thesis or dissertation, but most also apply to research papers for coursework. Many specific format rules are revisited.

Spell-Checker and Grammar-Checker

Computers provide tools for correcting typing and grammar errors, as well as levels of formality. Watch the green lines under words or phrases given by the grammar checker and the red lines under words given by the spell checker. Clear these up **before** you hand in your paper (make sure your dictionary is set to either American or British English—both may be accepted, but check with your advisor). There are many optional settings for the grammar checker: in Microsoft Word, go to *Tools/Spelling and Grammar/Options/Grammar & Style/Settings*. Check the things you want the computer to do (check them all if you wish). The grammar checker can be wrong, but it tends to be right more often than the language learner, so do not ignore it.

Format

Page Layout

Margins. For theses and dissertations, the left-hand margin must be 1.5 inches. All other margins must be one full inch (the page number can be slightly below this—see *page numbers*, below). For term papers, margins are one inch on all sides.

Justification. Use a left justified, ragged right margin rather than a justified margin.

Font. A proportional, serif font is required for research like *Times New Roman*. *Proportional* means that a narrow letter like *l* takes up less space on a line than a wider letter, like *m*. *Serif* means that the letters have little lines added, like at the base and the top of the *N* or the bottom of the *p*. While not helpful for projection, these lines make printed text easier to read.

Page numbers. All pages are numbered at the bottom center of the page, approximately $\frac{3}{4}$ inch from the bottom edge of the paper. Placement of numbers must be consistent. Pages that have landscape material have the page number in the same position and direction as all other pages. Pages in the appendix that *already carry numbers*, such as tests or instruments, are also numbered in accordance with the paging of your paper, but this number is placed just inside the margin in the bottom right-hand corner, within square brackets.

Line spacing. Research text is double spaced, and indented 5 spaces (.5") at the beginning of each paragraph, with **no** additional space between paragraphs. Numbered lists and tables can be single spaced if it improves readability. Further details relating to spacing are found in Chapter 8.

Block quotations. A block quotation is a direct quote of five or more lines (Turabian) or 40 or more words (APA). Block quotations are single spaced (Turabian) or double spaced (APA). Block quotations are indented one-half inch from the left, the same as the first lines of paragraphs. No blank line is added before or after a block quotation. Block quotations do not carry quotation marks before and after the quote. If there are materials in double quotation marks in the original, put them in single quotation marks to show they were quoted in the original. If the quote is in the middle of a paragraph, do not indent the text following the block quotation. If a complete paragraph is quoted, or if the quote continues over a second paragraph, in Turabian, it should be indented.

Line and Page Breaks

Titles. Keep titles as short as is reasonably possible (often around 12 words). A title should not reach more than half the way across a page. If it cannot be trimmed, the title should be divided at a logical grammatical point into two or more lines of similar proportions.

Word division. In general, words at the ends of lines should be divided only when absolutely necessary, and then according to syllabication as shown in the dictionary. Turabian (7th ed.) has an excellent section on line breaks (20.4).

Widows/orphans. The first or last line of a paragraph should not appear alone at the top or bottom of a page (widow/orphan). A subheading at the bottom of a page must have at least two lines of text below it, otherwise, the subheading should begin at the top of the next page. You may allow more than 1 inch at the bottom of a page in order to avoid “widow” and “orphan” lines.

Lists/enumerations

Parallel construction. Use parallel grammatical construction for items in a list.

Punctuation and line spacing. Use a comma to separate items unless items in the list contain commas; in that case, use semicolons. An identifying element (letter or number) should always be on the same line as the item.

Bullets. Numbers are commonly used for lists, but if you wish to avoid the appearance of order in a truly unranked list, using bullet points is acceptable to most professors.

Numbering format. To identify enumerated items in separate paragraphs, use arabic numbers followed by a period (if enumeration is part of a direct quotation, the original identifying element should be used); the numbers should be indented one tab position and run-over lines aligned with the first word (hanging indentation). The periods after numerals must be aligned.

Spacing. Enumerations in separate paragraphs, just like the body text, are usually double-spaced, but can be single spaced if this would enhance readability.

Referencing

Bibliography vs. Reference List

APA and Turabian have different ways of dealing with the list of sources at the end of the research paper. Turabian uses a *bibliography*, which includes all source materials used during a research study, whether cited or not. APA uses a *reference list*, which includes only works cited in the research paper. In either case, it is important that all cited works be included in the bibliographic entries at the end of the paper, and Turabian users may add sources used which were not cited specifically. For specific instructions on Turabian and APA styles, see chapters 6 and 7.

Quoting and Referencing

Copy carefully. Direct quotations from another author’s work should be reproduced word for word, including internal punctuation of the original source. Enclose quoted material in double quotation marks (except in a block quotation). Always check direct quotations against the original to ensure that there are no discrepancies. If something is wrong in the original, copy it faithfully, and put [*sic*] after it, to show that you found it like that in the original document. If you add emphasis (bold or italics) to the original, say (emphasis mine). If it is already there, say (emphasis in original).

Capitalization. The first letter of the first word of a quotation may be upper or lower case. If you weave the quotation into the syntax of your sentence, begin it with a lowercase letter even if the original began with a capital letter. If the quotation is set off syntactically by a comma, period, or colon, and is a complete sentence, begin it with a capital letter even if the original is lowercase.

Word not in original. Use square brackets to enclose material inserted in a quotation by some person other than the original writer, e.g., Jones (2003) reported that “malnutrition is one of the [most] prevalent problems in the area” (p. 8).

Mechanics

Punctuation

Period. Use a period at the end of a complete sentence. Use it to separate parts of a bibliographic entry, and after all but the most common abbreviations.

Comma. Use commas between elements (including before words such as *and* and *or*) in a series of three or more items. Do not use commas for seriation within a paragraph or sentence if there are commas within the items; rather, use semicolons. (e.g., The respondents were (a) mothers, 20–30 years old; (b) 3rd-grade students; and (c) teachers with 5 years experience).

Colon. Use the colon after a clause to introduce a series of items only if the clause is a grammatically complete sentence (e.g., The following are ways to treat insomnia: (a) think about short-term HRT, (b) consider an alternative, (c) wick away the problem, and (d) chill out). Do not use a colon after an introductory phrase that is not a complete sentence, or after a verb to introduce a series of items (e.g., The respondents were (a) mothers, (b) 3rd-grade students, and (c) teachers with 5 years teaching experience). Also, use a colon in references between place of publication and publisher (e.g., Garden City, NY: Doubleday. New York: Free Press).

Parentheses. Use parentheses (not square brackets) if you wish to explain something that does not fit with the grammar of your sentence. If it is a complex explanation, put it in a footnote. Parenthetical material within parentheses is placed in square brackets, but this is not common.

Hyphen (-). Hyphenate a compound with a participle when it is before the word it modifies (e.g., the *t*-test results, decision-making policies, up-to-date technology, middle-class houses, 4th-year students). None of these are hyphenated if they occur after the noun (e.g., the results from the *t* test, policies about decision making, the technology was up to date, houses of middle class employees, students in the 4th year). Do not use a hyphen if a compound adjective cannot be misread or its meaning is established; e.g., grade point average. Self-compounds are always hyphenated regardless of whether they are used as an adjective or a noun; e.g., self-explanatory, self-study, self-confidence.

Dash (—). A dash usually shows an interruption of the flow of thought (e.g., Beethoven’s music—unlike that of Mozart—uses emphatic rhymes). If you are typing in Word, the dash will appear automatically if you type two hyphens, then continue typing.

Ellipsis points. Three dots indicate omitted words in direct quotations within a sentence. Leave spaces before and after the dots (. . .). For omitted words between sentences or paragraphs, use four dots; the first serves as the period for the first sentence (and therefore has no space before it). Do not use ellipsis points at the beginning or ending of a quote—only when material is removed from the middle.

Single quotation marks. Use single quotes to enclose text that was enclosed in double quotes in someone else’s work. This is a secondary source (you did not read the original quote), and should be used sparingly. The source of the material in single quotes should not be put in your reference list. In some fields, a specific word may be set off in single quotation marks, but this is not common.

Double quotation marks. Use double quotation marks to show every place someone else's words are quoted directly, unless it is a block quote, in which case the quotes are not necessary.

- In the text of a paper, use quotes to set off the title of a study, an article, or a chapter. Use italics for book titles. Follow specific style rules for reference list or bibliography.
- Use double quotes to introduce a word or phrase used as an ironic comment (first time only; e.g., the “home-schooled” children);
- Use quotes to mark material from a survey item or verbatim instructions to participants (e.g., The item “parents influenced my decision to take up nursing” ranked least among the factors.)
- **Do not use double quotes** to cite a letter, word, or phrase as a linguistic example; or to introduce a key or technical term; instead, italicize them (e.g., the word *leverage* here is used to mean . . .). However, **do not italicize the term in subsequent use.**
- **Do not use double quotes** to show possible disagreement with a statement: do not use any punctuation with such expressions (e.g., the teacher rewarded the class; **not**, the teacher “rewarded” the class).
- **Do not use double quotes** to identify anchors of a scale; instead, italicize them. Ex.: Answers were ranged from 1 (*strongly agree*) to 5 (*strongly disagree*).
- **Commas and periods** are always placed inside quotation marks; place other punctuation marks inside quotation marks only if they are part of the quoted material.

Spacing After Punctuation

General spacing. Only one space is used between words, after commas, colons, semicolons. There is no space before or after a colon in the expression of ratios.

Periods. Current usage puts only one space after a period (full stop). Abbreviations do not use any space after internal periods (e.g., p.m., etc., U.S.A.). Only one space is used after periods that separate parts of a reference citation.

Do not use a period after a statistical or metric symbol.

Hyphen. No space is used before or after hyphenated compound words

Dash. No space is used before or after a dash.

Negative value (-). Use a hyphen with a space before but not after it (e.g., the total is - 2.76).

Equals (=). Use a space before and after; e.g., $SD = 1.43$.

Italics

Emphasis/clarity. In general, italics, particularly for emphasis, should be used sparingly. Italicize a new, technical, foreign, or key term or label (italicize the first time only); letter, word, or phrase used as a linguistic example (italicize the first time only); and words that could be misread.

Titles. Italicize titles of books, and names and volume numbers of periodicals in reference lists or bibliographies.

Statistical symbols. Italicize all letters used as statistical symbols/abbreviations, whether in body text or in tables, or algebraic variables; e.g., $a + b = y$; ($M = 1.45$, $SD = 2.32$); always italicize the letter “*t*” in *t* test.

Scales and scores. Italicize test scores and anchors of a scale; e.g., MMPI scales: *Hs*, *Pd*; answers ranged from 1 (*strongly agree*) to 5 (*strongly disagree*).

Bold

Bold font is acceptable for certain headings in both APA and Turabian. It is not indicated for any further use within the text of a research paper.

Capitalization

Capitalize proper nouns (see Appendix E for capitalization rules for religious terms).

Titles. Use title case for subheadings (Levels 1 and 2), table titles, subheading entries in table of contents, and title entries in list of tables and figures. Use full caps for chapter titles.

Title case. Title case means capitalizing all nouns, pronouns, verbs, adjectives, adverbs, and other words of four letters or more, **except** short prepositions, articles, or conjunctions. In titles (but not in the reference list), when a capitalized word has a hyphen, capitalize both words (exceptions can be made if it makes good sense); in titles, also capitalize the first word after a colon or dash.

References to literature. In text, capitalize references to **titles of sections** within the same paper, (e.g., see Chapter 3, Table 8, or Research Questions), or references to titles of books, periodicals, etc. Do not capitalize nouns that indicate common parts of books followed by numbers or letters and nouns that precede a variable; e.g., column 5, page 45 of this thesis; trial n or item b.

Academic references. Capitalize names of university departments if they refer to a specific department within a specific university and academic courses if they refer to a specific course; e.g., *Department of Accounting, Adventist University of Central Africa*, or *Foundations of Curriculum*; but do not capitalize generic titles: *any department wishing to participate*, or *curriculum and instruction courses*.

Tests. Capitalize exact, complete titles of tests; e.g., Kolmogorov-Smirnov Test; the words test or scale are not capitalized if they refer to subscales of tests; e.g., Minnesota Multiphasic Personality Inventory Depression scale.

Reference list/bibliography. For APA style, use sentence case in reference lists, i.e., capitalize the first word of titles of books and articles, proper nouns, and the first word after a colon or dash. For Turabian style, use title case for these same items. In both APA and Turabian, titles of periodicals are in title case.

Tables/figures. Use sentence case for figure titles and headings or text within tables and figures (also for heading levels 3, 4, and 5).

Foreign Language in Text

A direct quotation in a modern foreign language is treated differently under different circumstances, depending on the complexity of the material. For example, in a class research paper at the master's level, the quotation is translated into English and the original is placed in a footnote (in APA style, it may be placed in parentheses). In a dissertation heavily dependent on foreign languages (notably French and German), it may be left in its original form, without translation. It is understood that scholars reading this complex material understand those languages.

Biblical languages are written in their own alphabets. Other ancient Near Eastern languages are transliterated according to agreed-upon schemes (see *SBL Handbook of Style* for details). The method chosen must be consistent throughout the text. For biblical languages, an English translation may be provided following the foreign script. Make specific arrangements with your advisor. If a word or phrase is repeated many times within a few pages, only its first mention needs translation. Biblical language phrases or words in the title of a thesis or dissertation **must** use transliteration.

Numbers

Write out small numbers. The general rule is to use figures to express numbers 10 and above (APA) or 20 and above (Turabian). Use words to express numbers smaller than these (there are exceptions).

Figures. Use figures for exact numbers, such as for time (8:15), dates (May 14), ages (2-year-olds), weights or measures (2.5 kilos, 5 cm), mathematical/statistical functions (divided by

6, 5 times as many), sample or population size (12 students), and items in a numbered series (Level 2, Grade 5). Also use numbers in the abstract of a paper, in tables, and in parentheses.

Words. Use words for estimates (about four months ago), common fractions (one fourth), and any number that begins a sentence, title, or heading.

Statistics and Metrication

Statistics can be presented in text, in tables, and in figures. A general rule is that if you have three or fewer numbers, use a sentence; if you have from 4 to 20 numbers, use a table; and if you have more than 20 numbers, consider using a graph or figure rather than a table.

- Do not give a reference or a formula for statistics in common use
- In tables, use a capital, italicized N to specify the number of members in a total sample; use lowercase, italicized n to specify the number of members in a limited portion of the total sample. **Do not use the statistical symbol** of the term in the text; use the spelled-out form.
- Use lowercase Greek letters (not italicized) to represent population statistics; use italicized Latin to express sample statistics.
- Use the percent symbol (%) only when preceded by a number (APA). For Turabian, write out the word unless it is in a table or in parentheses.

Abbreviations/acronyms

Acronyms should be used sparingly. Do not switch between an abbreviation and the spelled-out form. (For rules regarding the list of abbreviations in a thesis/dissertation, see p. 91).

Introducing an abbreviation. Do not introduce an abbreviation if it will not be used at least three times. The first time an abbreviation is used, explain it in the text with the acronym/abbreviation in parentheses, and added to the list of abbreviations at the beginning of the paper. An exception to this rule would be biblical books, which should follow the list in Table 2.

Plural forms. To form the plural of an abbreviation, add s without an apostrophe (SDs, vols.).

Latin abbreviations. The abbreviations etc., e.g., i.e., viz., and vs. may be used inside parenthetical information or in footnotes, but not in the text. Ibid. is not used at all in APA style, but is common in Turabian. Et al. is acceptable for use in parentheses or in text. Note that e.g., i.e., and viz. are followed by a comma, and et al. is followed by a period.

Restrictions. Never begin a sentence with a lowercase abbreviation, statistical symbol, or a number. Never use abbreviations in headings or as entries in a bibliography/reference list.

Abbreviations without punctuation. State names, books of the Bible, statistical symbols, and academic degrees (MA, PhD) do not require punctuation after them. Titles (Mr., Dr., etc.) do, and most other abbreviations do, as well.

Abbreviating state names. Use the two-letter postal abbreviations (no periods) for U.S. state names in reference/bibliography entries (for a complete list of the correct abbreviations, see Table 1). If the state name is part of the text, write the whole word.

Some Useful Abbreviations

State Abbreviations for the United States

In footnotes and reference lists/bibliographies, the names of the states in the United States are always abbreviated. Table 1 contains the two-letter abbreviations for each state.

Table 1

United States Two-Letter State Abbreviations

| <i>Location</i> | <i>Abbreviation</i> | <i>Location</i> | <i>Abbreviation</i> | <i>Location</i> | <i>Abbreviation</i> |
|----------------------|---------------------|-----------------|---------------------|-----------------|---------------------|
| Alabama | AL | Kansas | KS | Ohio | OH |
| Alaska | AK | Kentucky | KY | Oklahoma | OK |
| American Samoa | AS | Louisiana | LA | Oregon | OR |
| Arizona | AZ | Maine | ME | Pennsylvania | PA |
| Arkansas | AR | Maryland | MD | Puerto Rico | PR |
| California | CA | Massachusetts | MA | Rhode Island | RI |
| Canal Zone | CZ | Michigan | MI | South Carolina | SC |
| Colorado | CO | Minnesota | MN | South Dakota | SD |
| Connecticut | CT | Mississippi | MS | Tennessee | TN |
| Delaware | DE | Missouri | MO | Texas | TX |
| District of Columbia | DC | Montana | MT | Utah | UT |
| Florida | FL | Nebraska | NE | Vermont | VT |
| Georgia | GA | Nevada | NV | Virginia | VA |
| Guam | GU | New Hampshire | NH | Virgin Islands | VI |
| Hawaii | HI | New Jersey | NJ | Washington | WA |
| Idaho | ID | New Mexico | NM | West Virginia | WV |
| Illinois | IL | New York | NY | Wisconsin | WI |
| Indiana | IN | North Carolina | NC | Wyoming | WY |
| Iowa | IA | North Dakota | ND | | |

Biblical Book Abbreviations

Both the Seminary and the Graduate School should use the biblical book abbreviations found in Table 2. They are written with no periods. Abbreviations are used when specific chapter or chapter-and-verse references are given, not when the Bible book name alone is used. Do not use these abbreviations to begin a sentence, or within a title.

Table 2

Biblical Book Abbreviations

| | | | | | | |
|-------|----------|------|-------|-------|---------|--------|
| Gen | 1 Kgs | Eccl | Obad | Matt | Phil | 1 Pet |
| Exod | 2 Kgs | Song | Jonah | Mark | Col | 2 Pet |
| Lev | 1 Chr | Isa | Mic | Luke | 1 Thess | 1 John |
| Num | 2 Chr | Jer | Nah | John | 2 Thess | 2 John |
| Deut | Ezra | Lam | Hab | Acts | 1 Tim | 3 John |
| Josh | Neh | Ezek | Zeph | Rom | 2 Tim | Jude |
| Judg | Esth | Dan | Hag | 1 Cor | Titus | Rev |
| Ruth | Job | Hos | Zech | 2 Cor | Phlm | |
| 1 Sam | Ps (Pss) | Joel | Mal | Gal | Heb | |
| 2 Sam | Prov | Amos | | Eph | Jas | |

Chapter 10: Computer Formatting Tips

Computer formatting tips are frequently learned *during* the process of writing a major research paper, rather than before, which often leads to extra time needed to complete the work. This collection of suggestions by researchers who have gone before is designed to save you time and energy, but will not replace a basic knowledge of word processing, or the ability to use the help screens when you don't know what to do. Since most students at AUCA use Microsoft Word, many specific tips will be given for that software. Many, however, are more generic in nature, and can be used with any word processor.

General Instructions

Consistency

Human beings are not by nature as consistent as is necessary for computer work. All headings need to be used in the same way in every chapter. Spacing, margins, fonts, etc., need to be consistent throughout the **entire** document. Research does not leave room for much creativity in the way it is displayed. There is **only one** font, and generally, **only one** font size. Spacing before and after headings must be exactly consistent throughout.

The easiest way to achieve this kind of consistency involves two steps.

3. Try to take note of the basic pattern to follow while you are writing the document, and follow it as well as you can. Write down the pattern so you can refer to it if you forget.
4. Once a major section of your document is completed, go over it to check for consistency. This involves scanning the electronic document for **one specific concern** at a time. Look through it to check heading levels and spacing. Look for margins and page numbering. Check that all indents are the same, and that all numbered lists match. Work with Table titles, spacing, and contents.

These things are difficult to see if you search for all of them at the same time. Take the time to check each one before printing and giving your paper to your advisor or the editor.

Spacing vs. Tabs

Many people try to use spaces to format lists, to align information inside tables, or for parallel columns. A general rule in electronic documents is to **avoid** using spaces for aligning information at all times. Use tabs. If there is no tab set in the position you desire, it can easily be adjusted on the ruler bar, or through the menu system. Inside tables, use shift + tab to achieve the same result.

Page Setup

Page layout is easiest when the correct page layout is set up before typing begins. If you are using Word, go to **file>page setup**. With the paper in portrait mode, set the margins at 1.5" for the left and 1" for the other three. Under **layout**, set the footer at .8 inches. The page numbering can be set to bottom center.

Printers

Early in a research project, you may not yet know what printer you will use to print your final draft. This needs to be decided nearer the beginning than the end, as different printers deal with text differently, and pagination may shift noticeably. Once you have done the fine formatting for page breaks, do not change printers unless it is absolutely necessary.

Large Documents

Computers have many tools for working with a large document that are worth knowing about. Moving about in a document can be greatly facilitated by the following:

| Effect | Command |
|---|-------------|
| Go to the last page of the document | Ctrl + end |
| Go to the first page of the document | Ctrl + home |
| Go to the beginning/end of the line | Home/end |
| Go to a specific part of the document | Ctrl + G |
| Find a specific word/phrase in the document | Ctrl + F |
| Highlight entire document | Ctrl + A |
| Find and replace words in a document | Ctrl + H |

Quick Formatting

Keyboard shortcuts tend to be much faster than mouse/menu combinations, so learning some of them can save you a lot of time. Commonly used shortcuts for formatting include:

| Effect | Command |
|---|--|
| Center | Ctrl + E |
| Left/right justify | Ctrl + L/R |
| Bold/italics/underline | Ctrl + B/I/U |
| Single/double line spacing | Ctrl + 1/2 |
| Undo | Ctrl + Z |
| Copy/cut/paste | Ctrl + C/X/V |
| Adjust spacing (table lines, tabs) more finely than a whole space at a time | Alt + mouse button on the item to adjust |

Changing Page Layout in the Middle of a Document: Section Breaks

Most have struggled with trying to insert a single landscape page into a Word Document, or moving/removing the page number without destroying all the formatting that is already set. The reason is that Word has the underlying philosophy that if you want something changed on page 45, you really meant to change it all the way back on page 1. Fortunately, there are solutions for this. The first is to insert a section break anytime you wish to do something different with the formatting. Use *insert>break>section break types>next page* on the page just before the page you want to format, and on the last page of the section, before it shifts back.

Second, if the change has to do with headers or footers (read, page numbering—style, position, etc.), you need to go to the footer and “disconnect” it from other footers, so it will not affect all the other headers back toward the beginning of the document, or forward to the end. Double click on the page number to enter the footer editing space. Click the button “Link to previous,” and you will see that on your footer, it no longer says “Same as Previous.” Go to the footer for the next section, and also “disconnect” it from the section you wish to modify. Once this is done, any changes made to the numbering in this section will not affect the other sections.

Tips for Specific Problem Areas

Footnotes

Footnotes may be handled slightly differently by different word processing programs. The basic AIIAS idea is to allow some variation in format based on program differences, but to require the student to be consistent. The length of the separator line and the spacing before/after it may vary from individual to individual, but should be consistent throughout your paper.

To achieve continuous footnote numbering for each chapter in Word, you have two options: (1) Make each chapter a separate document (this will work for a while, but not when you need to submit your electronic document to the Library once you have finished); (2) Keep all chapters in one document, but insert a section break at the end of a chapter, as explained above. Then click *insert>reference>footnote*, and choose *restart each section* under *numbering format*. Make sure to *start at 1* (under format), and apply the changes to *this section* (under apply changes).

Page Numbering

Be sure to change the default page number to the same font type you are using for the text. If you need to restart page numbering, leave a page without a number, or paginate a landscape page, insert a section break and make sure that footer is not connected to the others before you continue. If you have a landscape page and need to put page numbers on it, if it will not format automatically, insert a text box with the number in the appropriate position.

Section Breaks

If you need to change from letter to landscape, roman to Arabic numerals, or any other major format change, be sure to insert a section break on the page before the change. This will allow you to have several different format styles together in the same document.

Table of Contents

The table of contents contains the first 3 levels of headings *exactly* as they appear in your paper, and the page numbers on which they are found. There are two basic approaches to creating a table of contents: you can type the titles manually, or have the computer do them for you automatically.

Manual Method

Type the entries you wish to include in the table of contents, and set a tab with dot leaders to create the line of dots. Set the tab by using *format >tabs*. Clear the other tab stops and set one at 5.6" with alignment *left* and *leader2* (the one with dots). Add a second tab at 6.0" with alignment *right* and *no dot leader* to make the blank space before the number. At the end of each table of contents entry, insert a tab, which should create the dot leader. Insert a second tab, which should make the space and right align the page numbers. Additional tab stops should be added at .3" and .6" (left, no dot leader) for indenting the second and third level headings (see below).

| | |
|-----------------------|-----|
| Sample Heading 1..... | 13 |
| Second Level | 65 |
| Third level..... | 134 |

Automatic Method (Word 2007)

The easiest way to create a table of contents is to use the built-in heading styles (preset formatting applied to headings). Microsoft Word has different built-in styles already created. Built-in heading styles in Word will not match the exact heading styles that AUCA requires, however. To solve this problem, you will need to modify them. Once set, however, you may use the styles for your entire paper, so it is worth the 5 minutes to set them up (see instructions below).

To mark entries by using built-in heading styles, use the following procedures.

1. Select the heading in your text to which you want to apply a heading style.
2. On the **Home** tab, in the **Styles** group, click the style that you want.



For example, if you selected a heading in your text that you want to style as a main heading, click the style called **Heading 1** in the Quick Style gallery.

You can also create a table of contents based on the custom styles that you have created. To do this, select a heading or a text from your document. Go to **Home**, open the **Styles** group, and select **Save Selection as a New Quick Style**.

To format the built-in heading style by selecting a specific built-in heading style (for example, *Heading 1*), *left click*, and go to **Modify**. From there, you can format the heading based on the AUCA heading styles.

Creating a table of contents using styles. After you mark the entries for your table of contents, you are ready to build it.

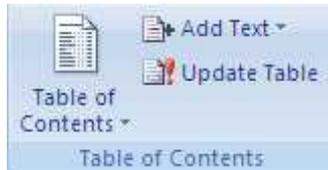
1. Mark all entries for table of contents
2. Click where you want to insert the table of contents, usually at the beginning of a document.
3. On the **References** tab, in the **Table of Contents** group, click **Table of Contents**, and then click the table of contents style that you want.



Note. If you want to specify more options—for example, how many heading levels to show—click **Insert Table of Contents** to open the **Table of Contents** dialog box. Of the formats available, *Formal* works well. After choosing the number of levels, you can modify the TOC1, TOC2, etc., to appear the way you want it by following the formatting suggestions below.

Format the table of contents. If you already have a table of contents in your document, or if you created it without achieving all the formatting you desired, you can change the options. To do this, you need to insert a new table of contents by using the **Table of Contents** dialog box.

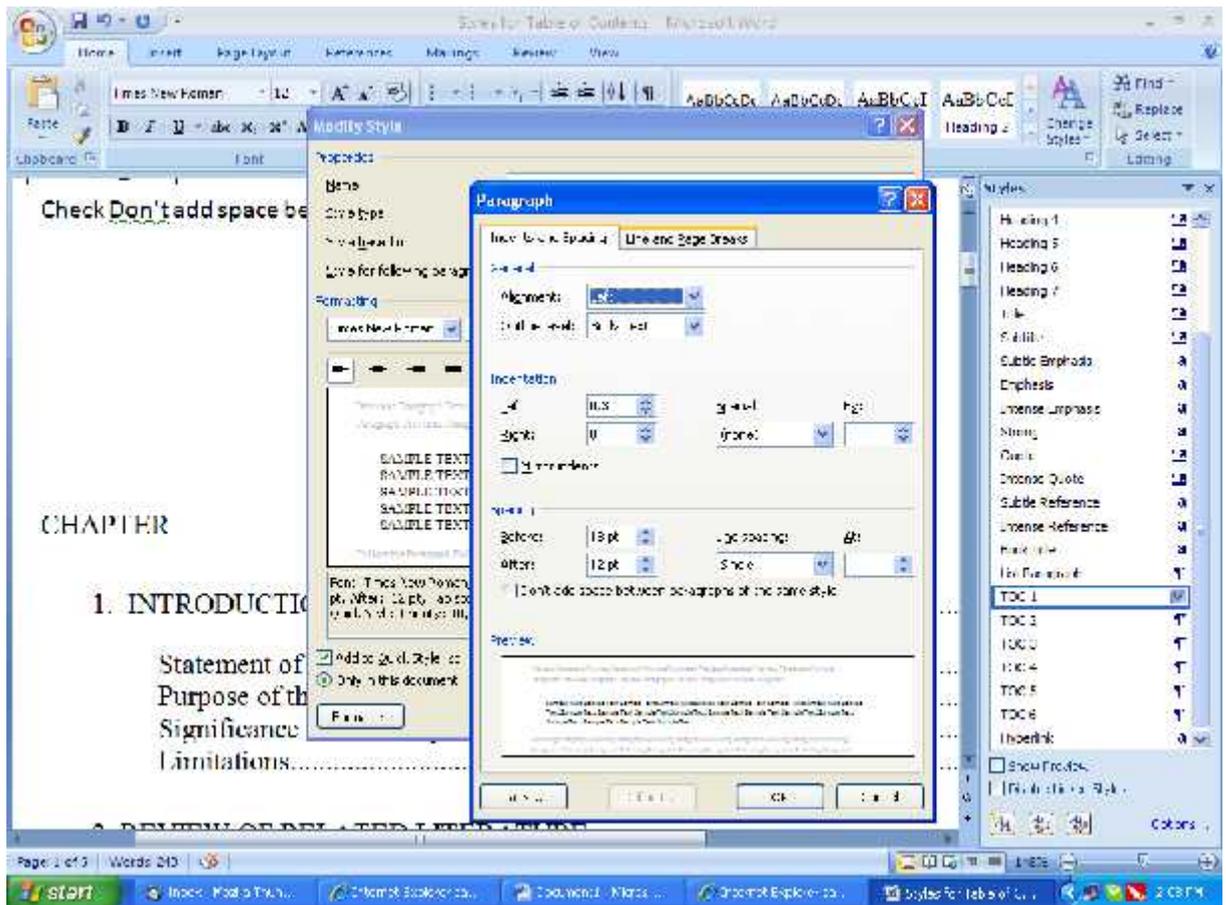
1. Select the existing table of contents.
2. On the **References** tab, in the **Table of Contents** group, click **Table of Contents**, and then click **Insert Table of Contents**.



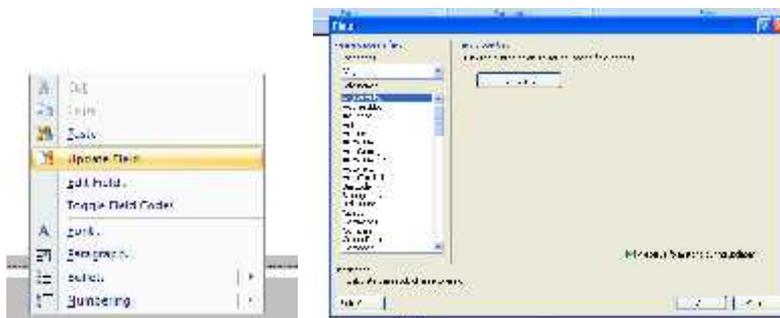
3. In the **Table of Contents** dialog box, do any of the following:
 - To change how many heading levels are displayed in the table of contents, enter the number that you want in the box next to **Show levels**, under **General**.
 - To change the overall look of your table of contents, click a different format in the **Formats** list. You can see what your choice looks like in the **Print Preview** and **Web Preview** areas.
 - To change the way heading levels are displayed in the table of contents, click **Modify**. In the **Style** dialog box, click the level that you want to change, and then click **Modify**. In the **Modify Style** dialog box, you can change the font, the size, and the amount of indentation.
 - The automatic table of contents does not yield a dotted line with a small space before the numbers, as illustrated above in the manual method. As long as the numbers are properly right justified, this space is not required. If you use automatic table of contents generation, you do not need a space between the dot leader and the page numbers.

Modifying the styles for various levels of headings: To modify the built in styles of headings for the Table of Contents: Go to styles and modify. The major changes will about the left indentation. The table below this picture gives details about left indentation for different styles of headings. For an idea of what the screen looks like for working with table of contents headings, see the following page.

| | Style | Spacing | Before | After | Left Indent |
|-----------|-------|---------|--------|-------|-------------|
| Heading 1 | TOC 1 | Single | 18 | 12 | 0.3 |
| Heading 2 | TOC 2 | Single | 0 | 0 | 0.7 |
| Heading 3 | TOC 3 | Single | 0 | 0 | 0.9 |
| Heading 4 | TOC 4 | Single | 0 | 0 | 1.1 |



Updating the Table of Contents: After inserting the Table of contents, the page numbers or the entire table can be updated automatically if you make changes to your headings or if page numbers shift. To update the entire table without changing the format settings, right click anywhere on the Table of Contents and choose Edit Field. Check the box for preserving formatting during updates.



Chapter 11: Appendixes

Appendix A

1. Tips for Making Student Research Publishable

A publishable paper is different in several ways from the typical class paper. Usually it contains primary data, or presents new ideas. Before preparing a publishable article, decide which journal you will submit it to. Study the articles in that journal and the guidelines for authors which the journal provides. These instructions regarding content, format, and submission, must be followed exactly and in detail.

Publishers expect articles to be clear and succinct. An article will be shorter than the paper on which it is based. The basic parts, however, must appear. For a theological paper, the parts are as follows: 1. Introduction (containing statement of problem, purpose, and procedure followed (where the research started, what kinds of sources were used, etc.). 2. A review of literature may or may not be needed. Often that information appears in the footnotes. 3. Analysis of the topic (this may be historical or topical). 4. Conclusion, where the author sets forth the "so-what" of the information presented. The parts of an empirical study are included in the explanation below, which has been prepared for empirical research, however, students preparing an article for a theological or ministerial journal will also find it helpful.

| Student paper | Publishable paper | How to get there |
|--|---|---|
| Can tend to be wordy, unedited. | Tight, no wasted words, highly polished. | Write it, then edit it repeatedly using other readers if possible, until output is high quality. |
| Can appear as if the student is trying to stretch the paper to meet the minimum length requirement. | General feeling that the author has more to say than what will fit and is trying to reduce the paper to meet the maximum length allowed. | Start with a slightly longer paper and reduce it. Often you need to begin with 30-35 pages and reduce to 25. |
| Often lengthy general introduction. | Introduction and Literature Review are usually combined and point to the need for the present study. | Keep introduction short. Write a paragraph or two, and move directly into your study. The introduction must convince readers of the timely relevance of your study and show its place in current research. |
| Literature Review is lengthy, contains a lot of general information, not many primary sources. Often does not give reasons for inclusion of information. | Literature review is focused and relatively brief. It contains mainly primary studies closely related to the research, not general, introductory sources or tangentially related past work. | Read the general introductory studies for your own information, if needed, but do not put them in the introduction. A dissertation contains a general literature review occupying a whole chapter which an article leaves out. |
| Frequent use of poor quality sources, such as general internet articles on a topic, textbook explanations, Wikipedia definitions, etc. | Sources must be recent, and closely related to the study. High quality sources, such as journals, recently published books, and primary studies are used. Review articles can be useful summaries or sources of expert opinion. Breadth is sought to include multiple perspectives. | Seek out high quality sources, especially primary studies that are directly related to your study. Ask more from your sources. Mediocre sources make a mediocre paper. There is plenty out there—make the effort to find the good stuff. |
| Tends to use a lot of quotations, even lengthy ones. | Few quotations, but many references; often multiple ones in the same area reinforcing a point of view or line of research. | Make sure you understand what is being said, and summarize/reduce bulky ideas into smaller spaces using the support of multiple sources. |
| Tends to rely heavily on a few sources | Much more breadth of sources; not overly dependent on a chosen few. | Find out who are the key authors in a field and cite them, but seek breadth, as well as depth. One article per area discussed is not sufficient coverage. |
| Analysis is heavily tied to ideas found in the literature. Little original thought is evident. | Independent thinking is clearly demonstrated; ideas come from the author as well as the literature; value added by the author is clearly demonstrated. | Read more. Think more. Do not write the first thing you see. When you have read more deeply and widely, you will begin to have your own expertise to write about. Be careful to link your own ideas to sources contributing to or sharing perspectives you develop. |
| Plagiarism is not always carefully avoided. Sometimes this is due to poor technique, sometimes because the student does not believe it is important. | Plagiarism has no place here. Quotations and ideas of others are carefully referenced. | This is an area which must be carefully guarded in all papers. Reference carefully at all times; take special care with internet sites to acknowledge authorship correctly. For help with electronic sites, see http://owl.english.purdue.edu/owl/resource/560/10/ |

| Student paper | Publishable paper | How to get there |
|--|--|---|
| Personally created summaries, lists, tables or figures are rare; any found in the text are usually quoted. | Appropriate summaries, figures, tables, or lists are generated when analysis requires some creative form of synthesis to describe what was learned. Figures from others are almost never reproduced. | Seek opportunities to summarize, combine, create, construct, and share ideas in the form of personally created tables, figures, or graphs. These are fine outputs for the analysis you should be doing. Resist the temptation to quote other people's analyses in your paper—just reference them. |
| The referencing style is often followed mechanically, but not well understood. | Evidence is given of clear understanding of the referencing style, be it APA (http://flash1r.apa.org/apastyle/basics/index.htm), Turabian (see http://www.docstyles.com/cmscrib.htm), or SBL. | Follow carefully the style manual indicated by the journal in which you wish to publish. Thoroughly learn the reference style required. Have others who know it well check your paper. |
| Headings are frequent, but not always meaningful. | Headings are carefully planned to divide a piece into sections and subsections. | Edit your headings specifically. Don't overuse them. Consider the organization of your piece so that the headings help structure your article. Ask for expert opinions. |
| Quotations are often introduced in a wordy way that does not show true analysis of what was said. | Quotations are rare; ideas from sources are analyzed and compared with ideas from other sources. The referencing style shows source information, leaving the writer free to make analytical comments. | Practice this. Make sure every word counts. Do not begin sentences with authors' names but rather with ideas. Compare/contrast and synthesize relationship ideas adequately. |
| Often repetitive, loosely organized. | Tightly organized by topic, with each topic being addressed once—no repetition. | Write an outline first; check the organization before you finish. Print the article and check its organization, making sure that all similar ideas are in the same place or are clearly associated by linking terms. Do not repeat yourself. |
| Method section tends to cover several pages. | Method is almost like a formula—it is concise, dense, and short—usually only a page or so. Much of the ethical and data collection details are left out and presumed to be cared for by the author. | From the description of the methodology in your paper, create a more concise explanation, following the norms of the discipline. A dissertation will have much more detail in the method than an article. |
| Analysis is often bulky and repetitive. | Analysis is as concise as possible. Tables and text overlap very little, but rather, complement each other. Comments and references to relevant literature are made when appropriate. | You may need to write out a bulkier data section at first and then reduce it. Do not repeat yourself or describe uninteresting data. Tell the important parts and say that the rest confirmed prior research, was insignificant, or contributed no new knowledge. |
| Analysis tends to be driven by numbers which are sometimes not interpreted adequately and are often awkward to read. | Analysis is written in as simple a language as possible, highlighting meaning, interpreting statistics to confirm trends or hypotheses and practical applications to the ideas of the research study. | Editing is needed here. Early drafts look more like plain SPSS output. Later drafts will read more like a reasoned explanation or expository story, with numbers for support. |
| Conclusion tends to repeat analysis, rather than bringing something new. | Conclusion puts together all the pieces found in the analysis (without necessarily restating them) and analyzes the whole, bringing in references to literature, interested parties, etc. The conclusions are tied to the data, but clearly represent the author's explanation of the meaning of the data. | This requires careful writing, personal critical thinking, disciplined creativity in forming new syntheses suggested by the data and discussion with your advisor. Put your ideas in your writing; test them on your advisor. Write, and be prepared and willing to rewrite. Do not repeat here. Conclusions should be short, meaningful, and powerful. |

Appendix B

2. Sample Turabian MA Project Proposal

The following document is an actual proposal and is reproduced in the form in which it was approved. The dates on which Internet materials were accessed is given in correct Turabian style in the text and the bibliography, of which only two pages have been retained for this example. The title page has been omitted, but the title of the project is the following:

Training Adventist Chaplains in Adventist Hospitals in the United States to Minister to Muslim Patients and Create Muslim-Friendly Hospitals

Background

There are approximately six to eight million Muslims in the United States today, and this figure is increasing steadily.¹ As the population of American Muslims grows, Seventh-day Adventists more frequently encounter Muslims in all areas of life. As followers of Jesus Christ, Adventists are called to love, respect, and minister His compassion to all peoples, including Muslims. Yet without understanding the unique religious beliefs and cultural practices of Muslims, Adventists struggle with fear, prejudices, and ignorance that lead to misunderstandings and hinder ministry to Muslims.

Although some Adventists may never meet a Muslim, some Adventists come into contact with Muslims daily. Among these are the health care providers and chaplains who frequently encounter Muslim patients in Adventist hospitals. In these environments, an understanding of and appreciation for the beliefs and practices of Muslim patients can make the critical difference between providing ineffective care and optimal care. As Adventist health care institutions affirm, this ideal standard requires care for the whole person—the physical, mental, emotional, social, and spiritual aspects.²

In order to provide optimal care to Muslim patients, the entire staff of a hospital needs training so that they can understand the beliefs and practices of Muslims and provide culturally appropriate and holistic care. However, given that there are over 68 Adventist hospitals in the United States,³ jointly employing thousands of staff members, a strategy must be developed that will provide maximal educational potential for each hospital with minimal effort and expense. Such a strategy should require at most one key person at each Adventist hospital, who could be given in-depth training on relating to Muslim patients and then equipped to educate other hospital personnel.

Which member of the hospital staff is best qualified for this purpose? Who is already focused on understanding and ministering to the physical and spiritual needs of patients from

1. M. M. Ali, "Muslims in America: The Nation's Fastest Growing Religion," *The Washington Report on Middle East Affairs* (May-June 1996), 13.

2. The General Conference of Seventh-day Adventists Executive Committee's "Operating Principles for Health-Care Institutions" states: "Christ ministered to the whole person. Following His example, the mission of the Seventh-day Adventist Church includes a ministry of healing to the whole person—body, mind, and spirit. . . . Seventh-day Adventist health-care institutions give high priority to personal dignity and human relationships. This includes appropriate diagnosis and treatment by competent personnel; a safe, caring environment conducive to the healing of mind, body, and spirit; and education in healthful habits of living. It also includes supportive care of the patient and family through the dying process." (Official statement released at the Annual Council session in Nairobi, Kenya, October 1988," http://www.adventist.org/beliefs/statements/main_stat31.html (accessed 27 November 2008).

3. The Adventist Directory lists 74 Adventist hospitals in the North American division; however, this figure needs to be updated, as it does not reflect the current situation (*Adventist Organizational Directory*, 2008, <http://www.adventistdirectory.org> (accessed 28 November 2008)).

various walks of life? This key role is played by the hospital chaplain. Hospital chaplains provide generic spiritual care to people from all backgrounds. They have received specialized training on working in healthcare settings. Finally, hospital chaplains are generally well sensitized to providing whole person care, given that their work requires them to interact with patients and families with various needs.⁴

Yet one final obstacle bars the way from Adventist hospitals being at the forefront of Muslim ministry in the United States. One barrier prevents every American Muslim from saying when sick, “Take me to a Seventh-day Adventist hospital.” The difficulty is this: no training program exists to equip Adventist hospital chaplains to play this lead role in Adventist-Muslim relations.

Statement of Problem

Hospital personnel (including health care professionals, ancillary staff, and chaplains) in Adventist hospitals in the United States are impeded from giving holistic care to Muslim patients and their families by a lack of training on and appreciation for the religious beliefs and cultural practices of Muslims.

Purpose of Research

The purpose of this study is to produce a reproducible training program for Adventist hospital chaplains in the United States that enables them to understand and minister to Muslim patients, as well as educate hospital personnel and advocate for the creation of Muslim-friendly Adventist hospitals.

Justification

1. There is no in-depth training on ministering to Muslim patients and families currently available to Adventist chaplains in Adventist hospitals.
2. Training one key influencer—the hospital chaplain—can impact the entire hospital system.
3. This high-impact training program can be developed and implemented with a minimal amount of effort and expense.
4. Such a program will provide practical opportunities for bridge building between Adventists and the six to eight million Muslims in the United States.
5. Adventist medical institutions could have the distinction of being the most “Muslim-friendly” hospitals in America.
6. This training program is potentially replicable in Adventist hospitals outside of the United States. Because the Adventist health care system has over 160 hospitals and approximately 500 smaller health care entities around the world,⁵ this program could make a global impact on Adventist-Muslim relations.
7. Such a program will help make Seventh-day Adventists the leaders in the Christian world in building connections with Muslims on issues of faith and health.

Definition of Terms

A “chaplain” is a member of the clergy, or sometimes a layperson, appointed to perform religious functions in the armed forces or at a public institution such as a hospital, prison, or college.⁶ Throughout this paper, I will use the term “chaplain” to denote a Seventh-day Adventist chaplain, unless specified otherwise.

“Hospital personnel” refers to all the employees in a hospital. The term includes clinical and therapy staff members such as physicians, nurses, and physical therapists; as well

4. Adventist Chaplaincy Ministries, “Frequently Asked Questions,” n.d., <http://www.adventistchaplains.org/fac-s> (accessed 11/30 November 20/08).

5. Adventist Health, “About Us: Our Heritage of Healing,” Adventist Health website, n.d., <http://www.adventisthealth.org/aboutus/goDocDocument.asp?CN=77&DID=453> (accessed 11/27 November 2008/80).

6. *Webster’s Revised Unabridged Dictionary*. Dictionary.com, s.v. “chaplain,” <http://dictionary.reference.com/browse/chaplain> (accessed 28 November 2008).

as ancillary staff such as clerks, housekeepers, cooks, and chaplains.

“Muslim-friendly hospitals” is the term given to hospitals that have adopted policies that enhance the culturally competent care received by Muslim patients and meet the religious needs and customs of Muslims. In short, these are hospitals that make Muslims feel welcome.

Although the term “holistic care” is frequently associated with alternative, complementary, or allopathic medicine; I will use the term to describe an approach to health and well-being that addresses the whole person. This philosophy sees all aspects of the person as interconnected and advocates for health care that “considers the physical, emotional, social, economic, and spiritual needs of the person.”⁷ Throughout this paper, I will use the terms “holistic health,” “holistic health care,” and “whole person care” interchangeably when referring to this approach.

Delimitations

1. I am limiting my research to Adventist-Muslim relations issues relevant to the context of the United States. Further research will need to be done to adapt and implement this training program in hospitals outside North America.
2. It is beyond the scope of this training program to educate every health care professional and ancillary staff member in every Adventist hospital in America on relating to Muslims. Instead, this training focuses on a select set of key influencers in Adventist hospitals—the chaplains.
3. This study is not intended to produce an in-depth analysis of Islamic medical ethics and health practices but rather provide a practical overview to the general issues.
4. This training program is addressed to Seventh-day Adventist chaplains working in Seventh-day Adventist hospitals. Therefore, it does not specifically address the issue of Adventist chaplains working in other contexts (such as prisons, the military, or universities) nor chaplains of other faiths working in Adventist hospitals.

Procedure

The process of this study will involve a review of available literature on ministry principles used in Adventist-Muslim relations, holistic health care, hospital chaplaincy, and Islamic medical ethics and health practices. I will also research what Muslim-sensitization training, both SDA and other, is already available to hospital chaplains, as well as identify hospitals that have adopted Muslim-friendly policies.

During this early stage I will build contacts within the North American Division’s Adventist Chaplaincy Ministries, with whom I intend to work closely. I hope also to identify and build a relationship with a Muslim chaplain who will be able to offer insights and review my training materials for Islamic accuracy and appropriateness.

Once the research is complete, I will create a timeline for the preparation, piloting, and implementation of the training program. The next step is to prepare training materials on the topics to be covered in training:

1. Reasons why Adventist chaplains are called to provide appropriate care to Muslim patients and their families
The spiritual principles underlying Adventist-Muslim relations
2. Basic Muslim beliefs and practices
3. Specific health beliefs and practices
4. Cultural practices and taboos
5. Practical ways to implement understanding into everyday ministry
6. Muslim-friendly hospitals and ways to advocate for their creation
7. Resources for further information

Part of the materials preparation process requires obtaining any already available resources (handouts, pictures, videos, case studies, modest hospital gowns, samples of materials

7. Kenneth Anderson, Lois E. Anderson, and Walter D. Glanze, *Mosby’s Medical, Nursing, and Allied Health Dictionary: Illustrated in Full Color* (St. Louis: Mosby, 1994), s.v. “holistic health care.”

translated into Arabic or other languages, etc.) that I can use to convey each topic in an interesting and memorable way. In addition, this stage involves designing pre- and post-training assessment materials to track changes in chaplains' knowledge, attitudes, and practices related to ministering to Muslims. Finally, when the materials are fully developed, I will submit them for review by my advisor and a Muslim chaplain.

I intend to run a small pilot training program before implementing the program on a wide scale. This will involve recruiting a set of chaplains and/or a hospital willing to test this training program, conducting the pilot program, soliciting feedback from the trainees, and making any necessary changes to the training program.

The finished training program is now ready to be implemented. It will be made available to all Adventist chaplains at all Adventist hospitals in the United States through the North American Division's Adventist Chaplaincy Ministries. I will continue to use pre- and post-training assessments and participant feedback to evaluate the training program and make recommendations for improvement and expansion.

Theology Tentative outline

Chapter

1. INTRODUCTION

- Background
- Statement of the Problem
- Purpose of the Research
- Justification
- Overview of the Paper

2. LITERATURE REVIEW

- Biblical and Theological Principles Guiding Adventist-Muslim relations
- Holistic Health Care
- Chaplaincy Ministries
 - Overview of SDA Chaplains in the United States
 - Role of SDA Hospital Chaplains in Ministering to People of Other Faiths
 - Current Chaplaincy Training Programs

3. HEALTH BELIEFS AND PRACTICES OF THE MUSLIM POPULATION IN AMERICA

- Demographics
- Basic Islamic Beliefs and Practices
- Muslim Health Beliefs and Practices
- Cultural Practices, Taboos, and Complimentary Medicine
- Muslim-friendly Hospitals

4. STRATEGY

- Preparation
- Implementation
 - Pilot Training Program
 - Finalized Training Program
- Evaluation

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

- Summary
- Conclusions
- Recommendations

APPENDIXES

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Appendix C

3. A Student's Chronological Guide to Empirical Research

The three stages for producing an empirical research project/thesis are the preliminary stage, the committee stage, and the completion stage. The responsibilities of the student at each stage are delineated below.

A. Preliminary Stage

Much or all of this stage may be completed while a student is enrolled in classes full time: there is no need to wait until after completion of coursework to begin the research phase.

1. Complete the AUCA research courses specified for the degree.
2. Search for topics.
3. Read widely in areas of interest.
4. Discuss possible topics with the program director and other professors.
5. Choose a viable topic in consultation with the program director.
6. Select a research advisor in consultation with the program director. Work with the research advisor to select a balanced committee, which normally consists of three members.
7. Work with the research advisor first, then with the whole committee to design the study, then to develop and refine the Topic Request (get a Topic Request form from the Dean's Secretary).
8. When the proposed thesis committee feels the document is ready, the chair should submit the completed Topic Request form along with five copies of the Topic Request to the Department/Program Committee for committee approval. The five copies will be forwarded, with the Departmentally-approved Topic Request form, to the Dean's Office for distribution to the Research Committee members.

B. Thesis Committee Stage

Proposal Stage:

1. No data can be collected before the completion of this stage, which is marked by the acceptance of the research proposal.
2. Locate materials needed for the development of the first three chapters of the thesis. Read and take notes, being careful to fully document all sources and direct quotations including the page number.
3. Develop and secure the advisor's approval for a timetable for the major stages of the research process. Take into account committee members' travel schedules, teaching loads, vacations, or other appointments requiring long absence from the campus. If the absence will be detrimental to timely progress, ask the research advisor to arrange for someone to fill in during the absence of the committee member.
4. Write the thesis proposal one chapter at a time, presenting each chapter first to the research advisor and then when the advisor indicates that it is ready, to the committee members.
5. Rewrite and edit as indicated by the research advisor, after reviewing committee members' suggestions.
6. When the research study has developed to a stage where the research questions and the methods to be used are defined (including population, instrument and data collection procedures), the advisor will indicate that it is appropriate to initiate informal approaches to potential data collection sites to determine whether participation in the research would be contemplated.
7. Check all writing, including quotations, references, tables, and figures, as well as the reference list for accuracy and for conformity with APA form and style.
8. Submit the complete proposal to the research advisor, then to the committee for approval. The advisor may request an electronic copy at some point, to submit for plagiarism analysis. This is a normal step, and does not mean you are suspected of any wrongdoing.
9. Make any corrections indicated and resubmit. Resubmit until the committee is satisfied.
10. When thesis committee indicates readiness, the advisor will call a formal meeting of the thesis committee to discuss any concerns and to set a date for the proposal approval.

11. Once the proposal is ready for approval, it is time to seek Ethics Review Board (ERB) clearance.
12. The proposal approval is a closed meeting with the student, the thesis committee, and the Dean or someone designated by the Dean. The approval consists of a short (usually 10-minute) formal presentation which synthesizes the motivation for the study, the methods to be used and the reasons why the study is important, followed by questions from the committee.
13. After the proposal approval, revise the proposal as indicated by the thesis committee. The committee will sign the Proposal Approval form immediately following the meeting, but there are additional signatures which will only be added once everything is revised according to the recommendations. When the proposal is approved, ERB clearance is secured, and the instruments are perfected, the advisor and methodologist will sign to permit data collection.
14. Editorial approval may begin at any time, but should not wait much beyond the proposal. Correct your mistakes before they become habits, and before you have made them in all five chapters.

Data Collection, Analysis, and Writing Stage:

14. This is now the time to secure formal permission to conduct the study. Permission needs to be requested from appropriate authorities as soon as the thesis committee has accepted the proposal and given approval to both the final form of the instrument/s to be used in the study and the permission letter/s.
15. Proceed with the data collection and writing stage after receiving written approval from the thesis committee.
16. Review the timetable, with the advisor, adjusting it, if necessary, to take into account variation in progress vis-à-vis the original plan, committee travel schedules, teaching loads, vacations, etc.
17. Collect data. Consult the methodologist for advice and approval of the form of data coding and computer entry of the data set for analysis. During analysis and writing of the Results/Data Analysis and Conclusions chapters, consult with the methodologist and other committee members to avoid extensive rewriting.
18. Proceed with writing as in the Proposal stage, working closely with the advisor, then the committee for revisions and suggestions. Recheck references, etc., for accuracy and APA style. Resubmit until the committee is satisfied. As with the proposal approval, the committee will meet formally and agree that the document is ready to proceed to the editor, then on to the defense.
19. Through the advisor, submit the entire work to the editor for double-checking. Use the Checklist provided to check for common errors before submitting your work. If there are many errors, the editor may ask the student to edit the paper before accepting the work.

C. Completion Stage

1. Work with the advisor to adjust the timeline for completion of the thesis, allowing sufficient editing time and meeting time specifications set by AUCA for events preceding the proposed graduation date.
2. When the research is complete, the committee should again meet to agree on readiness for defense and discuss potential external examiners (where appropriate). Once the editor's approval has been secured, defense-ready copies should be made for every member of the committee, including a copy for the Dean and everywhere, where appropriate.
3. At this point, a defense date can be scheduled, which must be at least 2 & 3 weeks after the documents have been handed in. The defense must take place at least 3 & 4 weeks before the student's graduation.
4. Once the thesis is with the committee, prepare an abstract of the thesis of approximately 350 words (120 for a thesis). Work closely with the advisor to prepare and polish the presentation which will be made to the defense committee.
5. The thesis defense usually follows the format below:
 - a. A 20-30-minute presentation of the major points of the research.
 - b. Questions from the defense committee to which the candidate must respond.
 - c. The executive session, during which the candidate and visitors leave the room.

- d. The announcement of the committee's decision, to the candidate.
6. After the successful oral defense, final corrections are made and handed in to the research advisor or other designee.
7. Once the advisor is completely satisfied with the corrections, the thesis is submitted to the AUCA editor for final checking. This submission must take place at least three weeks before graduation, to allow time for editing. The editor will return the thesis to the advisor, who works closely with the student to make changes at this stage. The student makes the corrections indicated by the editor and receives the final release from the editor.
8. When the editor has signed the approval form, the thesis/dissertation returns to the advisor, who signs the signature page of the thesis and takes it, together with the approval form, to the Dean's office for the final approval signature for copying/ binding.
9. Make a copy of the completed signature page and submit it to the Registrar. This must be submitted at least one week before graduation.
10. The original signature page form becomes part of the student's copy of the thesis. Make the required number of copies of the document (5 copies), and have them bound. Three copies of the thesis go to the library, one to the Dean, and one to the advisor. The original is for the student.
11. Copying and binding is done in consultation with the Dean's secretary and submission of the electronic copy is done in consultation with the editor and the Systems Librarian. Final Clearance signatures may be secured from the Dean and the Library once all these copies have been submitted.

Appendix D

4. An Advisor's Chronological Guide to Empirical Research

1. Upon accepting to chair a research project/thesis committee, the research advisor helps the student put together a committee of individuals who are interested in the proposed research and able to contribute to it. At least one member should be experienced in the content area, and at least one should have experience in the proposed methodology. Courtesy suggests discussing the proposed topic and committee composition with the Department Chair.
2. Guided by the research advisor, the student designs his/her study. The advisor should be proactive, as many students are hesitant to approach their advisor when they are unsure of what to do. At this stage the committee should be active, meeting with the student, methodologist, and advisor, as well as consulting with individuals not on the committee. The writing of the Topic Request is secondary to the design. To make a good design, the student needs to read enough to know what research has been done, and what "gap" in the literature needs further study. As this becomes clear, the student writes the Topic Request, which is revised by the advisor, then by the proposed committee.
3. The Topic Request needs to have enough detail on it to know if the study constitutes original research, has a reasonable design, and addresses basic ethical concerns. If the research instrument has been chosen, it should be included. Once the committee is satisfied, they sign the topic request, indicating their acceptance of the document AND their willingness to serve on the committee. The presentation (format, grammar, organization) of the topic request should be indicative of the quality of work that can be expected in the completed thesis. Five copies of the Topic Request must be submitted to the Department Chair for departmental committee approval and forwarding to the Dean's Office and the Research Committee. The committee composition is approved by Department. AdCom approval is also necessary if the study involves AUCA participants; this is indicated by the Department. The Research Committee that approves the Topic Request is made up of the three committee members chosen by the Faculty.
4. Once the topic is approved, the advisor works with the student and the committee to put together the proposal, which is usually the first three chapters of the thesis. This is also the time to finalize details about the instrument to be used, and to secure any formal permissions needed from organizations or institutions.
5. If the research advisor is unavailable for a period of time, he/she should arrange for someone to lead out during the absence. Any committee changes should be addressed through the Department.
6. As part of the process of editing a student's work, it is normal for the advisor to request an electronic copy of the document, and to submit it to a plagiarism-detection service for review. This step may be repeated at any time during the research process.
7. A student's work may be submitted to the editor at any point the advisor recommends. It may be wise to submit a document near the beginning of the process, so that a student can learn the types of errors that must be corrected. It is easier to prepare a clean document than to make corrections after the fact, so early advising is wise. The Research Writing Center, is a good place to obtain help with writing and formatting issues.
8. When the research advisor is satisfied with chapters 1-3, they may be given to the entire committee. Some committee members prefer to receive research one chapter at a time. Expectations of this nature should be discussed and agreed on by the committee as they work together. When the committee agrees by consensus that the student's document is acceptable, the proposal approval may be scheduled.
9. The proposal approval is a closed meeting with the student, the thesis committee, and the Dean or his/her designee. The student briefly presents (10 minutes) a summary of the purpose, research questions, goals, and methodology of the study. Committee members then ask questions to clarify doubts relating to any of these issues, or note organization, format, clarity, or language problems. If the proposal is accepted, the members of the committee sign, usually with a list of recommended corrections, which the research advisor supervises. Once the advisor is satisfied that the revisions are completed, he/she signs permission for the document to be sent to the editor.
10. Once the proposal is considered ready for approval, the student should complete the form for the Ethics Review Board (ERB). This approval is needed before the proposal approval is truly finalized. If it is needed, the ERB committee will process it. After ERB approval, when the advisor and methodologist are satisfied with the instruments and the method, they sign their approval for the student to collect data.

11. As the student works with the data, the methodologist will become more involved, particularly in helping the student enter and format the data, and do the preliminary analyses. However, the advisor should still be the first point of contact, and should at least do a preliminary check of documents for logic, grammar, format, etc., before they go to the methodologist.
12. As the thesis process draws to an end, the student will spend more time waiting for editing, which can be frustrating. Try to see that the student has something to write/do while waiting for revisions (the defense presentation, curriculum vitae, abstract, final check of references, etc.). Be sure to discuss deadlines with the student and make sure they can be met reasonably.
13. Preparation for the defense requires committee consensus and the AUCA editor's approval. Wise direction will mean less delay at this point. If chapters 1-3 have been approved, major delay can be avoided. There are peak times for the editor; try to utilize off-peak moments whenever possible. Once all permissions are secured, multiple copies of the defense-ready document must be turned in to the Dean's office together with the *Defense Report* form. At this point, the defense can be scheduled. A thesis committee is given two weeks to review it before the date of the defense.
15. Students must access the editor through the thesis advisor. The document should be as clean as the committee can make it before it goes to the editor. The *checklist* must be attached with signatures showing that the student and the advisor have checked the document for common errors before presenting it to the editor. If multiple errors are found in the document, the editor will return it to the advisor with explanations of what must be done before resubmission. Faculty are reminded that the editor's job description includes serving as a resource person if faculty have questions about proper format, and final editing of the thesis.
16. The research projects/ theses defense is an open meeting, to which the public should be invited. The Dean's office arranges the venue, schedule, date, and prepares public announcements of the defense. The student presents a formal 20-30 minute summary of the research, including the motivation, research questions, major findings, and recommendations. The advisor should work closely with the student to polish the presentation and plan for smooth delivery; giving counsel about how to select and emphasize the most important aspects of the study, kinds of questions to expect, and the nature of the proceedings in general.
17. The student will often prepare power point slides to assist in the defense presentation, which should be summative, rather than exhaustive. The slides should support, rather than replace, the student's presentation, which should focus on findings and conclusions. The student is responsible for this presentation but the advisor should support the process. Electronic equipment used for the defense needs to be in place and tested at least 15 minutes before the defense.
18. After the defense, the committee signs the Defense Report form, and the advisor supervises revisions and does not sign the research signature page until the document is ready for binding. When the advisor considers that all corrections are made, he/she signs the bottom of the Defense Report form and sends the document to the editor for one last check. The final document must be given to the editor no less than three weeks before graduation. After the editor signs, the advisor signs the signature page of the thesis, followed by the Dean, after which the copies are made and the document is sent for binding. The advisor holds both the Defense Report and the signature page until the final signatures are in place. A copy of the signature page with all signatures on it must be in the Registrar's office no later than one week before graduation. Students who have handed in the signature page to the Registrar's Office before registration do not need to register for the next term.

Appendix E

5. Capitalization Rules for Theological Terms

| Names of the Trinity | Case |
|---|-------------|
| the Trinity, Deity, Triune God, God, Father, Creator, Jehovah, the Source | Upper |
| Jesus, Christ, Son, Savior, Lord, Son of God, Lamb of God, the Word, Messiah, Prince of Peace | Upper |
| Heir, High Priest (but as a high priest, an heir) | Upper/lower |
| Son of Man, King of Kings, Lord of Lords (as an eschatological title) | Upper |
| Son of man, King of kings, Lord of lords (for general theological discourse) | Upper/lower |
| Holy Spirit, Comforter, Spirit, Paraclete | Upper |
| Derivatives of the Trinity | |
| kingship, sonship, heirship, messiahship, fatherhood, divinity, theology, messianic, christological, divine | lower |
| Christlike, Christian, Christology | Upper |
| Personal Pronouns for God | |
| He, Him, His | Upper |
| People of the Bible and Early Christian Era | |
| the apostles, the disciples, the patriarchs, the prophets, the apostle Paul, the prophet Daniel | lower |
| the Church Fathers, the Fathers, the Twelve, the Seventy | Upper |
| Gentile, Jew, Jewish | Upper |
| Creeds | |
| the Apostles' Creed, the Augsburg Confession, Luther's Ninety-five Theses | Upper |
| Names for Scripture and Parts of Scripture | |
| Bible, Scripture(s), Septuagint (LXX), Masoretic Text (MT) | Upper |
| God's Word, Word of God (an unqualified name for Scripture) | Upper |
| God's word, word of God (general theological discourse) | lower |
| biblical, scriptural, a psalm | lower |
| Old Testament (OT), New Testament (NT) | Upper |
| all books of the Bible (Exodus, Matthew) | Upper |
| the Pentateuch, the Prophets, the Writings (as part of the Hebrew Bible) | Upper |
| the Psalms, the Shepherd Psalm, the Gospels, the Fourth Gospel, the Synoptics | Upper |
| the Epistles (referring to a specific collection), the Apocalypse (referring to Revelation) | Upper |
| the Pauline Corpus, the Epistle to the Hebrews, the Epistle of Jude | Upper |
| the epistles of Paul (for general discourse) | lower |
| the Decalogue, the Ten Commandments, the Ten Words, the Lord's Prayer | Upper |
| the parables, the parable of the lost coin (for general discourse) | lower |
| the Parable of the Prodigal Son (when used as a title), the Sermon of the Mount, the Olivet Discourse | Upper |
| the Great Commission (unqualified) | Upper |
| the great commission of Christ to his disciples (general) | lower |

| The Church | Case |
|--|-------------|
| the church (general discourse about the Christian church) | lower |
| the church (referring to any church body, but not by name) | lower |
| the Church (as a concept [rarely used]) | Upper |
| the apostolic church (designating a particular era) | lower |
| the New Testament church (designating a particular era) | lower |
| Denominations | |
| the Lutheran Church, the Seventh-day Adventist Church | Upper |
| Churches by Location | |
| the Atlanta church (not official name) | lower |
| the European church (not official name) | lower |
| Official Names of Churches | |
| the Clear Lake Seventh-day Adventist Church (official name) | Upper |
| the Sligo SDA Church (Official name, SDA abbreviated) | Upper |
| Bible Events and Times | |
| Special, unique events, when unqualified appear in capitals. When qualified, they appear in lowercase. | |
| the Creation (unqualified) | Upper |
| the creation of the world (qualified) | lower |
| the Incarnation (unqualified) | Upper |
| the incarnation of Christ (qualified) | lower |
| the Atonement (unqualified) | Upper |
| the atonement for mankind (qualified) | lower |
| the Crucifixion (unqualified) | Upper |
| the crucifixion of Christ (qualified) | lower |
| the Resurrection (unqualified) | Upper |
| the resurrection of Christ (qualified) | lower |
| the Exodus (unqualified) | Upper |
| the exodus of Israel from Egypt (qualified) | lower |
| the Flood, the Deluge (unqualified) | Upper |
| the flood of Noah (qualified) | lower |
| the Second Advent, the Second Coming (unqualified) | Upper |
| the Parousia (unqualified) | Upper |
| the second coming of Christ (qualified) | lower |
| Bible Doctrines for General Reference (examples) | |
| the millennium, the sanctuary, the state of the dead, the mark of the beast, the second coming of Christ | lower |
| Bible Doctrines as Topics (examples) | |
| the Investigative Judgment, the Seal of God, the Law of God, the Nature of Christ, the Christian Life | Upper |
| Theological Terms | |
| the plan of salvation, the plan of redemption | lower |
| the Gospel (unqualified; as a concept—rarely) | Upper |
| the gospel of Christ, the gospel of grace (qualified) | lower |
| the Third Angel's Message (as a title) | Upper |
| the third angel's message (general), the three angels' messages (general) | lower |
| the Sabbath (seventh day of the week) | Upper |
| the ceremonial Sabbaths (Mosaic) | lower |
| the Spirit of Prophecy (collected writings of E. G. White) | Upper |
| the spirit of prophecy (Rev 19:10) | lower |

