AIIAS

GRADUATESCHOOL

WRITING AND RESEARCH MANUAL

Edited by Prema Gaikwad

Adventist International Institute
of Advanced Studies
Graduate School and Seminary

GRADUATE SCHOOL WRITING AND RESEARCH MANUAL

Edited by: Prema Gaikwad

This manual is based on and adapted from the AIIAS Research Standards and Writing Manual originally collated and edited by Shawna Vhymeister based on the Creative Commons 3.0 “Attribution-Noncommercial-Share Alike” License.

Published by:
Adventist International Institute of Advanced Studies
Lalaan 1, Silang, Cavite, Philippines

If you need to adapt this work to the needs of your school, please contact the publisher at **press@aiias.edu.**

Editor: **Prema Gaikwad**
Contributors: **Godwin Aja, Alina Gabriela Dumitrescu, Prema Gaikwad Donie Ver Medalla, LeRoy Ruhupatty**
Consultants: **Leni Casimiro, William Green, Kepha Pondi, Kenneth Swansi**
Copy editor: **Donie Ver Medalla**
Layout: **Christian Rodelas**

Foreword

Scholarship is an integral part of the AIIAS Graduate School contributing greatly to the mission of the institution. More recently, a manual exclusively for the Graduate School was found to be important, focusing on the APA style. A set of writing and research guidelines that all scholars of the Graduate School use can keep the quality of scholarship consistent. *The Writing and Research Manual* is intended to fulfill this purpose.

This manual is based on the 7th edition of the APA manual. Also, a considerable part of it is based on *AIIAS Research Standards and Writing Manual* edited by Shawna Vyhmeister. Kepha Pondi has contributed to the chapter on the ethical aspects of research. Thanks to Danny Rantung, the recent past dean of the Graduate School, for initiating this project; Godwin Aja and Alina Gabriela Dumitrescu for their valuable insights and content contribution; Leni Casimiro and Kenneth Swansi for their leadership in mobilizing the steps to completion; Donie Ver Medalla, the Graduate School editor, for his contribution to editing and content contribution; Anup Dominic and Godwin Kato for their feedback on the manual draft; Lyra Ilagan for her assistance with indexing; and Ronelda Ejercitado for assistance with the final draft procedures. Thanks also to Christian Rodelas and Bruce Sumendap for their help in the layout of this manual.

Prema Gaikwad, PhD

Editor

TABLE OF CONTENTS

1. INTRODUCTION **6**
Style Versus Format 6
Academic Writing Versus Research Writing 7

Part I Academic Writing **9**

2. TYPES OF ACADEMIC WRITING AND RESEARCH WRITING **10**
Course Related Writing 10
Program Culmination Related Writing 12

3. THE CONVENTIONS OF ACADEMIC WRITING **17**
Organization of the Paper 17
Writing Style 17
Verb Tenses for Research Writing 19
Electronic Sources 20
Finding Quality Sources 20
Crediting Sources 21
Avoiding Plagiarism 22

4. THE MECHANICS OF ACADEMIC WRITING **24**
Spell-checker and Grammar-checker 24
Format 24
Referencing 27
Writing Mechanics 28

5. REFERENCING IN APA STYLE **34**
In-text References and Examples 34
Reference List and Examples 40

6. AIIAS STANDARDS IN FORMATTING AND SAMPLE PAGES **77**
Specifications 49
Sample Pages with Details 50

7. COMPUTER FORMATTING FOR WRITING **77**
General Instructions 77
Keyboard Shortcuts 78
Document Setup 79
Table of Contents 82
List of Tables and Figures 85

Part II Research Writing **86**

8. SCHOLARSHIP AND RESEARCH **87**
Graduate School Research Agenda 92
Review of the Literature 92
Theoretical Framework Versus Conceptual Framework 92
Research Contribution 92
Types of Research Paradigm 94
A Model for Organizing Research Methodology 95

9. ENTITIES OF RESEARCH SUPPORT **97**
The Research Committee 97
The Graduate School Editor 101
The Writing Center 101

10. THE PROCEDURES OF CULMINATING RESEARCH **102**
Steps in Completing Research 102
The Editing Process 107
Deadlines and Requirements 108
Defense Procedures 109
End of Thesis/Dissertation to-do List 112
Additional Research Information 114
Sample Timelines 114
Forms 116

11. MAKING RESEARCH PUBLISHABLE **118**

12. RESEARCH ETHICS GUIDELINES **122**
Ethical Considerations Before Conducting the Research 122
Ethical Considerations During the Research 125
Ethical Considerations After the Research 130
Ethics Review Board 131

APPENDIXES

Appendix A: Sample Forms, Templates, and Checklists 135

Appendix B: Sample Rubrics 152

Appendix C: Additional Resources 163

CHAPTER 1
INTRODUCTION

Scholarly writing is a requirement for graduate studies. It is an important part of the culminating phase of graduate work. Such writing requires critical thinking, organizing and evaluating information, synthesizing ideas, and original thinking from the writer. This manual presents the standards and procedures for the types of academic and research writing carried out in the Graduate School. The purpose of this manual is to guide all those concerned in the writing and research production in the academic setting.

Departments of the Graduate School may have additional requirements or may specify requirements in great detail. The manual has two parts: Writing (Chapters 2-7) and Research (8-12). Unless otherwise specified, this manual serves as the standard for academic works, as approved by the Graduate School faculty.

Style Versus Format

The difference between style and format is important to consider as one sets out to do writing and research in the Graduate School. Carefully note the details and use the tips right from the start of your writing and research endeavors. Here is a short description of each of these concepts.

Style

Style refers to accepted academic writing styles such as APA, MLA, Turabian, and SBL which provide guidelines regarding academic writing conventions. Such writing is formal, devoid of biased language, and presented with evidence in terms of references to theories or previous findings. Style denotes the approach to make writing evidence-based and objective, including the credibility of sources. Here are some specific examples related to style: how to write in-text citations for the sources, when to write numbers as words or figures, when to capitalize, and how to prepare a reference list. The Graduate School recommends the **APA style** in all coursework and culminating activity-related writings. Having a uniform style helps prevent the use of varied individual styles and ensures that similar contents are put in a specific order within specific sections. The source of the style is as follows:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Format

The Graduate School follows specific standards for format of all papers, theses, and dissertations. The format requirements in this manual take precedence over requirements in the APA manual. These format requirements are considered standards for all academic and research writing. Format issues include (a) margins

and spacing, (b) the institutional title page, (c) the order and layout of preliminary pages, (d) placement of page numbers, (e) headings and subheadings, and (f) the display of tables and figures.

Academic Writing Versus Research Writing

Academic writing and research writing overlap considerably. While all research writing is academic writing, not all academic writing may be research writing. Academic writing may include non-research activities such as course-related writing (e.g., essays or portfolios) or program culminating items (e.g. projects or program portfolios) that require a formal, organized writing style that has a formal tone and style. The aim is to aid the comprehension of the reader.

In all academic and research writing, the writer is expected to understand the subject matter well, provide facts to support shared views and claims, and include proper citations and references. The structure should be coherent and written in a logical order, integrating the relevant points and content using suitable language and tenses that are clear, concise, and balanced. The main goal of academic and research writing is to inform your reader about specific ideas or concepts relevant to your discipline. It is not written for entertainment. Such writing includes the use of a specific style that greatly differs from other types of written communication. Therefore, the language is formal and scientific, based on evidence not just personal opinion, and structured for a community of scholars to communicate meanings. All the academic and research writing in the Graduate School should be formatted using the guidelines described in this manual.

Part I: Academic Writing

CHAPTER 2
TYPES OF ACADEMIC WRITING AND RESEARCH WRITING

This manual presents guidelines for two major types of scholarly writing as applicable to Graduate School needs. They are course-work-related and program culminating related writings. Each of these types of academic writing is described below.

Course Related Writing

You may be asked to write class assignments of various types such as a reaction paper, term paper, or case study, depending on the course. For these types of written assignments, you will need to learn and follow the standard conventions. University and college courses emphasize expository writing, which refers to–writing that describes or tells. Expository writing tasks may also often include external literature. Table 1 shows some of the typical types of assignments.

Table 1

Types of Course-Work-Related Writing Assignments

Type of Assignment	Description	Criteria for Assessment	Example
Article Summary	For objectively restating the key ideas of a paper using your own words	Accurate, factual information of what the author is saying	A student writes a one-page summary of an article on public health, education or business.
Case Study	1. For assessing and analyzing, in details, a case or a group of cases and drawing a conclusion 2. A paper, usually 10 to 30 pages long 3. The paper includes an introduction (background), the written case, analysis of factors affecting the case (socio-economic, cultural, religious, organizational, etc.), interpretation of business/educational/	1. Clarity and precision of case presentation 2. Issues to be studied clearly derived from a case 3. Coverage of related items in the analysis 4. Depth of interpretation 5. Clear synthesis of analysis and interpretation Integrative, application, educational action	A student analyses a case study on a pertinent issue in public health, education or business.

	health aspects of the case, synthesis of analysis and interpretation, and recommended action derived from the synthesis.		
Course Portfolio	For showcasing the learning experiences and outcomes of the course.	1. Content selection and organization 2. Correspondence to course outcomes 3. Personal reflection 4. Other specific criteria as given by the course instructor 5. A rubric is provided in Appendix B.	A student compiles a portfolio that showcases the learning experiences of the course Inclusive Instruction
Critical Analysis	For sharing a brief explanation of the reaction to a video watched, reading assignment, or an issue of interest related to the course	1. Accurate representation of the gist of the video or written work such as a journal article 2. Own analysis of the usefulness and agreeable/ disagreeable ideas 3. A rubric is provided in Appendix B.	A student writes a one-page response to a public health, education or business-related video they watched.
Essay	1. For exploring a topic in depth 2. Class paper, 1-10 pages. 3. In-text references are used for all the sources. 4. A reference list is usually required. 5. An introductory paragraph/section charts the direction of the paper. 6. Summary and conclusions appear at the end	1. Direction/problem clearly stated 2. Clear, evidence-based thinking 3. Coherent arguments/ logical flow 4. Summary reflects the main points in the body of the paper 5. Conclusions appropriate to the body of the paper 6. Appropriate referencing	A student explores a topic and expresses his/ her opinions in public health, education or business-related issues.

Term Paper	1. For a class assignment, in the form of a major scholarly paper (usually without primary data), 15 to 25 pages, enough to cover well the problem being considered 2. An introduction, containing statement of the problem, purpose, delimitations, and/or presuppositions is obligatory. 3. The paper must end with a summary of the major findings and the conclusions derived from them. 4. References are needed for all quotations, citations, and allusions. 5. A reference list is required.	1. Clear statement of problem and purpose 2. Satisfactory coverage of a topic 3. Critical thinking 4. Coherent thought flow 5. Conclusions logically derived from evidence 6. Documentation (referencing) 7. A rubric is provided in Appendix B.	A student defines and explores a subject area in public health, education or business.

Program Culmination Related Writing

The Graduate School students are required to write a thesis or dissertation, depending on the program they are enrolled in. Thesis and dissertation consist of approximately 70-120 and 150-250-page scholarly manuscripts of primary research, respectively. The research may include data from questionnaires, interviews, observations, archival records, census reports, government documents, and photos, among others. The thesis/dissertation is typically divided into five chapters and must include an introduction and conclusion. Students must adhere to Graduate School guidelines on thesis/dissertation writing. The thesis/dissertation topic must be approved by the student's department and the Graduate School. Other types of culminating work are also included in the Graduate School academic programs. Table 2 presents guidelines on the types of program culminating related items.

Table 2

Types of Program Culminating Related Writing Assignments

Type of Assignment	Description	Criteria for Assessment	Example
Action or Practical Project	1. Projects in the form of a book, a media development or a digital production, a curriculum, a seminar, or a workshop. 2. Some projects may include data collection and analysis 3. The practical project must reflect a high level of scholarship. 4. The project is usually a departmental endeavor. 5. Each project consists of (a) a formal topic proposal; (b) 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 (c) the formal reporting of the entire undertaking, including the conclusions and implications of the study. 6. Projects that include data collection may require additional controls. 7. Steps to follow in the execution of a project vary due to the flexible nature of the project: consult your academic, research advisor, and/or department. 8. Generally, the project must be written in the approved format outlined in this manual.	1. Define the problem 2. Review literature 3. Design the program 4. Prepare materials and resources 5. Implement the program 6. Evaluate the program 7. Report 8. A rubric is provided in Appendix B.	A student chooses an action-oriented project relevant to public health, education or business and plans, implements, evaluates and presents a report.

Dissertation	1. A major study, longer and more complex, designed to contribute new knowledge/practice to the scholarly community, and is usually 150-250 pages long. 2. It seeks to answer a question, develop a theory, or advance a position and sustain it by argument.	1. Well-chosen problem/ purpose, clearly stated in the introduction 2. Significance of the topic because of contribution to the field 3. Demonstration of its knowledge of related literature 4. Judicious use of sources 5. Control of personal bias 6. Knowledge of needed tools (foreign language, statistics, computer, etc.) 7. Logical sequence, unity of each section 8. Appropriate bridges between sections 9. Appropriate design/ sampling methodology 10. Exploration of complex relationships/ associations 11. Original thought that contributes to academic discussion/ practice 12. Concise explanation and interpretation of findings 13. Clear conclusions, reflecting the research problem and purpose of the study 14. Answers to the research questions are adequately supported	A doctoral student identifies a problem or question with the aim of contributing to the body of knowledge in the area of education or business.

Program Development	1. Program or curriculum development often makes use of an action research design. 2. The purpose of action research is to improve the program, curriculum or practice by the person conducting the study.	1. Define the problem 2. Determine and describe the population 3. Set goals and objectives 4. Review the literature 5. Design the program 6. Prepare materials and resources 7. Implement the program 8. Evaluate the program 9. Write the paper	A student conducts an action research and writes-up a program in public health, education or business.
Program Portfolio	1. A major culminating work in some of the pro grams that showcase the accomplishment of pro fessional competencies 2. It is the result of a cumulative collection of artefacts that reflects the major learning expe riences throughout the program.	1. Content selection and organization 2. Correspondence to program competencies 3. Personal reflection 4. Other specific evaluation criteria as reflected in the program portfolio rubric (see Appendix B). 5. An oral presentation of the portfolio is included for evaluation. See the presentation rubric provided in Appendix B.	A student completes a portfolio that presents the learning experiences in the seven program competencies in the PhD Educational Administration
Project	1. The project may take many different forms (see the next item below). 2. All projects must be approved at the proposal stage. 3. Field work is usually re quired for a project.	1. Clear introduction to the project 2. Significance of the project 3. Quality documentation on what was done 4. Logical statement of conclusions and recommendations	A student chooses a project relevant to public health, education or business and plans, implements, evaluates and presents a guided report.

	4. The writing of the project follows the same style of research writing as that required by other papers.	5. A rubric is provided in Appendix B.	
Service Learning Portfolio	1. Student initiated activities that contribute to professional growth 2. Consists of 100 hours (40mhours for graduate certificate programs) of community service 3. May consist of a single activity or several activities 4. Requires consultation with the academic advisor	1. A running list of activities (see the service learning form in Appendix A) 2. An e-portfolio includes and introduction, a description of activities 3. Includes pictures, personal reflections and comments 4. A rubric is provided in Appendix B.	A student presents a service learning portfolio that showcases the sustained community activities in adult literacy
Thesis	1. A major paper containing original discovery, integration, application, or curriculum/program development implications for the completion of a master's degree. 2. The length of an MA/ MPH thesis is generally 70-120 pages, excluding appendixes. 3. The thesis must be concerned with some problem or questions in the student's area of concentration. 4. It should be a contribution to the existing body of research and furnish knowledge in which the scholarly community is interested. 5. The substantive content follows the ideas outlined in the proposal and includes the results, conclusions, and recommendations yielded by the study.	1. Well-chosen problem/ purpose, clearly stated in the introduction Demonstration of knowledge of related literature 2. Appropriate design/ sampling methodology 3. Original thought that contributes to academic discussion 4. Concise summary of findings 5. Clear conclusions, reflecting research problem and purpose of the study	A student identifies a problem or question with the aim of contributing to the body of knowledge in the area of public health, education or business.

CHAPTER 3
THE CONVENTIONS OF ACADEMIC WRITING

Scholarship has a long and proud heritage, along the way, it has acquired an incredible number of conventions regarding 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 of the Paper

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, and 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. The first line is indented 0.5 inch, and paragraphs typically contain five to eight sentences but must have a minimum of three sentences as a standard used at AIIAS.

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 accept your argument based on passion, rather than 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, noun-pronoun antecedent, and subject-verb agreement.

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; as much as possible, writers will avoid the passive voice. Students whose mother tongue is not English may need to obtain editorial help.

Inclusive Language
Avoid discriminatory language that indicates prejudice against persons based on 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 (*he/she* or *he or she;* either but be consistent) or use plural pronouns. APA users may opt for the singular *they* (and variants), a generic third-person singular pronoun (e.g., Each participant signed **their** informed consent form).

Use of Contractions
Avoid the use of contractions in academic writing. Unless found in a direct quotation, contractions are not used in the text. Examples of contractions are isn't, don't, shouldn't or wasn't.

Use of Figurative Language
Literal or formal language is preferred in academic and research writing. However, figurative language such as metaphors and similes are used where appropriate (e.g., qualitative research reports).

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

Linking Words
Be careful not to overuse linking words. *Therefore, however,* and *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 such terms.

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 professor or advisor, and, in any case, minimize references to yourself and emphasize the research.

Verb Tenses for Research Writing

1. **Active Verbs:** Generally, use the active rather than passive voice: e.g., Active: Johnson (2004) conducted a study. Passive: A study was conducted by Johnson (2004). There are instances when passive voice can be acceptable such as the person is unknown or is irrelevant (e.g., The cave paintings were made in the Stone Age), one wants to be vague about who is responsible (e.g., mistakes were made), or the statement is about a general truth (e.g., Rules are made to be broken).
2. **Maintaining Tense:** As much as possible, one should maintain the tense unless there is a good reason to change it. Ensure that tenses agree throughout a sentence especially when writing long sentences (where this can be missed). 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: e.g., "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: e.g., "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 the present tense: e.g., "Collins suggests that . . ." For that reason, the 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 the past tense: e.g., "In 1885 Baker concluded that . . ." Present, present perfect, or past tense are all possible for discussing ideas, depending on the 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 that will be used in the 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 (e.g., White, 1915/1997).

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 avoided 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 Chapter 5 in this document or the APA manual.

Finding Quality Sources

When many sources are available, such as on the Internet, the writer needs 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 the 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 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 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, and 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 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 that 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 to put this source in your reference list, as if you had actually held it in your hands or had accessed it. 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 APA chapter 8 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 reference list **as an abstract,** not as if you 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 suitable for getting acquainted with a field but it does not give you enough depth if you wish to examine the study in your literature review.

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 AIIAS, 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. Also note the plagiarism form (see Appendix A) that must be attached to new submissions to the editor. The software Turnitin ought to be used before submitting your proposal and the final copy of your document. Turnitin helps to prevent plagiarism in the final written report by identifying the specific occurrences and reporting the percentage of plagiarism in the drafts. Thus, the writers can correct these plagiarism issues and can improve the quality of academic writing.

Below is the definition of plagiarism that AIIAS, as an institution, holds:
Research and writing are important aspects of scholarship at AIIAS. At the graduate level, 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 but 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 AIIAS. 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. 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 insufficient 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 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 graduate scholarship *(Voted by AIIAS Faculty, February 2010)*.

Four specific types of plagiarism must be avoided:

1. **Direct or clone plagiarism** which is the word-for-word copying of someone else's writing devoid of credit or without quotation marks.
2. **Accidental plagiarism** which is accidently neglecting to include credit to the source cited or paraphrased.
3. **Mosaic plagiarism** or patch writing which is borrowing segments of sentences without using quotation marks, or using synonyms to replace words.
4. **Self-plagiarism** which is using one's previous work or turning in the same assignments in different classes without permission from the professors.

CHAPTER 4
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.

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 American English but check with your professor or research advisor if you wish to use British English). There are many optional settings for the grammar checker: in Microsoft Word, go to ***Review/Spelling and Grammar/Options.*** Check the things you want the computer to do (check them all if you wish). The grammar checker can be wrong at times but it tends to be right more often than the language learner, so do not ignore it.

Format

Here are important tips on the specifics of formatting while writing academic papers and research reports:

Page Layout

Margins. For culminating works such as projects, theses, and dissertations, the left-hand margin must be 1.5 inches. All other margins must be 1.0 inch (the *page number* can be slightly below this—see page numbers, below). For term papers, margins are 1.0 inches 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 0.9 inch from the bottom edge of the paper. The placement of numbers must be consistent. Pages with 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 five spaces (0.5 inches) 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 6.

Block quotations. A block quotation is a direct quote of 40 or more words. Block quotations are double-spaced*. Block quotations are fully indented 0.5 inches from the left (entire paragraph), the same as the first lines of paragraphs. Indent the first line of any subsequent paragraphs an additional 0.5 inches. No blank line is added before or after (or between paragraphs of) a block quotation. Block quotations do not carry quotation marks before and after the quotation. 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 quotation is in the middle of a paragraph, do not indent the first line of the text following the block quotation. Sources used should be cited in parentheses after the quotation's final punctuation. If the author and year are cited in the narrative before the quotation, only the page number will be placed in parentheses after the quotation's final punctuation. In either case, do not add a period after the closing parenthesis.

Example of block quotation with narrative citations

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 temperament of both the child and the adult involved. (p. 124)

Example of block quotation with parenthetical citation

Researchers have studied behavioral changes in children:

> 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 temperament of both the child and the adult involved. (Smith, 1985, p. 124)

Among many other factors, culture includes

> how people express themselves (including shows of emotion), the way they think, how they move, how problems are solved, how their cities are planned and laid out, how transportation systems function are organized, as well as how economic and government systems are put together and function. (Hall, 1981, pp. 16-17)

*Block quotations that denote research participant quotations, single-line spacing is used.

Line and Page Breaks

Headings. A heading should not be longer than half the page width (or 3 inches). If it cannot be trimmed, the heading should be divided at a logical grammatical point into two or more lines of similar proportions. An inverted pyramid shape should be attained.

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.

Widows/orphans. The first or last line of a paragraph should not appear alone at the bottom or top 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 1.0 inches 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. In an enumeration within a sentence, 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 preferably used for vertical lists.

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 (or 0.5 inch) and run-over lines aligned with the first word (hanging indentation). The periods after numerals must be aligned. To identify enumerated items within a paragraph, use Arabic numerals enclosed in parentheses (lowercase letters may be used, but numbering format must be consistent). If the items are complete sentences, capitalize the first letter and end each item with a period.

Spacing. Just like the body text, enumerations in separate paragraphs are usually double-spaced; they may be single-spaced to enhance readability but aim for consistency.

Referencing

Every quotation, idea, or information taken from another source must have a reference to show its origin. In APA, this is done using an in-text reference. While quoting, use the following criteria:

1. Copy carefully. Direct quotations from another author's work should be reproduced word for word, including internal punctuation of the original source. 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, add (emphasis/italics mine) after the closing quotation mark. If it is already there, say (emphasis/italics in original) after the closing quotation mark.
2. Enclose quoted material in double quotation marks (except in a block quotation). Every time more than three words from another source are used in your paper, they must be enclosed in quotation marks and a reference given, including page or paragraph number.
3. If the source is from another person's work and you cannot find the original, cite it as a secondary source. The first letter of the first word of a quotation may be upper or lower case, depending on the grammar of the sentence. 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 (no need to mark this change). 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.
4. If a word is not in the original writing, 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).
5. Use square brackets to enclose materials 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).
6. If the source is from another person's work and you cannot find the original, cite it as a secondary source.

Writing Mechanics

Here are pointers helpful in guiding the writers. The specific mechanics mentioned are the use of (a) punctuations, (b) spacing after punctuations, (c) italics, (d) bold, (e) capitalization, (f) foreign language in text, (g) numbers, (h) statistics and metrication, and (i) abbreviations/acronyms.

Punctuation

Apostrophe and Quotation Marks. Apostrophes and quotation marks may be curly (’) or straight (‘). Both are acceptable but only one style is acceptable in one document. Be careful in copying texts from the web and pasting them into your document because the font style can be different from the one you are using.

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.

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 teaching experience.

Double quotation marks. Use double quotation marks to show every place someone else’s words are quoted directly.

1. In the text of a paper, use quotation marks to set off the title of a study, an article, or a chapter. Use italics for book and periodical titles. Follow specific style rules for reference list or bibliography.
2. Use quotation marks to introduce a word or phrase used as an ironic comment (first time only; e.g., the “home-schooled” children).
3. Use quotation marks 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.)
4. Do not use double quotation marks to cite a letter, word, or phrase as a linguistic example or to introduce a key or technical term; instead, italicize them (see Italics section below).
5. Do not use double quotation marks 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).
6. Do not use double quotation marks to identify anchors of a scale; instead, italicize them: e.g., Answers were ranged from *1 (strongly agree) to 5 (strongly disagree)*.
7. 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.

Ellipsis points. Three dots indicate omitted words in direct quotations within a sentence. Leave spaces before and after the dots: e.g., "An author said that 'this is the highest degree . . . ever known to man'." For omitted words between sentences or paragraphs, use four dots; the first serves as the period for the first sentence (so it has no space before it): e.g., "Heaven would be to him a place of torture. . . . The glory of God . . . [is] a consuming fire." Do not use ellipses at the beginning or end of a quotation; only when text is removed from the middle.

Em Dash (—). An em dash usually shows an interruption of the flow of thought (e.g., Beethoven's music—unlike that of Mozart—uses emphatic rhymes); when used in pairs, dashes may replace commas. If you are typing in Word, the dash will appear automatically if you type two hyphens simultaneously, then continue typing.

En Dash (–). An en dash signifies *up to* and *through* and is used to connect continuing numbers (less often words) such as dates, times, and pages (pp. 33–44, 1989–2019, home–school). However, if the word *from* precedes the first number in the range, to should be used instead of en dash (e.g., from 1989 to 2019 **not** from 1989–2019). If you are typing in Word, the en dash will appear automatically if you type two hyphens simultaneously, then continue typing.

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 adjectives or nouns (e.g., self-explanatory, self-study, self-confidence).

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. Do not use parentheses back to back; rather, use a semicolon to separate the statements and enclose them in a single set of parentheses: e.g., (38.2%; Covey, 1987).

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.

Single quotation marks. Use single quotation marks to enclose text that was enclosed in double quotation marks in someone else's work (or in a title of a study, an article, or a chapter). This is a secondary source (you did not read the original quote) and should be used sparingly. The source of the material in single quotation marks should not be put in your reference list unless you have access to the original source and can verify it. In some fields, a specific word may be set off in single quotation marks, but this is not common.

Possessives

The possessive of nouns is formed by the addition of an apostrophe and an s ('s). This rule also applies to nouns ending in sibilants and silent s, x, and z. For compound possessive phrases, the possessive is added to the final element only (e.g., John and James's father). However, if units function independently, the possessive must be added to each one (e.g., John the Baptist's and Jesus's disciples). Ensure that the tenses agree throughout the sentence especially in the case of longer sentences.

Spacing After Punctuation

General spacing. Use only one space between words, after commas, colons, and 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 have any space after internal periods (e.g., p.m., etc., U.S.). Use only one space after periods that separate parts of a reference citation and after periods in name initials.

Do not use a period after a statistical or metric symbol.

Hyphen. No space is used before or after the hyphen in 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 the equal sign: 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 ***(do not italicize the term in subsequent use);*** a letter, word, or phrase used as a linguistic example (e.g., the word leverage here is used to mean . . .); and words that could be misread.

Titles. Italicize titles of books and names and volume numbers of periodicals in reference lists. Also, italicize the titles of books and periodicals mentioned in the body text.

Statistical symbols. Italicize all letters used as statistical symbols/abbreviations or algebraic variables, whether in the body text or in tables: e.g., $p < .001$; ($M = 1.45$, $SD = 2.32$; *SEM*). Always italicize the letter "t" in *t* test and "p" in *p*-value.

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*).

Foreign words. Italicize foreign (non-English) words and phrases unless they have passed into common English usage (e.g., per se, vice versa; check with Merriam-Webster's). Transliterated foreign terms are also italicized.

Bold

Bold font is acceptable for certain headings in both APA. It is not indicated for any further use within the text of a research paper.

Capitalization

Capitalize proper nouns (see Appendix F 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/section headings.

Title case. Capitalize the first word in a title and subtitle, major words (including the second word of hyphenated words), and words that are four or more letters. Capitalize the first word after a colon or dash.

References to literature. In body text, capitalize references to **titles of sections** within the same paper (e.g., see Chapter 3, Table 8, or Research Question 3) 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 Public Health, Adventist International Institute of Advanced Studies, or Foundations of Curriculum; but do not capitalize generic titles: any department wishing to participate, or curriculum and instruction courses, or any education course.*

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. 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. The 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). Use title case for table titles.

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 parentheses.

Numbers

Words. Use words to express numbers smaller than 10 (there are exceptions). Use figures (numerals) to express numbers 10 and above. For APA,

also use words for estimates of time (about four months ago), common fractions (one fourth), and any number that begins a sentence, title, or heading.

Figures. Use figures for exact numbers for time (8:15) and measurements of time (3 days), 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), and items in a numbered series (Level 2, Grade 5). Also, use numerals in the abstract of a paper, in tables, and in parentheses. For decades or other plurals, the correct form does not require an apostrophe (1970s, 10s, fifteens, sixes).

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.

1. Do not give a reference or a formula for statistics in common use.
2. In tables and parenthetical elements, 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.
3. Use lowercase Greek letters (not italicized) to represent population statistics; use italicized Latin to express sample statistics.
4. Use the percent symbol (%) only when preceded by a number or in tables.

Abbreviations/Acronyms

Acronyms should be used sparingly. Do not switch between an abbreviation and the spelled-out form.

Introducing an abbreviation. Explain the term on its first appearance, with the acronym/ abbreviation in parentheses. Do not introduce an abbreviation if it will not be used at least three times. Add the abbreviation to the list at the beginning of the paper. An exception to this rule would be biblical books, which should follow the list in Table 3, and statistical symbols.

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 or in tables/figures, but not in the text. *Ibid.* is not used at all in APA style. *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 numeral. Never use abbreviations in headings/main titles or as entries in a bibliography/reference list. Never abbreviate the term “United States” when it is used as a noun.

Abbreviations without punctuation. State names, books of the Bible, statistical symbols, academic degrees (MA, PhD), and all-caps abbreviations (AD, BCE) do not require punctuation after them. Titles (Mr., Dr., etc.) do, and most other abbreviations do, as well.

Abbreviating biblical book names. A set of common abbreviations are for the books of the Bible as shown in Table 3.

Table 3

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 5
REFERENCING IN APA STYLE

All the departments in the Graduate School use APA style (7th ed.) for research (term papers and class assignments, theses, and dissertations). A brief introduction to APA referencing is shown here. In terms of the style issues of in-text referencing and end-text referencing, the APA manual is the final authority.

In-Text References and Examples

Any idea that is not originally yours 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. Here are some general and specific guidelines on in-text referencing.

General In-Text Referencing Guidelines

Referencing direct quotations. Two types of direct quotations are used: in-text quotations and block quotations.

In-text quotations. If those quotations are part of the grammar of the sentence, the beginning of the quote is not capitalized, even though it might be in the original work; however, the beginning word of the quote is capitalized otherwise. The two examples below reflect these situations.

> Smith (2020) 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, 2020, 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. Here are variations on the use of direct quotes that are part of a paragraph.

1. According to Palladino and Wade (2010), "a flexible mind is a healthy mind" (p. 147).
2. In 2010, Palladino and Wade noted that "a flexible mind is a healthy mind" (p. 147).
3. In fact, "a flexible mind is a healthy mind" (Palladino & Wade, 2010, p. 147).
4. "A flexible mind is a healthy mind," according to Palladino and Wade's (2010, p. 147) longitudinal study.
5. Palladino and Wade's (2010) results indicate that "a flexible mind is a healthy mind" (p. 147).
6. This idea was recently explored by Palladino and Wade (2010). They noted that "a flexible mind is a healthy mind" (Palladino & Wade, 2010, p. 147).

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.

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).

Example a. An alternative interpretation that Smith (2020) suggests is to . . .

Example b. The results of one experiment (Smith, 2020) showed that ". . ." (pp. 73-75).

Example c. Coffee drinking has been found to affect . . . (Day, 2005, p. 280).

Example d. As Day (2005) says, ". . . " (p. 280)

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

Example e. In 1985, Smith studied . . .

Example f. Smith (1985), who is an expert in the field of nutrition, found . . . (p. 74).

How to paraphrase a quotation. A paraphrase means putting/communicating someone else's ideas in your own words without changing the meaning of the original. A paraphrase does not utilize the original grammar of the sentence but it changes the sentence structure by breaking up long sentences, combining short ones and expanding phrases for clarity or shortening them for conciseness, and it changes the words by using synonyms or phrases that express the same meaning. Words that express the same common knowledge do not have to be changed. 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 (2020) observed that when the child entered the strange environment, disturbed behavior resulted (p. 123).

Specific In-text Referencing Guidelines

Certain rules are important to follow while using in-text references. Seven of these rules are as listed below:

1. If information is given in the sentence, it is not repeated in 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 the text, the date usually follows it. See Examples d and f 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/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 parentheses (for details, see the section on secondary sources under *In-Text Referencing Examples* below).

Repeated references to an author within a paragraph. In cases where an author or several authors are used frequently in the text, the following rules apply.

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.

An alternative interpretation (Smith, 2007) suggests that . . .

Grisso (2009) takes the idea a bit further when she . . .

Multiple Authors

Two Authors

Include both authors every time you mention them.

Three or More Authors

The in-text citation for works with three or more authors is now shortened from the first citation. You only include the first author's name and "et al.".

(Taylor et al., 2018) [correct]

(Taylor, Kotler, Johnson, & Parker, 2018) [wrong]

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 (Ambag, 2018; Arnilla, 2018; Estonanto, 2017; Jaca et al., 2018; Tupas & Matsuura, 2019) indicate that . . .

One Author in the Same Year

a) Nakagawa (200b) has pointed out that . . .

b) Several studies (Kahneman, 2011; Nakagawa, 2000a, 2000b) 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, periodical, or report, italicize it. If it is a journal article, the title of a web page, or a chapter in a book, put it in quotation marks.

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 references have authors with 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 follows 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).

Dictionaries or Encylopedias

Write the author's name for a dictionary and the editor's name for an encyclopedia in the text. Examples below indicate reference a) to dictionary and b) to an encyclopedia.

a) Merrian-Webster (n.d.)

b) Zalta (2019)

Psychological Tests

Write the author's family name exactly as it appears in your reference. Capitalize the test name, because it is a proper noun. However, capitalize the word survey (or instrument, quiz, etc.) only if it is part of the test's name:

"In this study, we used Purring's (2012) Charisma and Tenacity Survey (CATS) rather than Barks and Howls's (2013) Directions of Generosity survey."

TED Talks

TED Talk video viewed on the TED website, is referenced as follows:

Moynes (2022) or (Moynes, 2022)

The same TED Talk video viewed on YouTube is referenced as follows:

TED (2022) or (TED, 2022)

In this case, TED is used as the author since TED organization is the uploader of the video on YouTube. The speaker's information can be added in the text of your paper.

Riley Moynes talked about how to enjoy life after retirement (TED, 2022).

Government and Legal References

Court Decisions

In Brown v. Board of Education (1954), the Supreme Court ruled racial segregation in schools unconstitutional.

Note: Italicize the case name when it appears in the text of your paper.

Statutes

Minnesota nurses must maintain current registration in order to practice (Minnesota Nurse Practice Act, 2010).

Unenacted Bills and Resolutions

(Those that did not pass and become law)

The Anti-Phishing Act (2005) proposed up to 5 years of prison time for people running Internet scams.

State and/or Country Constitutions

Identical to reference list entry, using parentheses as needed.

Freedom of assembly is guaranteed by Mass. Const. pt. 1, art. XV.

Equal protection of the law is a constitutional right (U.S. Const. art. XIV, § 1).

Reference List and Examples

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 list in

alphabetical order. No extra works are allowed. However, APA advises that some committees may require evidence that students are familiar with a broader spectrum of literature.

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 0.5 inch.
3. Entries are **single-spaced** (following the AIIAS standards; 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— and sentence case 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," "Publishers," "Inc.," or "Ltd." However, the words "Book" and "Press" are 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, the publisher location is no longer included in the reference.
    Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change.* Simon & Schuster.
11. Titles and subtitles of books, chapters, reports, and articles are presented in *sentence case*. Proper nouns and the first word after a colon or dash are capitalized:
    From program to practice: A guide to beginning your new career.
    The dilemma of qualitative method: Herbert Blumer and the Chicago tradition.
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.

Reference List Examples

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 years 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).

Electronic Media

The variety of materials available via the Internet can present challenges for referencing because the 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 cited information—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, never within a word or number element. 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.* Jossey-Bass.

Two Authors

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design an implementation* (4th ed.). Jossey-Bass.

Three to Twenty Authors

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

More Than Twenty Authors

List the surnames and initials of up to 19 authors. After the first 19 authors' names, use an ellipse and end with the last author's name (without an ampersand before it). All in all, only 20 author names are in the citation list.

Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Kelly, R. S., Turner, S. T., Lewis, F., Lee, L. H., Cox, G., Harris, H. L., Martin, P., Gonzalez, W. L., Hughes, W., Carter, D., Campbell, C., Baker, A. B., Flores, T., Gray, W. E., Green, G., … Nelson, T. P. (2018).

Author as Publisher

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

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

Edition Other Than the First

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

Edited Book (Editor as Author)

Roth, J. (Ed.). (1995). *International encyclopedia of ethics*. 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). Guilford.

Translation

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

Book in a Foreign Language

Kleinert, U., & Kühn, R. (2011). *Und Sie zogen aus in Ein wüstes Land: Auf den Spuren der Bibel Durch den Sinai.* [And they went out into a barren land: On the trail of the Bible through the Sinai]. Wissenverbindet.

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

Awdel, Z. M., Odel, N. M., & Saadi, W. F. (2020). The rise of the globalization and its effect on the autonomy of state and political economy. *Journal of Political Review, 7*(6), 998–1000.

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

With Specific Volume in a Series

Strong, E. K., Jr., & Uhrbrock, R. S. (1999). Bibliography on job analysis. In L. Outhwaite (Series Ed.), *Personnel Research Series:* Vol. 1. *Job analysis and the curriculum* (pp. 140-146). Williams & Wilkins.

Multivolume

Koch, S. (Ed.). (1959-1953). *Psychology: A study of science* (Vols. 1-6). McGraw-Hill.

In text, if several volumes were referenced, use the following citation: (Koch, 1959-1963, vol. 3, p. 132.

Electronic Sources

URLs are not preceded by "Retrieved from," **unless a retrieval date is needed.**

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

Flesch, R. (n.d.). *How to write plain English.* Retrieved April 12, 2009, from http://www.mang.canterbury.ac.nz/writing_guide/writing/flesch.shtml

Article With DOI

Articles retrieved from an electronic database are now cited exactly like the print version unless the article is particularly difficult to find. No need to include the 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. https://doi.org/10.1016/j.neuroimage.2006.09.055

Internet Article or Website

Lumsden, L. (1994). *Student motivation to learn.* 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. http://journals.sped.org/index.action=TEC_toc&ID=55

Paper Presented at a Conference

Evans, A. C., Jr., Garbarino, J., Bocanegra, E., Kinscherff, R. T., & Márquez-Greene, N. (2019, August 8–11). *Gun violence: An event on the power of community* [Conference presentation]. APA 2019 Convention, Chicago, IL, United States. https://convention.apa.org/2019-video

Paper in Conference Proceedings

Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D. (2019). *Cognitive and noncognitive predictors of success.* Proceedings of the National Academy of Sciences, USA, 116(47), 23499–23504. https://doi.org/10.1073/pnas.1910510116

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

National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. https://www.cancer.gov/publications/patient-education/takingtime.pdf

Report With Individual Authors References

Baral, P., Larsen, M., & Archer, M. (2019). *Does money grow on trees? Restoration financing in Southeast Asia.* Atlantic Council. https://www.atlanticcouncil.org/in-depth-research-reports/report/does-money-grow-on-trees-restoring-financing-in-southeast-asia/

Stuster, J., Adolf, J., Byrne, V., & Greene, M. (2018). *Human exploration of Mars: Preliminary lists of crew tasks* (Report No. NASA/CR-2018-220043). National Aeronautics and Space Administration. https://ntrs.nasa.gov/archive/nasa/casi.ntrs.nasa.gov/20190001401.pdf

Brochure References

Cedars-Sinai. (2015). *Human papillomavirus (HPV) and oropharyngeal cancer* [Brochure]. https://www.cedars-sinai.org/content/dam/cedars-sinai/cancer/sub-clinical-areas/head-neck/documents/hpv-throat-cancer-brochure.pdf

Fact Sheet References

Agency for Toxic Substances and Disease Registry. (n.d.). *Asbestos in your environment: What you can do to limit exposure* [Fact sheet]. U.S. Department of Health & Human Services. https://www.atsdr.cdc.gov/docs/limitingenvironmental exposures_factsheet-508.pdf

American Association of Colleges of Nursing. (2017). *Nursing shortage fact sheet* [Fact sheet]. http://www.aacnnursing.org/Portals/42/News/Factsheets/Nursing-Shortage-Factsheet-2017.pdf

ISO Standard References

International Organization for Standardization. (2018). *Occupational health and safety management systems—Requirements with guidance for use* (ISO Standard No. 45001:2018). https://www.iso.org/standard/63787.html

Occupational Safety and Health Administration. (1970). *Occupational safety and health standards: Occupational health and environmental control: Occupational noise exposure* (OSHA Standard No. 1910.95). United States Department of Labor. https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.95

Ebooks

The format, platform, or device (e.g., Kindle) is not included in the reference, but the publisher is included.

Brück, M. (2009). *Women in early British and Irish astronomy: Stars and satellites*. Springer Nature. https:/doi.org/10.1007/978-90-481-2473-2

Published Dissertation or Thesis References

Kabir, J. M. (2016). *Factors influencing customer satisfaction at a fast food hamburger chain: The relationship between customer satisfaction and customer loyalty* (Publication No. 10169573) [Doctoral dissertation, Wilmington University]. ProQuest Dissertations & Theses Global.

Miranda, C. (2019). *Exploring the lived experiences of foster youth who obtained graduate level degrees: Self-efficacy, resilience, and the impact on identity development* (Publication No. 27542827) [Doctoral dissertation, Pepperdine University]. PQDT Open. https://pqdtopen.proquest.com/doc/2309521814.html?FMT=AI

Zambrano-Vazquez, L. (2016). *The interaction of state and trait worry on response monitoring in those with worry and obsessive-compulsive symptoms* [Doctoral dissertation, University of Arizona]. UA Campus Repository. https://repository.arizona.edu/handle/10150/620615

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

Encyclopedia or Dictionary

Networking. (2014). In *BusinessDictionary.com.* http://businessdictionary.com/definition/networking.html

Book Review

Obaya, B. T. (2020). The new art and science of teaching [Review of the book *The new art and science of teaching,* by R. J. Marzano]. *The International Forum Journal,* 23(1).

Unpublished Materials

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, New York.

Unpublished Dissertation or Thesis References

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.

Missing Information

No Date

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

No Author

Handbook of research. (1998). College Board Publications.

CHAPTER 6
AIIAS STANDARDS IN FORMATTING AND SAMPLE PAGES

The format requirements in this manual take precedence over requirements in the APA style manual for formatting purposes. In this chapter, the AIIAS standards are summarized and illustrated for the convenience of the writer or researcher. Table 4 shows the format specifications used for all academic writing.

Specifications

Table 4

Types of Course-Work-Related Writing Assignments

Format	Specification
Paper	Letter size (8 ½ x 11 inches), 20+ pound (subs) or 80+ g/m2, high whiteness/brightness.
Font	A proportional, serif font is required (Times or similar). Text should be 12 points. 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.
Print	Original must be dark enough to photocopy well. A 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.
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, tables (usually), headings (internal spacing), table/figure notes, between table title and table **double space:** Title page, body text, after headings, between reference/footnote entries, between main divisions of the table of contents and subsections, lists of tables/figures, block quotes **triple space:** Before major headings (levels 1 and 2) preceded by text, after chapter titles **two double spaces:** Before/after tables/figures
Justification	Justification should be left (not right-justified) for all body text.
Margins	1.5" left, 1" top, right, and bottom margin for all pages. The initial page of a chapter or a major section (table of contents, reference list) has a 2" top margin. The page number should be 0.9" from the bottom of the page.
Page Numbering	Numbers are placed at the bottom center, in the same font/size as the text.

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

Preliminary pages: Use lower case roman numerals. Every page after the abstract is counted, but not all have a number printed on them. A blank page begins and ends the work.

1. Abstract (approximately 350 words or 2 pages, applying the AIIAS standards)
2. Title page (page i, but the number does not show)
3. Copyright page
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 acknowledgments)
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 abbreviations (if 5 or more are used at least 3 times each)
10. Acknowledgements (2 pages only)

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

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

references:

12. Appendix(es) with title(s) for each appendix (numbers not shown on title page)
13. References
14. Curriculum vitae (one page only)

Sample Pages with Details

An old adage tells us that a picture is worth a thousand words. This section presents sample pages, which are pictures of what your AIIAS paper should look like. The chapter shows samples of all types of pages required for a thesis or dissertation, with tips on how to format them correctly. These pages indicate the AIIAS required format for theses and dissertations. 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 or dissertation. Detailed explanations will be placed on the left-hand pages, with sample pages on the right throughout this chapter. ***Explanations marked with gray circles are illustrated on the sample pages.***

Abstract

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

Abstracts generally consist of not more than 350 words or not longer than 2 pages. 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 them in a database. An abstract may or may not have titled sections.

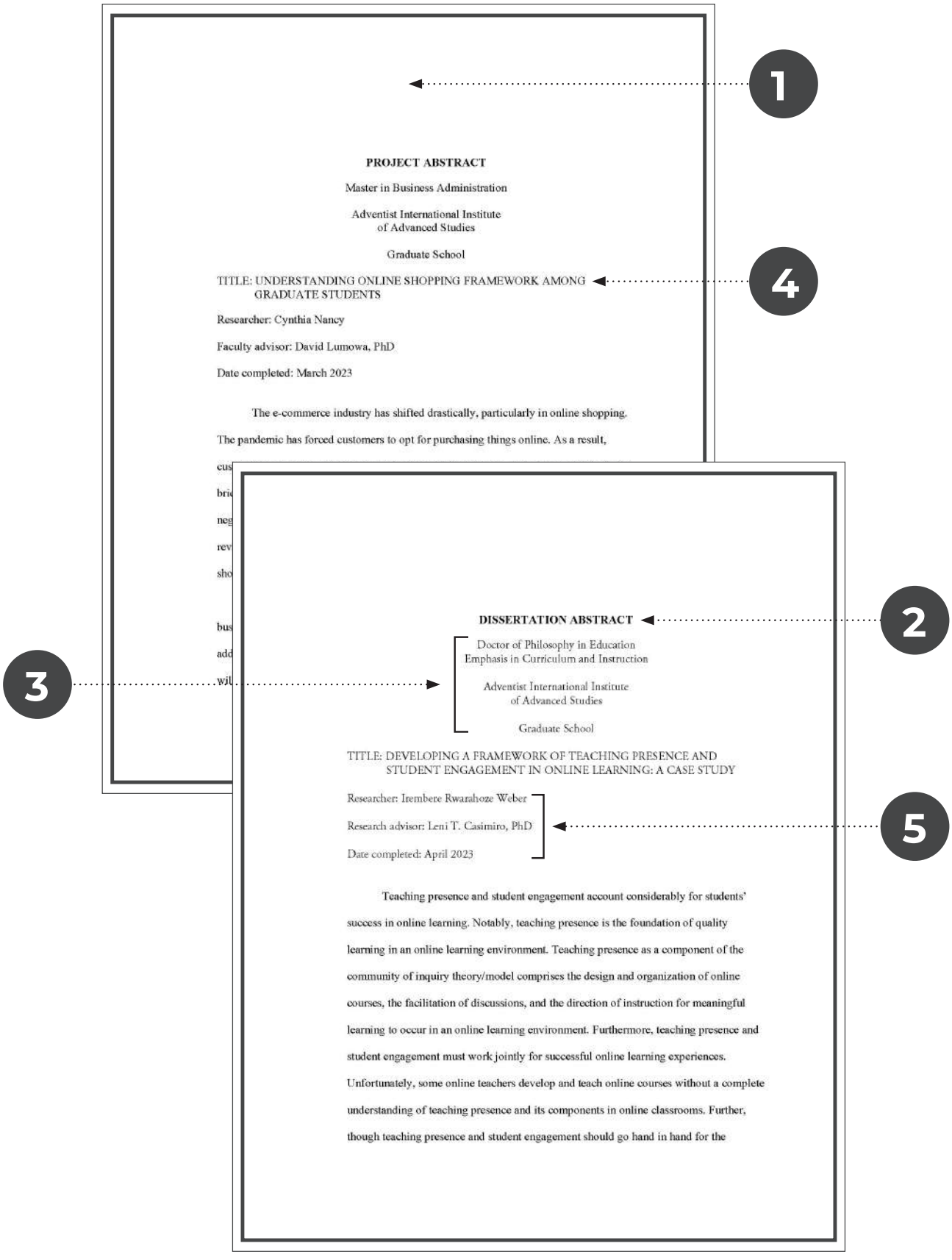
Abstracts for an empirical study include

The problem	A clear statement of the purpose of the study—in one sentence if possible
The method	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.)
The results	The major findings, including statistical significance levels
Conclusions	A list of conclusions, implications, recommendations, and applications

Abstracts for a theoretical or philosophical study include

The topic	A clear statement of what the study is about—in one sentence if possible
The purpose	A statement that describes the organizing construct and scope of the paper
The sources	An indication of the basic literature used and/or personal observations
Conclusions	A statement of conclusions reached with implications or applications

1. The abstract begins 2.0 inches from the top of the page, the same as all other chapter or major section headings. The abstract pages are neither counted nor numbered.
2. The title is all capitals, bold: 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.


1
PROJECT ABSTRACT
Master in Business Administration
Adventist International Institute
of Advanced Studies
Graduate School
TITLE: UNDERSTANDING ONLINE SHOPPING FRAMEWORK AMONG
GRADUATE STUDENTS
4
Researcher: Cynthia Nancy
Faculty advisor: David Lumowa, PhD
Date completed: March 2023
The e-commerce industry has shifted drastically, particularly in online shopping.
The pandemic has forced customers to opt for purchasing things online. As a result,
2
DISSERTATION ABSTRACT
3
Doctor of Philosophy in Education
Emphasis in Curriculum and Instruction
Adventist International Institute
of Advanced Studies
Graduate School
TITLE: DEVELOPING A FRAMEWORK OF TEACHING PRESENCE AND
STUDENT ENGAGEMENT IN ONLINE LEARNING: A CASE STUDY
Researcher: Irembere Rwarahoze Weber
Research advisor: Leni T. Casimiro, PhD
5
Date completed: April 2023
Teaching presence and student engagement account considerably for students'
success in online learning. Notably, teaching presence is the foundation of quality
learning in an online learning environment. Teaching presence as a component of the
community of inquiry theory/model comprises the design and organization of online
courses, the facilitation of discussions, and the direction of instruction for meaningful
learning to occur in an online learning environment. Furthermore, teaching presence and
student engagement must work jointly for successful online learning experiences.
Unfortunately, some online teachers develop and teach online courses without a complete
understanding of teaching presence and its components in online classrooms. Further,
though teaching presence and student engagement should go hand in hand for the

Title Page

A title page must appear on all papers. ***Even class papers require the use of the AIIAS 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 AIIAS format and wording exactly.

1. The title page is page i, 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 and year of the defense, which must be exactly the same as the date printed on the abstract page.

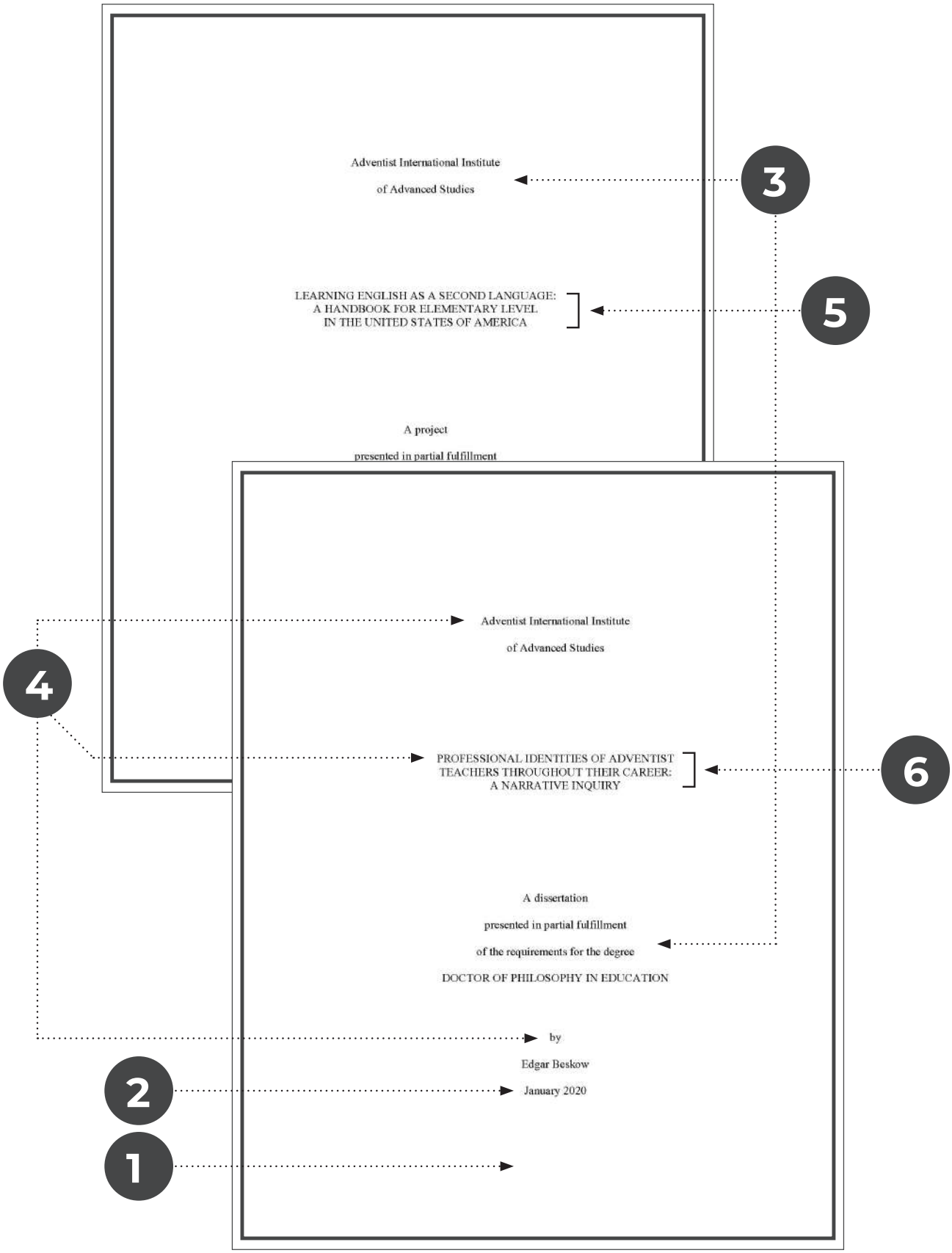
3. The title page is generally double-spaced and approximately centered on the page.

4. The first line should begin 2.0 inches from the top of the page, with the title beginning at 4.0 inches, the description of the research beginning at 6.0 inches, and the word by beginning at 8.0 inches.

5. The longest line must not be more than one-half (or 3.0 inches) of the width of the line. 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. Titles of only two lines must be double-spaced. If the title is more than two lines long, it should be single-spaced. Abbreviations/acronyms are not to be used (with exceptions).

7. Follow the wording and the capitalization rules **exactly**. If you have questions, check with the dean's secretary or the editor.


Adventist International Institute
of Advanced Studies
LEARNING ENGLISH AS A SECOND LANGUAGE:
A HANDBOOK FOR ELEMENTARY LEVEL
IN THE UNITED STATES OF AMERICA
A project
presented in partial fulfillment
Adventist International Institute
of Advanced Studies
PROFESSIONAL IDENTITIES OF ADVENTIST
TEACHERS THROUGHOUT THEIR CAREER:
A NARRATIVE INQUIRY
A dissertation
presented in partial fulfillment
of the requirements for the degree
DOCTOR OF PHILOSOPHY IN EDUCATION
by
Edgar Beskow
January 2020
3
5
4
6
2
1

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. While copyrighting of a thesis or dissertation is entirely optional, and your work does have some rights just because your name is on the cover, AIIAS recommends Creative Commons Licensing as a basic level of protection for AIIAS students.

The licensing scheme is summarized in Table 5. AIIAS recommends Attribution-Non-Commercial, Share Alike as the default option for theses and dissertations, but students are free to select any of these options in consultation with their research committee chair. Licenses below the dark line on the table do not allow others to use your work commercially.

A sample copyright page is given for the AIIAS default option. For the text for any other license, go to http://creativecommons.org/about/licenses and select "view the license deed" for your preferred license. Copy that text to the copyright page of your thesis/dissertation.

Table 5
Creative Commons Licensing Scheme

License	Free to	Conditions	Implications
Attribution (cc by)	Share Remix Sell	Credit must be given as specified by the licensor.	Free to do anything to or with the work as long as credit is given to the licensor.
Attribution Share Alike (cc by-sa)	Share Remix Sell	Credit must be given as specified by the licensor. Any derivative work must carry the same license.	Free to do anything provided that any adaptation of the work carries the same license as the original work.
Attribution No Derivatives (cc by-nd)	Share Sell	Credit must be given as specified by the licensor. No derivative works.	You cannot remix the work; you can only use it as it is or sell something that includes it, if you give credit to the licensor of the work.
Attribution Noncommercial (cc by-nc)	Share Remix	Credit must be given as specified by the licensor. Derivative works may not be sold.	Free to do anything with the work as long as credit is given and it is for non-commercial purposes.
Attribution Noncommercial Share Alike (cc by-nc-sa)	Share Remix	Credit must be given as specified by the licensor. Any derivative works may not be sold, and must carry the same license.	Free to do anything provided it is for noncommercial use and that any adaptation of the work carries the same license as the original work.
Attribution Noncommercial No Derivatives (cc by-nc-nd)	Share	Credit must be given as specified by the licensor. Work may not be sold, and you may not create derivative works based on the original.	You cannot remix the work. You may use it as it is, but may not adapt a survey or table for your use without specific additional permission. As always, you must give credit to the source. You may not sell this work or use it for commercial purposes.

Key

Share: To copy, distribute and transmit the work
Remix: To adapt, add to, or restructure the work
To give credit: Credit must be given as to the source of an idea in the manner specified by the licensor but not in any way to suggest that the licensor endorses you or your use of the work.

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/project/dissertation.

3. When all committee members have signed (the editor 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 abstract page and the title page, which is the date 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.

EFFECTS OF FINTECH COMPANIES GROWTH TRENDS

ON BANKS LISTED IN NASDAQ

A thesis

presented in partial fulfillment

of the requirements for the degree

MASTER OF BUSINESS ADMINISTRATION

by

ESPERANT SAME DAN

APPROVAL BY THE COMMITTEE

DAVID LUMOWA, PhD
Research Chair

DANNY L RANTUNG, PhD

LEROY RUHUPATTY, PhD
Methodologist

Dedicated to my parents, Angel Peña and Agripina Fructuoso, for raising me in the love of God and instilling in me the love for education. To my caring husband, Aneury Vargas, and my beloved children, Abdiel and Cindy, for their constant support during this journey.

PREDICTORS OF TEACHER RETENTION IN PUBLIC

SECONDARY SCHOOLS IN RWANDA

A DISSERTATION

presented in partial fulfillment

of the requirements for the degree

DOCTOR OF PHILOSOPHY

by

MARIE CLAIRE MUKAMAZIMPAKA

APPROVAL BY THE COMMITTEE

PREMA GAIKWAD, PhD
Research Advisor

KENNETH SWANSI, PhD
Associate Dean

SAMUEL GAIKWAD, PhD
Methodologist

GODWIN AJA, PhD
Member

PATERNO S. ALCARTADO, EdD
External Examiner

Date

1

4

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 only the first three levels of subheadings used.

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. The wording of the subheads in the table of contents should contain exactly the same wording as in the actual subheads of the paper.

5. Heading entries are aligned by levels, each level one-tab stop (usually 0.3 inches or 4- character spaces) indented further than the one before.

6. Dot leaders are placed between the heading and its corresponding page number. For aesthetics and neatness, there should at least be four-character spaces (0.3 inches) between the last dot leader and the first digit of the page number. If you do not use an automatic table of contents generation, define a tab stop with dot leaders so they are uniform (see computer tips chapter).

7. Run-over lines should be hanging indented 0.3 inches or 4-character spaces; text should not extend beyond the last three dot leaders.

8. Dot leaders must be aligned. Page numbers must be aligned at the unit's/one's digit.

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.

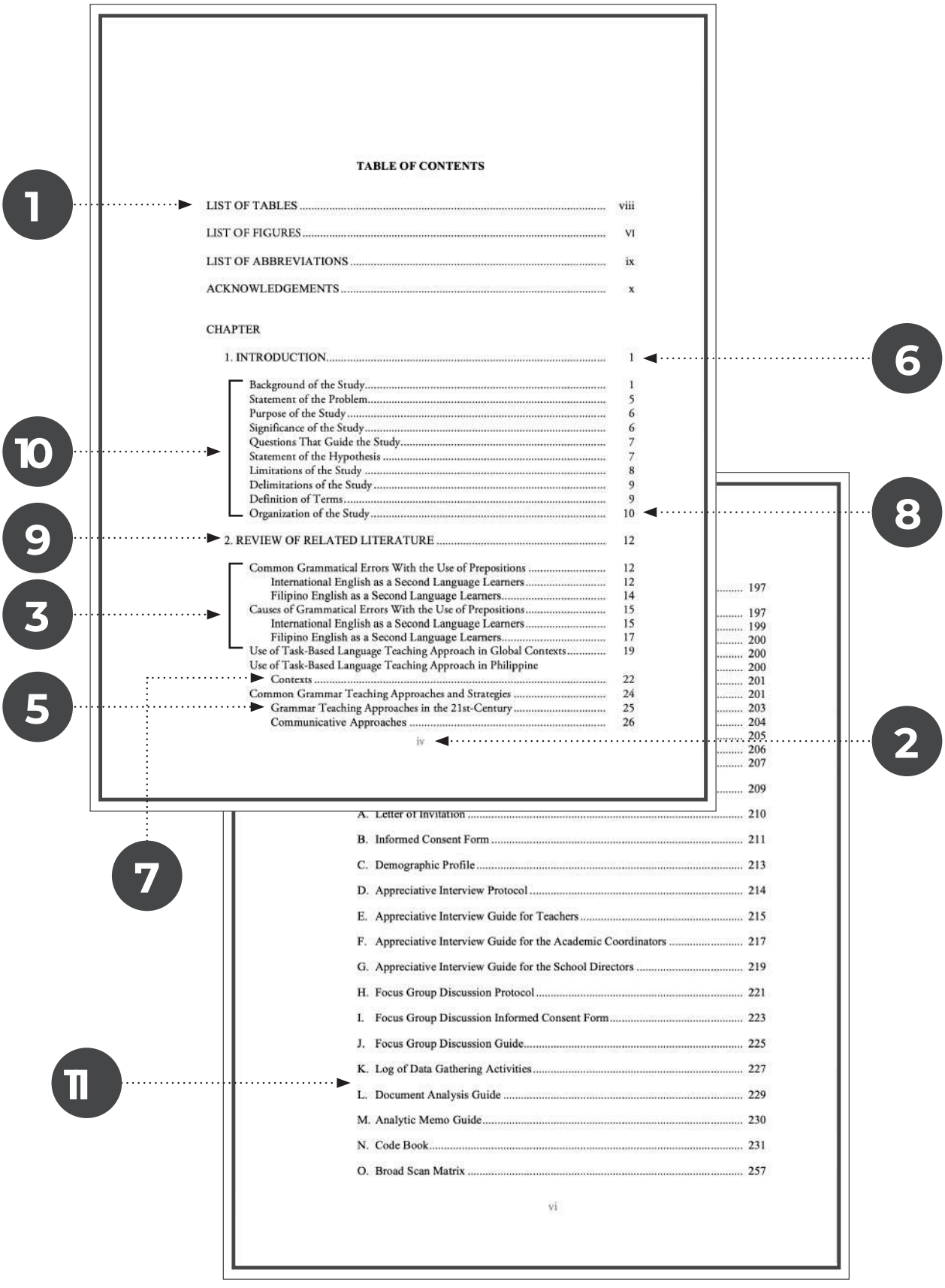


TABLE OF CONTENTS

LIST OF TABLES viii

LIST OF FIGURES vi

LIST OF ABBREVIATIONS ix

ACKNOWLEDGEMENTS x

CHAPTER

1. INTRODUCTION 1

Background of the Study 1
Statement of the Problem 5
Purpose of the Study 6
Significance of the Study 6
Questions That Guide the Study 7
Statement of the Hypothesis 7
Limitations of the Study 8
Delimitations of the Study 9
Definition of Terms 9
Organization of the Study 10

2. REVIEW OF RELATED LITERATURE 12

Common Grammatical Errors With the Use of Prepositions 12
International English as a Second Language Learners 12
Filipino English as a Second Language Learners 14
Causes of Grammatical Errors With the Use of Prepositions 15
International English as a Second Language Learners 15
Filipino English as a Second Language Learners 17
Use of Task-Based Language Teaching Approach in Global Contexts 19
Use of Task-Based Language Teaching Approach in Philippine Contexts 22
Common Grammar Teaching Approaches and Strategies 24
Grammar Teaching Approaches in the 21st-Century 25
Communicative Approaches 26

iv

... 197
... 197
... 199
... 200
... 200
... 200
... 201
... 201
... 203
... 204
... 205
... 206
... 207
... 209

A. Letter of Invitation 210
B. Informed Consent Form 211
C. Demographic Profile 213
D. Appreciative Interview Protocol 214
E. Appreciative Interview Guide for Teachers 215
F. Appreciative Interview Guide for the Academic Coordinators 217
G. Appreciative Interview Guide for the School Directors 219
H. Focus Group Discussion Protocol 221
I. Focus Group Discussion Informed Consent Form 223
J. Focus Group Discussion Guide 225
K. Log of Data Gathering Activities 227
L. Document Analysis Guide 229
M. Analytic Memo Guide 230
N. Code Book 231
O. Broad Scan Matrix 257

vi

List of Tables (if required)

This can be generated automatically or manually but must be done carefully, as many revisions are frequently required in this section.

1. When five or more tables appear in your text, include a list of tables.

2. The title begins 2.0 inches 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 a triple space after.

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 in the list of tables/figures 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.

List of Figures (if required)

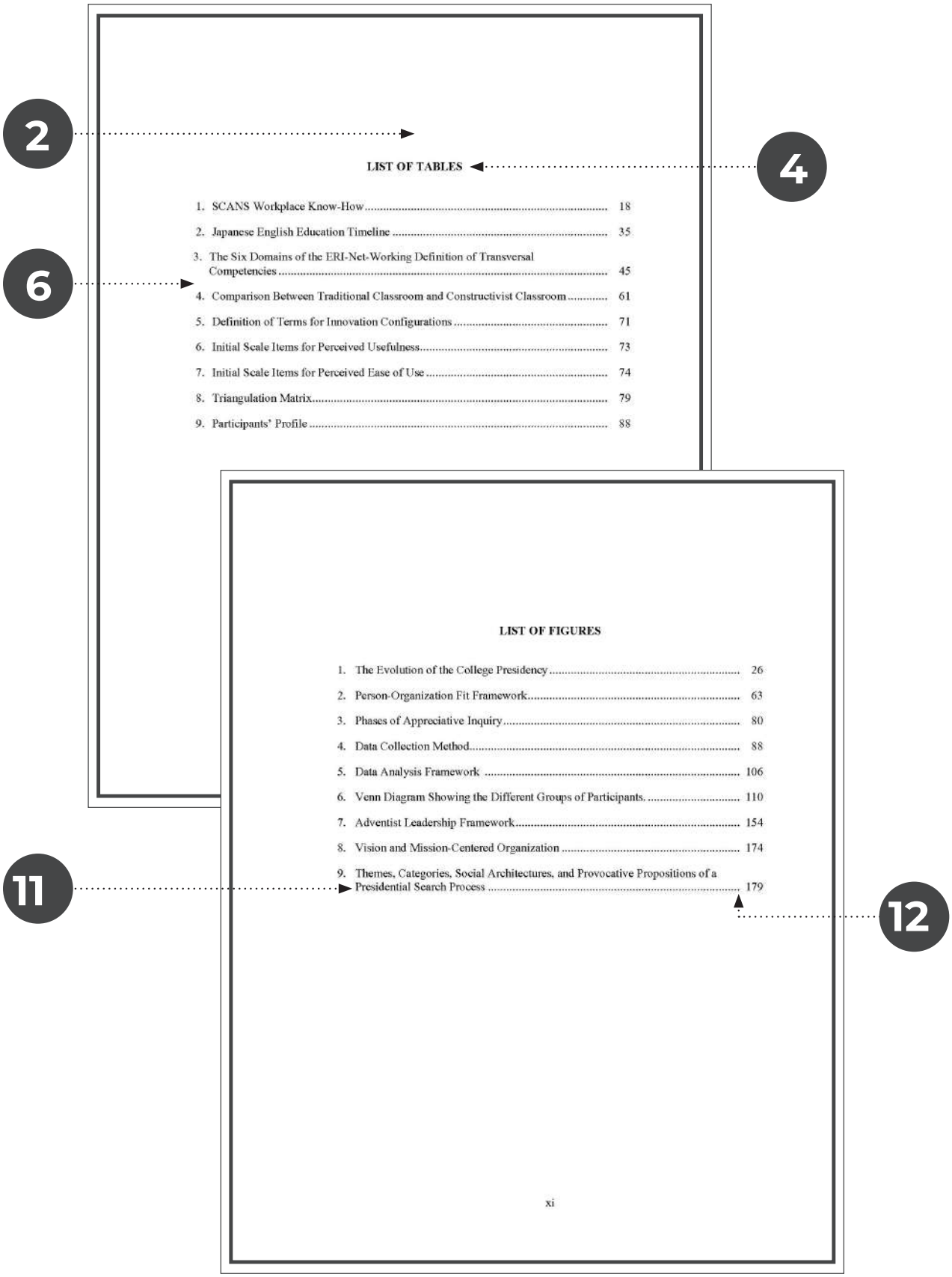
8. When five or more figures (or illustrations) are used in your text, a list of figures is required.

9. The wording in the list of figures should correspond exactly with the title that appears beneath the figure in the main text.

10. If the caption 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/table title is too long to fit on one line, allow for at least four to five dots of the dot leaders; the run-over line should be hanging indented four-character spaces (or 0.3 inches).

12. As in the table of contents, there should be at least four characters (0.3 inches) of space between the end of the dot leaders and the page numbers, which should flush with the right margin.



2

4

6

11

12

LIST OF TABLES

1. SCANS Workplace Know-How 18
2. Japanese English Education Timeline 35
3. The Six Domains of the ERI-Net-Working Definition of Transversal Competencies 45
4. Comparison Between Traditional Classroom and Constructivist Classroom 61
5. Definition of Terms for Innovation Configurations 71
6. Initial Scale Items for Perceived Usefulness 73
7. Initial Scale Items for Perceived Ease of Use 74
8. Triangulation Matrix 79
9. Participants' Profile 88

LIST OF FIGURES

1. The Evolution of the College Presidency 26
2. Person-Organization Fit Framework 63
3. Phases of Appreciative Inquiry 80
4. Data Collection Method 88
5. Data Analysis Framework 106
6. Venn Diagram Showing the Different Groups of Participants. 110
7. Adventist Leadership Framework 154
8. Vision and Mission-Centered Organization 174
9. Themes, Categories, Social Architectures, and Provocative Propositions of a Presidential Search Process 179

xi

List of Abbreviations

1. An APA paper that uses five or more abbreviations at least three times each, must have a list of abbreviations. This list must be simplified, which means that it does not need to include the full reference information of unsigned materials.

2. The title begins at 2.0 inches 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.

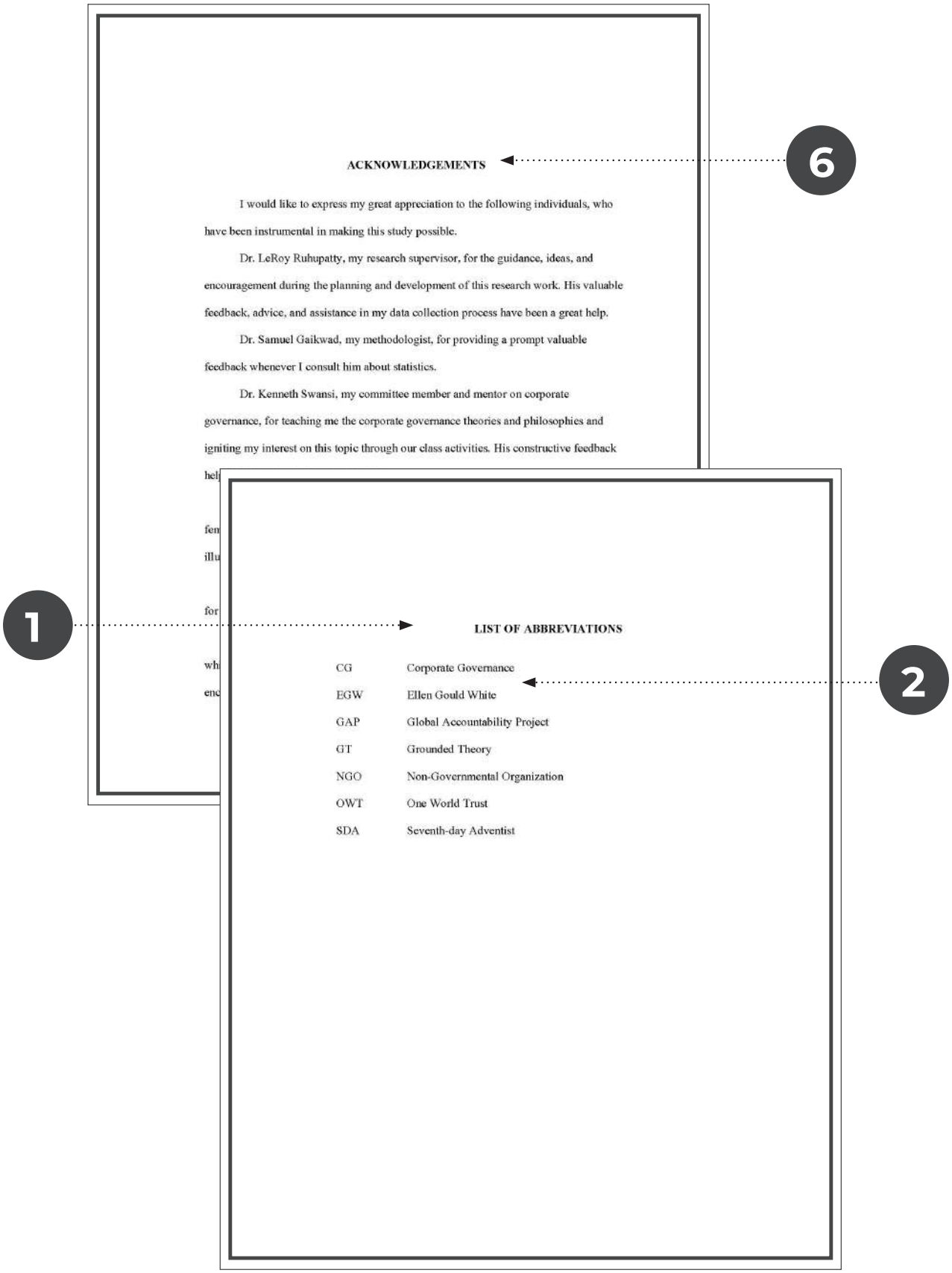
5. The capitalization and type face (roman or italics) of the abbreviations and sources they stand for must correspond exactly.

Acknowledgments (optional)

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 acknowledgments section, keep it to a maximum of two pages.

6. The title, ACKNOWLEDGMENTS, begins 2.0 inches from the top of the page, as all other sections.

7. Acknowledgments should include committee members and family/friends who have supported you during your research.



ACKNOWLEDGEMENTS

I would like to express my great appreciation to the following individuals, who have been instrumental in making this study possible.

Dr. LeRoy Ruhupatty, my research supervisor, for the guidance, ideas, and encouragement during the planning and development of this research work. His valuable feedback, advice, and assistance in my data collection process have been a great help.

Dr. Samuel Gaikwad, my methodologist, for providing a prompt valuable feedback whenever I consult him about statistics.

Dr. Kenneth Swansi, my committee member and mentor on corporate governance, for teaching me the corporate governance theories and philosophies and igniting my interest on this topic through our class activities. His constructive feedback

hel

fen

illu

for

wh

enc

LIST OF ABBREVIATIONS

CG	Corporate Governance
EGW	Ellen Gould White
GAP	Global Accountability Project
GT	Grounded Theory
NGO	Non-Governmental Organization
OWT	One World Trust
SDA	Seventh-day Adventist

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, some lists, headings, tables, and figures (see details below). Chapter numbers are written in Arabic numbers. The text should be organized logically according to the nature of the study. Empirical research often has a typical five-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 end with a period if they are sentences.
3. **Numeration.** Arabic numerals should be used, followed by a period. If the list includes two-digit numbers, the decimal points should be aligned. Bullet points may be used to avoid the appearance of order in a truly unranked list. This may be done, however, with the permission of the research committee chair.
4. **Format.** Run-over lines should be indented to the same tab stop (hanging indent) as the first line of text. This numbered list here 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 two to three 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 2.0 inches from the top of the page, and should have a double space between the 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. All five heading levels are written in title case (also called headline style), with the major words capitalized. The last two levels (4, and 5) are end with a period. See examples on p. 86.

6. Heading levels 1-3 cannot extend beyond one-half (or 3.0 inches) 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 (see examples on pp. 77 & 81).

7. At least two lines of text must appear after the heading at the bottom of a page.

8. As much as possible, use a maximum of three levels of subheadings; more can be complicated and confusing.

Sample Headings

Table 6 shows samples and explanations for how to create each level of subheading in an AIIAS research paper.

Table 6

Heading Levels

CHAPTER 1 **INTRODUCTION**	*Level 0* 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* flush left, title case, bold
Student-Teacher Cooperation	*Level 3* flush left, bold italic, title case
Importance of Student Input. There really is a need to listen to what students have to say . . .	*Level 4* indented, bold, title case, ending with a period
Students Feel Responsible. When the students feel ownership of their learning, several interesting . . .	*Level 5* indented, bold italic, title case, ending with a period

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 and figures

Triple Space (Two Blank Lines)*

1. Before major (levels 1, 2, and 3) headings that are preceded by text
2. After chapter titles and section headings (table of contents, reference list, etc.)

Double Space (One Blank Line)

3. Between lines of a two-line title on the title page
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 one line long
8. Between table title and table

*Triple spacing can be achieved automatically; when you modify the levels of headings in the styles menu (see p. 99), go to ***Format,*** choose ***Paragraph,*** and in Spacing, opt for 24 pt Before (also 24 pt. after for triple spacing after chapter/section [level 0] headings).

CHAPTER 1

INTRODUCTION

Background of the Study

Decision-making occupies an essential place in organizational management. It seeks to find the best solution to a problem. Decision-making is the heart of schools' administrative and leadership processes.

Definition

Decision-making is a process that seeks to find the solution to a problem in the organization. In this sense, the decision-making process chooses the best solution. Therefore, the decision-making process seeks to resolve a situation.

Models of Decision-Making

Decision-making occurs as a reaction to a situation that is taking place. Individuals receive a series of information from different sources. This situation occurs because the administrators are trained to follow some models of decision-making (Robbins & Judge, 2013).

The Rational Model. This model is a decision-making process based on rationality. The decision-makers will decide based on all the sources of information they have, considering the assumptions and restrictions, impartially identifying the relevant

Tables

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 aid 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 the 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 (but be consistent). Decimal points in a column must be aligned. Run-over lines in word entries may be indented by two spaces. There should be at least 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 (not 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.

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.

7. **Landscape Tables.** Large tables or figures may be placed in landscape orientation. The table number and title should be closest to the 1.5-inch 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.

8. **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.

9. **Notes.** For APA, table notes begin with the word Note below the table, after a blank line. A smaller font size (as small as 9 points.) may be used but be consistent. Arrange the notes in the following order: general note (refers to the whole table), specific note (refers to the part of the table), and probability note. Tables reproduced from another source must be properly referenced in the note, giving credit to the source (see examples on pp. --).

10. **Introducing Tables.** Tables must be introduced by number before they appear in the text.

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 or other jargons, and should highlight the meaning and the implications of the findings.

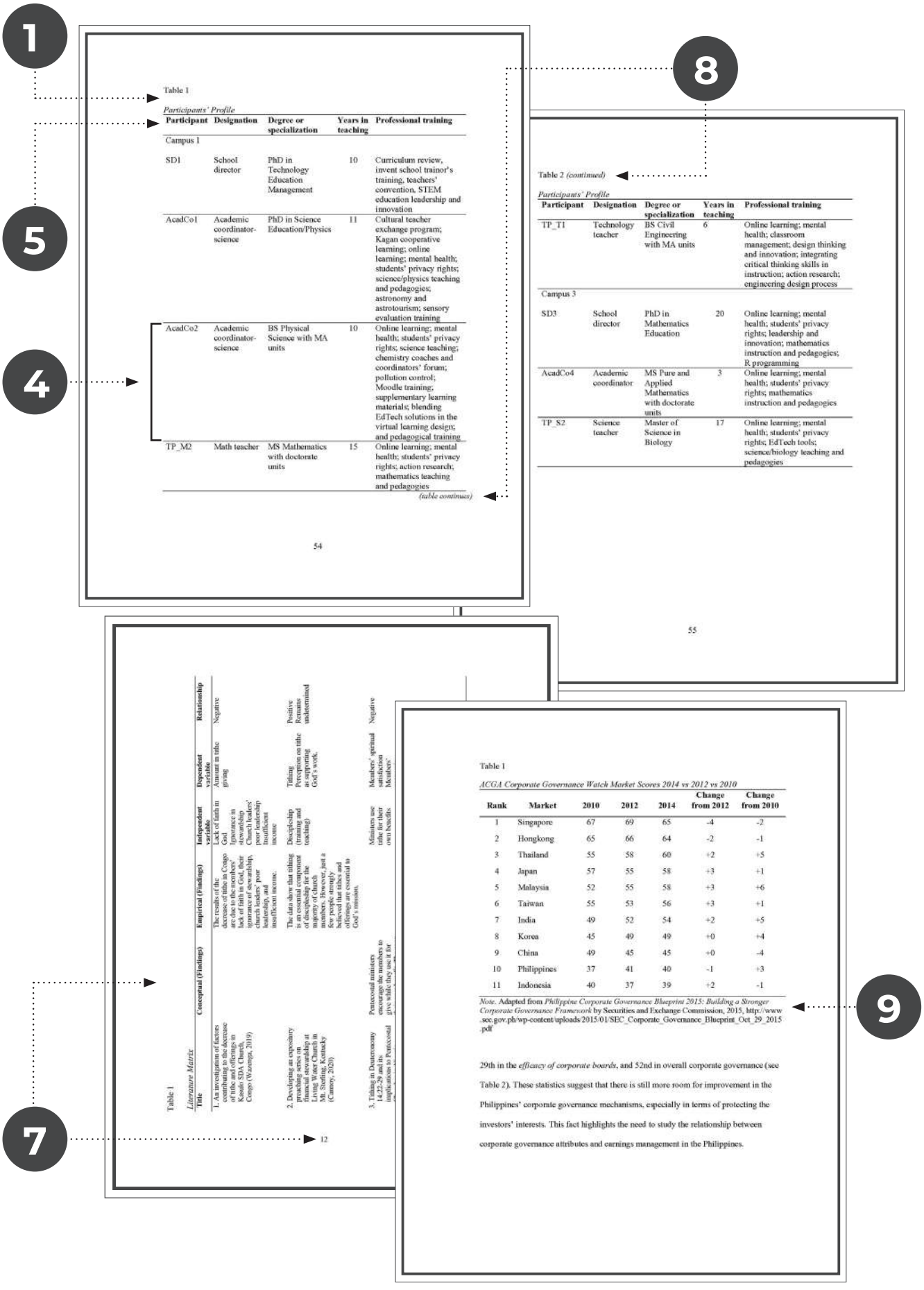


Table 1

Participants' Profile

Participant	Designation	Degree or specialization	Years in teaching	Professional training
Campus 1				
SD1	School director	PhD in Technology Education Management	10	Curriculum review, invent school trainor's training, teachers' convention, STEM education leadership and innovation
AcadCo1	Academic coordinator-science	PhD in Science Education/Physics	11	Cultural teacher exchange program; Kagan cooperative learning; online learning; mental health; students' privacy rights; science/physics teaching and pedagogies; astronomy and astrotourism; sensory evaluation training
AcadCo2	Academic coordinator-science	BS Physical Science with MA units	10	Online learning; mental health; students' privacy rights; science teaching; chemistry coaches and coordinators' forum; pollution control; Moodle training; supplementary learning materials; blending EdTech solutions in the virtual learning design; and pedagogical training
TP_M2	Math teacher	MS Mathematics with doctorate units	15	Online learning; mental health; students' privacy rights; action research; mathematics teaching and pedagogies

(table continues)

54

Table 2 *(continued)*

Participants' Profile

Participant	Designation	Degree or specialization	Years in teaching	Professional training
TP_T1	Technology teacher	BS Civil Engineering with MA units	6	Online learning; mental health; classroom management; design thinking and innovation; integrating critical thinking skills in instruction; action research; engineering design process
Campus 3				
SD3	School director	PhD in Mathematics Education	20	Online learning; mental health; students' privacy rights; leadership and innovation; mathematics instruction and pedagogies; R programming
AcadCo4	Academic coordinator	MS Pure and Applied Mathematics with doctorate units	3	Online learning; mental health; students' privacy rights; mathematics instruction and pedagogies
TP_S2	Science teacher	Master of Science in Biology	17	Online learning; mental health; students' privacy rights; EdTech tools; science/biology teaching and pedagogies

55

Table 1

Literature Matrix

Title	Conceptual (Findings)	Empirical (Findings)	Independent variable	Dependent variable	Relationship
1. An investigation of factors contributing to the decrease of tithe and offerings in Kasalo SDA Church, Congo (Wazenga, 2019)		The results of the decrease of tithes in Congo are due to the members' lack of faith in God, their ignorance of stewardship, church leaders' poor leadership, and insufficient income.	Lack of faith in God Ignorance in stewardship Church leaders' poor leadership Insufficient income	Amount in tithe giving	Negative
2. Developing an expository preaching series on financial stewardship at Living Water Church in Mt. Sterling, Kentucky (Conroy, 2020)		The data show that tithing is an essential component of discipleship for the majority of church members. However, just a few members strongly believed that tithes and offerings are essential to God's mission.	Discipleship (training and teaching)	Tithing Perception on tithe as supporting God's work.	Positive Remains undetermined
3. Tithing in Deuteronomy 14:22-29 and its implications to Pentecostal	Pentecostal ministers encourage members to give while they use it for		Ministers use tithes for their own benefits	Members' spiritual satisfaction Members'	Negative

12

Table 1

ACGA Corporate Governance Watch Market Scores 2014 vs 2012 vs 2010

Rank	Market	2010	2012	2014	Change from 2012	Change from 2010
1	Singapore	67	69	65	-4	-2
2	Hongkong	65	66	64	-2	-1
3	Thailand	55	58	60	+2	+5
4	Japan	57	55	58	+3	+1
5	Malaysia	52	55	58	+3	+6
6	Taiwan	55	53	56	+3	+1
7	India	49	52	54	+2	+5
8	Korea	45	49	49	+0	+4
9	China	49	45	45	+0	-4
10	Philippines	37	41	40	-1	+3
11	Indonesia	40	37	39	+2	-1

Note. Adapted from *Philippine Corporate Governance Blueprint 2015: Building a Stronger Corporate Governance Framework* by Securities and Exchange Commission, 2015, http://www.sec.gov.ph/wp-content/uploads/2015/01/SEC_Corporate_Governance_Blueprint_Oct_29_2015.pdf

29th in the *efficacy of corporate boards*, and 52nd in overall corporate governance (see Table 2). These statistics suggest that there is still more room for improvement in the Philippines' corporate governance mechanisms, especially in terms of protecting the investors' interests. This fact highlights the need to study the relationship between corporate governance attributes and earnings management in the Philippines.

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 depictions. 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 figure number and caption or figure title are written **above** the figure flushed. The figure number is in bold (e.g., **Figure 3**); the caption is written below the figure number, italicized, title case. The figure number and title/caption are both 12 points.

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. Figures reproduced from another source must be properly referenced in the note, giving credit to the source (see examples below).

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.

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 7.

Table/Figure Reprints From Another Source

From a Periodical (journal/magazine)

Note. From "The Home School Partnership: Learning to Share Accountability," by R. D. Strom, 2001, *Journal of Adventist Education,* 52(2), pp. 23–26, 38.

From a Book

Note. Adapted *from Handbook for Writers* (p. 759), by J. Ruszkiewicz, C. Friend, and M. Hairston, 2007, Pearson Prentice Hall.

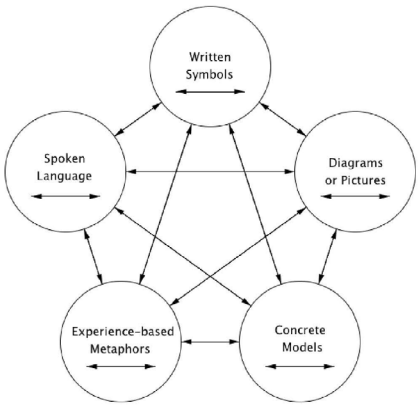
From an Internet Source

Note. From *A New Generation of Evidence: The Family Is Critical to Student Achievement,* by A. T. Henderson and N. Berla, 1994, National Committee for Citizens in Education, retrieved from http://files.eric.ed.gov/fulltext/ED375968.pdf

1

Figure 1

Lesh Translation Model



Note. Adapted from *Beyond Constructivism: Models and Modeling Perspectives on Mathematics Problem Solving, Learning, and Teaching* (p. 25) by R. Lesh and H. M. Doerr, 2003, Lawrence Erlbaum Associates.

2

The Lesh translation model vividly reveals the three principles of UDL. These principles include (a) multiple means of representation, (b) multiple means of strategic engagement, and (c) multiple means of expression (Rose & Meyers, 2006). Teachers can use videos, texts, photos, and other visual representations to enhance students' learning. They can also offer various learning opportunities, such as hybridizing pedagogical practices to offer a contextual learning experience (De Guzman & Kachchhap, 2021; Kolesnikova, 2016). The hybridization can be a combination of the information-processing family, behavioral family, and social family of Joyce, Weil, and Calhoun's

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 2.0 inches 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 CORRESPONDENCE	APPENDIX B QUESTIONNAIRES	APPENDIX C 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 C).

3. **Appendix Organization.** Grouping like materials into one appendix is recommended unless very few items exist. There is no required order, but materials are usually organized in the order in which they are mentioned in the 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 (5 inches from the top of the paper) 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 documents which do not 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 may not be reformatted. It is important, however, to be sure that the text will still be visible after the binding/trimming process.

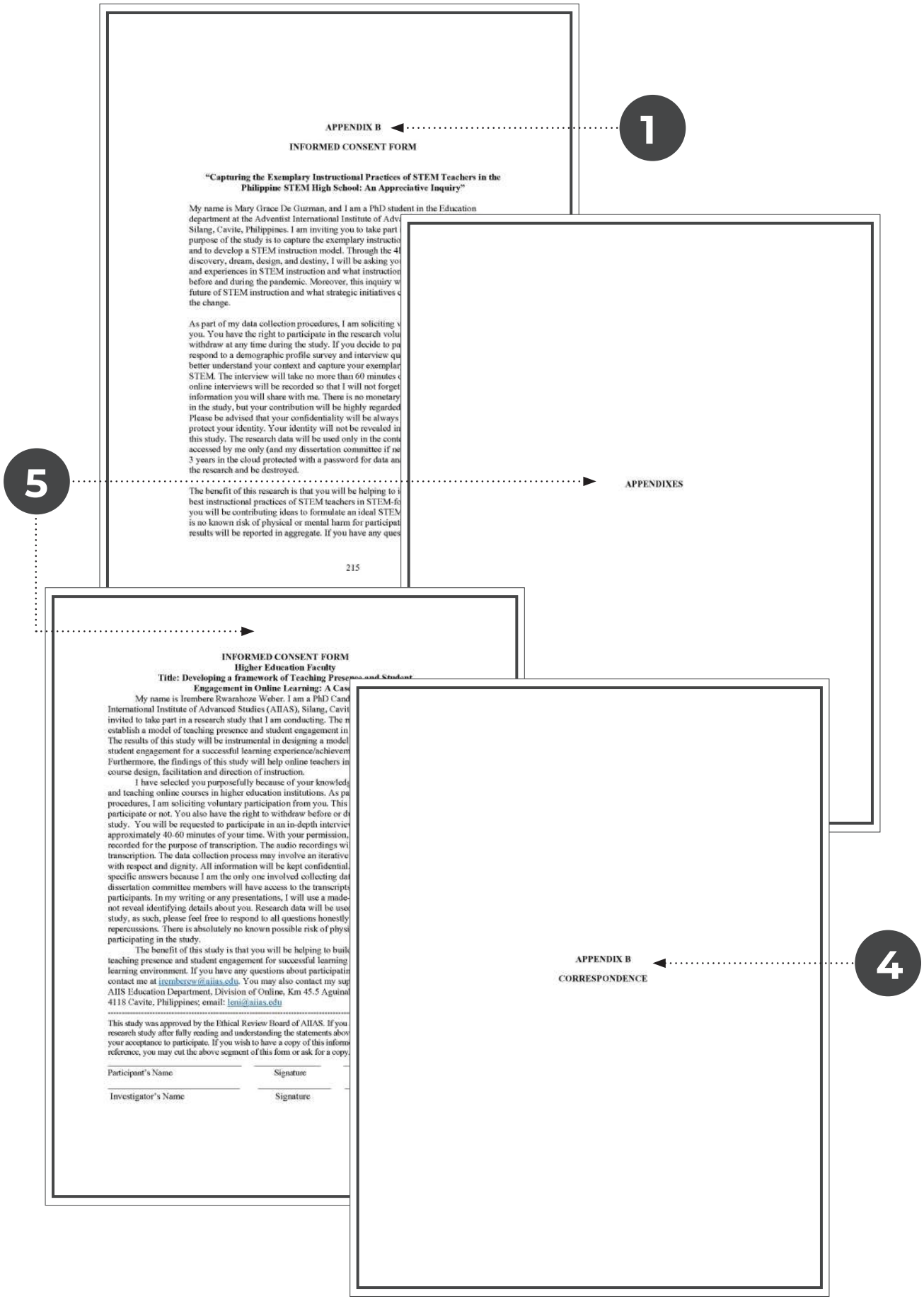
8. **Questionnaires and Other Research Tools Considerations.** Many research studies require student-prepared questionnaires, interview guides, or other tools. If your paper requires such an instrument, it must appear in the appendix as it was presented or administered to the respondents. A description 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.

Curriculum Vita

A brief résumé (one page only) in list format of your educational and professional accomplishments is required for all dissertations and theses. Follow the format in the sample below.

Blank pages

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


APPENDIX B
INFORMED CONSENT FORM
"Capturing the Exemplary Instructional Practices of STEM Teachers in the Philippine STEM High School: An Appreciative Inquiry"
215
1
APPENDIXES
5
INFORMED CONSENT FORM
Higher Education Faculty
Participant's Name
Signature
Investigator's Name
Signature
APPENDIX B
CORRESPONDENCE
4

Reference List

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 reference list. The reference list is compiled as a single list. Two or more categories may be used if it is considered essential, but only with the approval of the research committee chair.

1. APA style uses a reference list. Follow exactly the rules for the style in which your paper is written.

2. The heading begins 2.0 inches below the top of the page.

3. Single space the reference list. Double space between entries.

4. Reference lists follow several detailed format rules contained in this manual. The introductory style chapters in this book are not intended to replace the APA manual. Consult this manual if you have questions about how to format a reference. Check with your professor(s) or the editor if you do not find the answer.

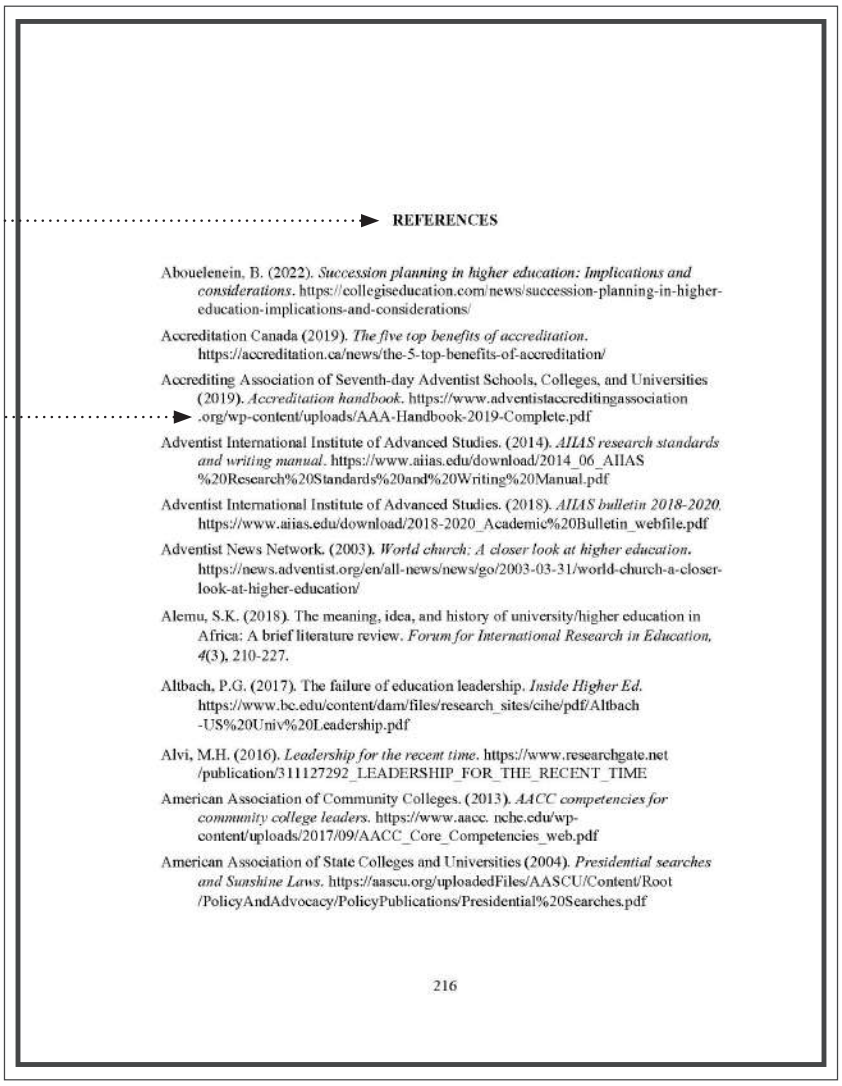
5. Consistency is raised to an art form in the reference list. Check things, then recheck them. Check one by one to be sure all authors cited in the text are actually in your reference list. Also check that all authors in the reference list are actually cited in the text.

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, never within a word or number element. 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 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 professors or editor if you have a question about this.

Acronyms/abbreviations are neither acceptable nor included anywhere in the entries, except if they appear in the original source as part of the title or corporate author.



2

7

REFERENCES

Abouelenein, B. (2022). *Succession planning in higher education: Implications and considerations*. https://collegiseducation.com/news/succession-planning-in-higher-education-implications-and-considerations/

Accreditation Canada (2019). *The five top benefits of accreditation*. https://accreditation.ca/news/the-5-top-benefits-of-accreditation/

Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (2019). *Accreditation handbook*. https://www.adventistaccreditingassociation .org/wp-content/uploads/AAA-Handbook-2019-Complete.pdf

Adventist International Institute of Advanced Studies. (2014). *AIIAS research standards and writing manual*. https://www.aiias.edu/download/2014_06_AIIAS %20Research%20Standards%20and%20Writing%20Manual.pdf

Adventist International Institute of Advanced Studies. (2018). *AIIAS bulletin 2018-2020*. https://www.aiias.edu/download/2018-2020_Academic%20Bulletin_webfile.pdf

Adventist News Network. (2003). *World church: A closer look at higher education*. https://news.adventist.org/en/all-news/news/go/2003-03-31/world-church-a-closer-look-at-higher-education/

Alemu, S.K. (2018). The meaning, idea, and history of university/higher education in Africa: A brief literature review. *Forum for International Research in Education, 4*(3), 210-227.

Altbach, P.G. (2017). The failure of education leadership. *Inside Higher Ed*. https://www.bc.edu/content/dam/files/research_sites/cihe/pdf/Altbach -US%20Univ%20Leadership.pdf

Alvi, M.H. (2016). *Leadership for the recent time*. https://www.researchgate.net /publication/311127292_LEADERSHIP_FOR_THE_RECENT_TIME

American Association of Community Colleges. (2013). *AACC competencies for community college leaders*. https://www.aacc. nche.edu/wp-content/uploads/2017/09/AACC_Core_Competencies_web.pdf

American Association of State Colleges and Universities (2004). *Presidential searches and Sunshine Laws*. https://aascu.org/uploadedFiles/AASCU/Content/Root /PolicyAndAdvocacy/PolicyPublications/Presidential%20Searches.pdf

216

CHAPTER 7
COMPUTER FORMATTING FOR WRITING

All written academic writing requires computer formatting. Basic Word processing knowledge will save you time and energy in accomplishing these papers. Here are some useful tips to help you in the process of computer formatting your papers. The instructions in this chapter include MS Word for Windows and Mac. Specific computer commands are indicated in the text in ***bold italics*** for Windows and ***bold italics*** within parentheses specifically for Mac.

General Instructions

To begin with, here are some general instructions for computer formatting.

Consistency

Generally, a paper may have only one font, and one font size. Spacing, margins, fonts, and headings must be exactly the same throughout the entire document. The best approach to achieve this kind of consistency is NOT TO WAIT until your document is finished to begin formatting it. The easiest way to achieve this kind of consistency involves two steps.

1. **While writing.** Try to take note of the basic pattern to follow while writing the document and follow it as well as you can. Write down the pattern so you can refer to it if you forget.
2. **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 professor, research committee members, or the editor.

Spacing verses Tabs

A general rule in electronic documents is to not use spaces for aligning information in a table, a list, or anywhere: 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, where a tab takes you to the next column, ***Control + Tab (Option + Tab).***

Screen Views

The view you set for the computer screen is adjustable for a reason. If you are writing new text, the text should be large: up to 100% or even more, based on what you are comfortable with. If you are fixing corrections, under **Review,** you can automatically go from one change to the next. If you are editing spacing, titles, page breaks, etc., make the size much smaller, so you can see two or three

full pages at the same time **(View < Multiple Pages).** Choose whether you wish to see all the tracking or to temporarily hide it **(Review < No Markup** instead of **All Markup or Simple Markup).**

Hyphens and Dashes

Several types of dashes are available on the computer. These can be formed in different ways, but the following recommendations seem to be consistent across different types of keyboards and computers. Which line to use is sometimes optional, but consistency throughout a document is required (Table 7).

Table 7

Hyphen and Dash Options

Type of Line	Appearance	How to Make It
Hyphen	-	No spaces before or after
En-dash	–	Insert > Symbol > More Symbols > Special Characters > En-Dash
Em-dash	—	Insert > Symbol > More Symbols > Special Characters > Em-Dash
Two hyphens	—	When typed with a character before and after, and a space following, the hyphens will automatically join to form an em-dash

Page Breaks

If you need to force your document to begin a new page, DO NOT simply hit **Enter** multiple times until you have pushed the cursor to the new page. This makes for manyproblems later when you are formatting your text because when you change things on onepage, it affects the next page. Instead, use **Control + Enter (Command + Enter).** This tells the computer to begin a new page. If you need to find this mark to delete it later, click on the Paragraph Icon (¶) on the **Home** screen (same for Mac), and it will be visible.

Printers

It is better to decide near the beginning what printer you will use to print your final draft, as different printers deal with text differently, and page breaks may shift noticeably. Once you have done the fine formatting for page breaks, do not change printers unless it is absolutely necessary. If you are unsure, select a pdf file as your “printer,” as this will be consistent no matter what printer you use.

Keyboard Shortcuts

Computers have many keyboard shortcuts that tend to be faster than mouse/menu combinations. Learning some of them can save you much time. Common shortcuts for moving around in a large document are in Table 8, and for formatting are in Table 9.

Table 8

Keyboard Shortcuts for Moving Around in a Large Document

Effect	**Windows Command**	**Mac Command**
Go to the last page of the document	Ctrl + end	Fn + cmd + right arrow
Go to the first page of the document	Ctrl + home	Fn + cmd + left arrow
Go to the beginning/end of the line	Home/end	Cmd + left/right
Go to a specific part of the document	Ctrl + G	Fn + F5
Highlight entire document	Ctrl + A	Cmd + A
Find a specific word/ phrase in the document	Ctrl + F	Cmd + F
Find and replace words in a document	Ctrl + H	Cmd + shift + H

Table 9

Keyboard Shortcuts for Formatting

Effect	**Windows Command**	**Mac Command**
Center	Ctrl + E	Cmd + E
Left/right justify	Ctrl + L/R	Cmd + L/R
Bold/italics/underline	Ctrl + B/I/U	Cmd + B/I/U
Single/double line spacing	Ctrl + 1/2	Cmd + 1/2
Undo	Ctrl + Z	Cmd + Z
Copy/cut/paste	Ctrl + C/X/V	Cmd + C/X/V
Adjust spacing (table lines, tabs) more finely than a space at a time	Alt + click and drag to adjust	Fn + Option + click and drag

Document Setup

If your computer does not show the following, it is wise to ensure these are visible for working with a research paper.

Ruler Bar

If there is no ruler across the top and down the left side of your document, click on **View > Ruler** (same for Mac).

Status Bar
At the bottom of the page, the status bar shows what page you are on in your document. It can (should) also show many other things. Right-click on the bar (click with 2 fingers for Mac) and select (click) what you want to see. Word count, section, page, zoom, vertical page position, and track changes are some of the most useful.

Page Setup

Page layout is easiest when the correct page layout is set up before typing begins. If you are using Word, go to ***Layout > Page Setup (Layout).*** Ensure that these settings are applied to the ***Whole Document.*** Under ***Margins (Orientation),*** ensure that the paper is in portrait mode, and set the margins ***(Margins > Custom Margins > Layout)*** at 1.5" for the left and 1" for the other three (class papers may be 1" all around). Under ***Paper (Size),*** set the paper size to A4. Under ***Layout (Margins > Custom Margins > Layout),*** set the footer to .5 inches. Set page numbering to bottom center at Insert > Page Number. Also select font and set it as default for the document ***(Format > Font).*** Make sure the page number is also the same font and size.

Spelling and Grammar

Go to ***Review > Language > Language Preferences > Proofing > Writing Style.*** Select ***Grammar & Style,*** then select which things you want the computer to check for (mark them all if you wish). For Mac, go to ***Spelling and Grammar Check > Options.***

Reference List
The reference list is single-spaced **(a deviation from APA style)** and is formatted using ***Paragraph/Hanging Indent (.5") (Format > Paragraph > Indentation).*** The easiest way to get it to look right is to give each paragraph 12 points of space after it, using ***Paragraph > Spacing > After (Format > Paragraph > Spacing > After).*** Putting 12 points here adds the blank line required between entries automatically.

The reference list is formatted as follows:

1. Begin the reference list on a new page after the text.

2. Set 1.5 inch left margin and 1 inch top, left and bottom margins, Font Times New Roman, size 12.

3. Place "References" in bold at the top of the page, centered.

4. Type all entries one after another using Font **Times New Roman, size 12.** Everything should be single-spaced.

5. Type all your references, then select all. Go to **Paragraph,** Special **(Hanging),** Spacing **(single),** After **(12 points)** then click **OK.** This should format your Reference List (entries should be single-spaced with double space in between entries).

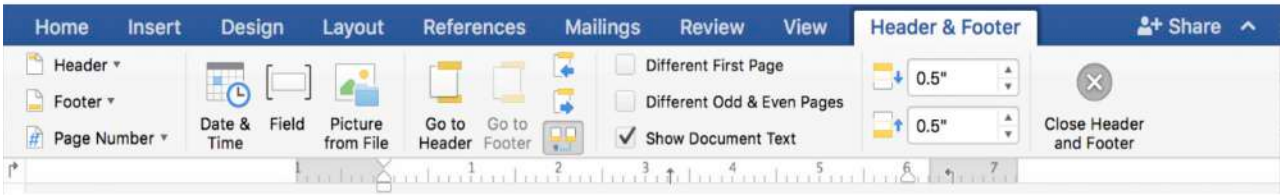
6. Order the reference list alphabetically. While your References are still selected, go to **Sort** and click **OK.** This will put your Reference List in alphabetical order.

Page Numbering

MS Word has the underlying philosophy that if you want something changed on a page (e.g., p. 45), you really meant to change it all the way back to page 1; therefore, it changes all the other page numbers for you automatically. Changing page numbering (or inserting a landscape page) requires a two-step process.

1. Insert a section break on the bottom of the page before you want the change to take effect, using **Layout > Breaks > Section Breaks > Next Page** (same for Mac). This should show as a new section on the status bar when you go to the next page. If the new section is different from what follows, also insert a section break **after** it.

2. Before actually formatting the page number, double-click on the footer and "disconnect" it from other footers, so it will not affect all the rest of the document back to the beginning or forward to the end. You should see a note at the top of the footer that says "same as previous." Since you do NOT want this footer to be the same as the one before, click the highlighted button **Link to Previous** (above, on the ribbon), and you will see that on your footer, it no longer says "Same as Previous." (For Mac, click on the footer of the new section and a on the ribbon click on "same as Previous" button to deselect the option, as illustrated on image below.) Once this is done, any changes made to the numbering or page layout in this section will not affect any other section.



3. Ensure that your new page numbers are in the correct font, the correct style, and are single-spaced, with no points before or after them. Make sure all sections before and after remain correct.

Note that in a thesis or dissertation, if you have introductory pages with no page numbers, followed by roman numerals for preliminary pages, followed by regular page numbers for the body text of your project, you will need at least three sections in your paper. 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 three levels of headings exactly as they appear in your paper, and the page numbers on which they are found. While it is possible to type the Table of Contents manually, this requires updating the page numbers every time a title moves from one page to another. It is much easier and faster for the computer to do all the updating automatically. Both manual and computer-generated table of contents are possible.

Manual Method

Type the entries you wish to include in the table of contents, select all and then set a tab with dot leaders to create the line of dots. Set the tab by choosing ***paragraph>tabs.*** The following tabs should be added: 0.3", 0.6", 0.9", 1.2" (alignment left, leader 1 or none) for indenting level headings. Additional tab stops should be added: set one at 5.5" with alignment ***right*** and ***leader 2*** (the one with dots); add a second tab at 6.0" with alignment ***right*** and ***leader 1 or none*** to make the blank space before the number. After adding each tab, click ***SET*** (don't click OK). When you are done setting all the dot leaders, you click OK. At the end of each table of contents entry, insert tab twice to create the space before the page number. Then write the corresponding page number.

Manual Table of Contents Steps:

1. General rule: Use one-inch margins on all sides for all research papers, unless otherwise specified. For theses and dissertations, use 1.5 inch left margin and 1.0 inch top, bottom and right margins.
2. Use 12-point Times New Roman font.
3. Type all entries one after another. All entries are **title case,** except **Level 0 entries which are in capital letters.**
4. Title the page – TABLE OF CONTENTS – and center the title at the top of the page. The title should be in capital letters and come down 2 inches from the top. Triple space after the title.
5. Select all entries (except the title) and go to PARAGRAPH, and then TABS.
6. In TABS, set the following dot leaders to create the line of dots for indenting the level leadings: 0.3; 0.6; 0.9; 1.2 (alignment left, leader 1 or none). After each one of these you click SET (do not click OK). Then you set dot leaders to make the blank space before the page number: 5.5 with alignment right, leader 2; and 6.0 with alignment right, leader 1 or none. After each one you click SET. When you are done setting all the dot leaders, you click OK.
7. The table of contents should reflect **the first three levels of subheadings used.** All entries must reconcile accurately (word-for-word including punctuation) with the headings and page numbers in the text.
8. Heading entries are aligned by levels, each level one-tab stop (usually 0.3 inch) indented further than the one before.
9. For theses and dissertations, table of contents entries for chapter headings and other major section headings are upper case, flush left, single-spaced if there are run-over lines, and separated from

subheadings entries by a blank line. Subheading entries are title case and single-spaced.

10. At the end of each entry, click tab twice to create the dots and another tab to create the space before the page number. Then write in the page number.
11. The table of contents is generally single-spaced. Lists of tables, figures, abbreviations and appendices should be in capital letters and double-spaced.
12. There is a triple space between the title (TABLE OF CONTENTS) and the first line of the table of contents; preliminary pages (Lists section and APPENDIXES) and the rest of the table of contents.

Automatic Method

Microsoft Word will construct a table of contents, but it needs to know which items you wish to include. For that reason, the preliminary setup before building a Table of Contents has to do with using ***Styles*** (under Format icon) to mark what headings you want in the Table of Contents. Once this is done, generating the table of contents is relatively easy. Conceptually, the steps needed to produce a table of contents are the following:

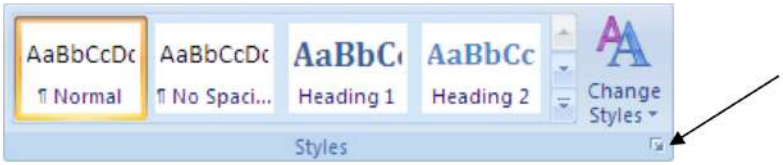
1. Ensure that ***Styles*** is properly set up.
2. Mark the headings in your paper with the proper styles,
3. Generate the table of contents.
4. Format the table of contents (electronically and/or manually).
5. Update the table of contents page numbers anytime changes are made to the text.

Step by Step Instructions

MS Word has different built-in styles already created for headings ***Home > Styles (Menu Bar > Format > Styles).*** The problem is that the styles Word offers do not match those required by this style guide. To solve this problem, you will need to modify them to match APA rules. 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).

1. **Check initial setup.** (Skip for Mac). Look at the style options on your computer. If you see headings 1, 2, and 3 or more, you may skip this step. If you do not, there is a setting that needs to be changed on your computer.

    a. Click on the little arrow at the far right of the Styles bar.



b. Choose Options > ***Show next heading when previous level is used.***
c. Also select ***new documents based on this template.***
d. Close the box using the x in the upper right corner.
e. You should now see several heading levels.

2. **Set up heading styles and mark headings.** Work within your document. If you have chapters, that will be Heading 1 for the table of contents. If you do not, Heading 1 is the first level of heading you use in the paper. Do not include the title page.

a. Find an example of Heading 1 in your paper and make sure it is formatted properly (bold, capital letters, centered/left, spacing before and after, etc.)
b. Click on the heading (no need to highlight the entire line), and right-click on Heading 1. Choose the first option, ***Update Heading 1 to match selection (Update to match selection*** for Mac). Now, Heading 1 should be formatted properly. Check it by clicking on an unformatted Heading 1 and clicking on ***Styles > Heading 1*** (same for Mac). It should format the selection for you.
c. Set up Heading 2 and Heading 3 in the same way.
d. Go through the entire document, marking each heading to its appropriate style.
e. Remember that you should have to set up each style only once, and after that simply use it. If the style accidentally gets changed, however, you can reset it by right-clicking and updating heading to match selection. Doing this ONCE will then correct ALL the Heading 1 uses in the paper.

3. **Generate the table of contents.** Do not worry if it does not look right the first time, as there are many ways to edit the table of contents once it is generated.

a. Create a blank page in the location you want your table of contents to be.
b. Put your cursor on that page.
c. Select References > Table of Contents (same for Mac), then choose an example that looks something like what you want. It should have dot leader lines and should say “Table of Contents.”
d. When you click on it, it will generate a list, using all the headings you have entered. Verify to see if you have missed

marking any headings, or if there are things in the Table of Contents that should not be there. In that case, go to the problem text and mark it as Normal on the styles bar (same for Mac), to remove the heading.

4. **Format the table of contents.** The text generated can be formatted just as if you had typed it yourself; however, any format changes you make will be destroyed the next time you re-generate the Table of Contents. There is an option, however, to only update the page numbers, which does not destroy your format. For that reason, do not finalize formatting until you only need to update page numbers.

    a. All edits to the computer rules for generating the Table of Contents take place from ***References > Table of Contents > Custom Table of Contents*** (at the bottom—same for Mac).
    b. Scan the information on the front page. You should have page numbers, right aligned, dot leaders, and 3 levels.
    c. The ***Options*** button (same for Mac) is not needed unless you wish to adjust the number of levels included (such as creating a special Table of Contents for tables or figures—see below).
    d. The ***Modify*** button (same for Mac) is where you will set up the formatting for each level of the table of contents.

        i. Select ***TOC 1*** and again choose ***Modify*** (same for Mac).
        ii. Ensure that it is the correct font, size, etc.
        iii. Go to ***Format > Paragraph*** and put 12 points before and after this heading (same for Mac). Make sure it is flush left, also.
        iv. If the headings do not show all caps, you can edit them here in ***Format > Font*** to be ALL CAPS (same for Mac).
        v. Move on to TOC2, and set it to be indented .6", the correct font, and with NO points before or after it.
        vi. TOC3 is indented .9" with no points before or after.
        vii. Regenerate and see if it looks like the book. Edit it until you are satisfied.

    e. If there are small things you cannot edit here, you can edit them manually directly in the document. When you are done, the table of contents should look exactly like the one in the book.

5. **Update the table of contents.** Do this anytime you have made changes to the pagination. Preferably update ONLY the page numbers once the format is complete.

List of Tables and Figures

If you have more than five tables or figures in your document, you need to provide a list of these with page numbers. These lists can also be generated automatically. Insert caption and Insert Table or Figures are used for this purpose.

Part II: Research Writing

CHAPTER 8
SCHOLARSHIP AND RESEARCH

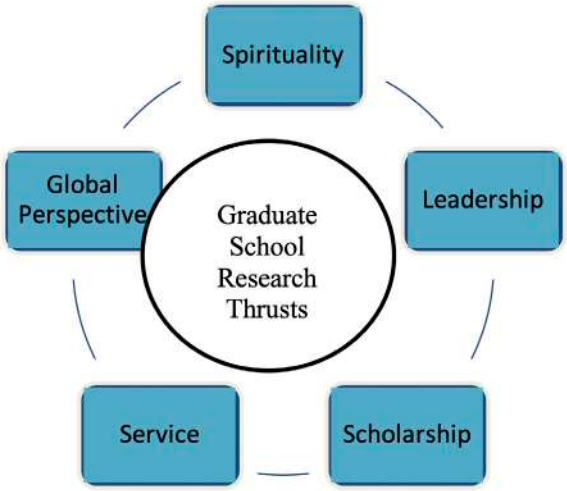
Scholarship and research are considered integral to the lives of students and faculty members at AIIAS. The Graduate School showcases the aspects of scholarship and research through a well-planned framework. Called the Graduate School research thrust areas, this framework is presented below.

Graduate School Research Agenda

Five areas of research thrust are considered important by the members of the Graduate School. These areas are (a) spirituality, (b) leadership, (c) scholarship, (d) service, and (e) global perspective. Figure 1 represents this framework followed by a description of each of these areas.

Figure 1

AIIAS Graduate School Areas of Research Thrusts



Spirituality

Spirituality is a difficult concept to define. Some scholars believe that the key component is a belief in a power outside of the human being. The rationale for including spirituality and the related questions that are to be addressed are discussed below.

Rationale. We believe that God created us as spiritual beings with a desire to seek something bigger and better than ourselves. We also believe that the Bible is the foundation to understanding the question of who we are and why we exist. Research, teaching, and learning—all spring from this foundation. The belief that spirituality exists in all human beings and that it can be best understood through the lens of the Bible leads us to practical questions. How can this belief

in spirituality and the Bible be operationalized in an institution of higher learning? We believe it can be operationalized through a practical application of theology that culminates in an operational definition of our faith and learning. All essential learning in our educational program and the major components of our research agenda are related to this concept.

Question that needs to be answered. A Graduate School scholar has myriad questions to address which are related to spirituality. Some of the questions to be addressed are the following. How can we define spirituality? What are the components of practical theology? Can we operationalize a definition of the practice of integrating faith and learning? How can faith and learning be integrated into one's professional practice and personal life? What are the effective ways to integrate faith and learning in business, educational, and health institutions? Does the integration of faith and learning from a Seventh-day Adventist perspective add enough value to our business, educational, and health institutions to justify the expense? How can Christian principles be integrated into business, education, and public health? How can we promote ethical practices in business, education, and public health? How can the Adventist health message be integrated with contemporary health promotion and education? How can we nurture a community of faith that embraces and nurtures a life-changing relationship with Jesus Christ? How can we promote a scholarship that is rooted in a biblical foundation? How can we encourage Adventist Church members to accept and live the teachings and lifestyle of the church? In what ways is spirituality connected to the other research thrusts?

Leadership

As the first phrase in our institutional mission statement states, "To develop leaders" is at the heart of what we are about as a Seventh-day Adventist higher education institution. Therefore, focusing attention on leadership as a research thrust is very important. The rationale and the related questions are discussed below.

Rationale. A core component of leadership is conceptualizing a compelling vision. Second, vision involves articulating and communicating a compelling rationale so that others are influenced to accept the vision. Third, leaders are able not only to think of a future ideal state but also to articulate the rationale compellingly for that belief, so others are influenced to believe in that vision so that they will be moved to implement a plan to bring the vision to reality. They are moved to action. A leader influences others to take action to improve what is current to something better.

There are several leadership models available in the scholarly literature. We subscribe to the servant leadership model because we are a Christian organization and believe that the model servant leader is Jesus Christ. We also believe that the motivation to become a servant leader arises from a desire to serve others first. It is not a desire for power, control, authority, or to make more money.

Questions that need to be answered. Here are some of the questions that can trigger research activities. Can we directly teach people to become leaders? Is there a Christian perspective in leadership? If so, how can we teach it? In this day and age, is servant leadership in a Christian organization possible? Is it possible in secular institutions? If so, how can we teach it? What could or should our work/organization look like if we were to fashion it to improve it? How would we go about doing this? If we can articulate a compelling vision to those with whom we work and serve, can we also influence them to the point that they believe in that vision as well? Then, can we influence those who support the vision to take action that would lead to implementing that vision? How can that be accomplished? What is the role of leadership in promoting human relations, learning, and wellness? Is there a different set of management and leadership skills needed to create, recognize, and embrace innovation in our organizations? What are the leadership styles and practices of effective leaders? How are ethical, moral, and effective leaders in business, education, and public health developed? How can organizations and institutions succeed in fulfilling their mission and vision? How do we build resilient individuals and organizations? Is there a Christian perspective in change and crisis? How can individuals and organizations reposition themselves to take advantage of the changing world?

Scholarship

Some of our colleagues in higher education often equate scholarship with research. We believe in a broader definition. The elaboration of a broader view of scholarship and the related questions are discussed below.

Rationale. In 1990, Carnegie Foundation president and former US Commissioner of Education Ernest Boyer suggested a fourfold definition of scholarship. In addition to what he called the scholarship of discovery, which encompasses traditional academic research, he added three other categories: integration, application, and teaching. These latter three categories would expand the traditional definition of scholarship to include putting discoveries into context, showing their application to practical problems, and sharing them with students. This often takes the form of course development and teaching the course and improving the practicality of research in solving real-life business problems.

At Harvard Business School, for example, course development means just that not merely effective classroom teaching, which is a point of pride for Harvard Business School and a requirement of all faculty but the creation of intellectual content to guide and facilitate the instruction process. The standard of excellence on the course development track to tenure is similar to that of the research-and-publication track: the creation of powerful new ideas rigorously supported and peer-reviewed. The difference for course development faculty is that their ideas are published in the form of instructional materials—cases, case teaching notes, technical notes for students, and course overview notes—rather than articles in scholarly journals. For AIIAS faculty, scholarship is not only traditional research production but is deeply tied to the teaching activities and the development of teaching materials.

Questions that need to be answered. How can we get a broader definition of scholarship accepted and embraced by our local colleagues and the broader academe? What are more efficient and effective ways to publish scholarly materials? How can newer forms of communication, such as e-journals, websites, podcasts, and blogs, be used to promulgate scholarship? How should such communication be refereed? What forms could that take? How can a strong research culture be fostered in business, educational, and health institutions? How can course development faculty be nurtured and supported? What are the best practices in research, integration, application, and teaching? How can they be promoted and nurtured? How can we foster and incubate innovation in business, education, and public health? How can organizations reengineer themselves to take advantage of the innovations that may be around? What are the health implications of wholeness? How is wholeness reflected in individuals, communities, and organizations? How can wholeness be achieved in business, educational, and public health settings? Why is achieving wholeness essential for our daily lives? What are the effective ways to promote healthy lifestyle change and improvement?

Service

The world is getting worse and worse for most people to live in. Poverty, diseases, crime, corruption, discrimination, inequality, and many different types of oppression have become a constant part of life. While a small percentage of people are generally doing well to meet their needs, most struggle with daily life—just to survive, send their children to school, pay their monthly bills, and just have their daily bread. The rationale for service as an area of research thrust and the related questions are presented here.

Rationale. Winston Churchill once said, "We make a living by what we get, but we make a life by what we give." Meaningful living is not about how much we get but how much we can use to bring about positive change in other people's lives. Organizations should no longer be guided solely by what they financially gain or the popularity they get. For individuals to live a meaningful life, it is no longer a matter of how much money one makes at the end of the month. It should now focus on how many lives each touches. The focus should be on how many problems individuals and organizations prevent or solve without any legal obligation but rather from their own good will.

It is no longer time to have scholars, educators, health professionals, and business people who focus solely on their gain without a heart for service. Organizations need to stop focusing simply on good intentions and plans; they need to move into action for doing good, making the world a better place for everyone to live in, without any discrimination of gender, socioeconomic status, religion, and others. Given that all are God's children and created in His image and that it is both a biblical principle and a moral duty to help those in need, it makes perfect sense for everyone and all organizations to focus on doing good in the community. It should not be something solely required; it should be automatic to all modern-era scholars, professionals, organizations, and systems.

Social responsibility should be part of every individual's core values. It should

become everyone's lifestyle. It should be aligned with the ideology of the Golden Rule, which compels us to do to others what we would like to have them do for us when in similar situations of need.

Questions need to be answered. What is service in business, education, or public health? What philosophy is behind it? What is the importance of service? What research can be shared where individuals or organizations have been effective in their service? What practical steps can be taken to launch and sustain social responsibility in the personal or organizational life in/through business, education, or public health? What research approaches and methods are best suited to investigate social responsibility? How can social responsibility be used practically to contribute to development or growth? What is the connection between biblical principles and social responsibility? Who should teach social responsibility, and when/how should it be taught? How can people go about mobilizing resources for social responsibility? What legal issues can social responsibility lead to, and how can they be prevented? How can the appreciation of culture and the arts be nurtured? In what ways can we mentor and support other institutions of higher learning?

Global Perspective

AIIAS is an international higher education institution. The school was created to serve the world church of Seventh-day Adventists and because we are physically located in Southeast Asia where the largest number of our students come from. The rationale for the global perspective and the related questions are discussed here below.

Rationale. We live in a time of controversy regarding global connectedness. While some say we live in a time of unprecedented connectedness on an individual as well as organizational level, others say that the world is far less connected than it appears to be. Whichever stand one takes, it remains a fact that we need connectedness for better human relations, learning, and wellness at all levels of human functioning. Therefore, the dimensions of connectedness that impact these areas of human life are important to study and consider.

Questions need to be answered. How can unity be achieved in diversity? Why is connectedness an effective means to improve human relationships, learning, and wellness? How do the results of cooperation compare with those of individualism? How is connectedness evidenced in individuals and organizations? What has been the impact of globalization in business, education, and public health? How has globalization affected the way people learn and how should teaching be done? How can individuals and organizations survive and thrive in a turbulent world of change? What changes and trends take place in business, education, and public health, and what are their implications? What are the cultural determinants in business, education, and public health? What is the impact of environmental issues on business, education, and public health? How can we address crucial issues in the world, in general, and in the church, in particular?

Review of the Literature

Since research builds on existing knowledge reviewing the literature is an important aspect of the research process. Use a comprehensive model that guides the researcher systematically through this process. A suggested model is that of Joyner et al. They describe three phases (a) broad scan, (b) the focused review, and (c) the comprehensive critique. The researcher scans extensively on the topic of interest at the initial stage to pin down the research topic facilitating greater understanding of the research problem. Books, journal articles, Internet materials and other reliable sources of information related to the problem are identified. During the focused review, the researcher sorts and reorganizes the most suitable materials gathered during the first phase. Materials are read critically and the bibliographic information is recorded. The final phase is to evaluate the selected materials of phase 2 that directly relates to the problem after evaluating the quality of the information. These sources are included in the research document under the section, review of literature.

Theoretical Framework Versus Conceptual Framework

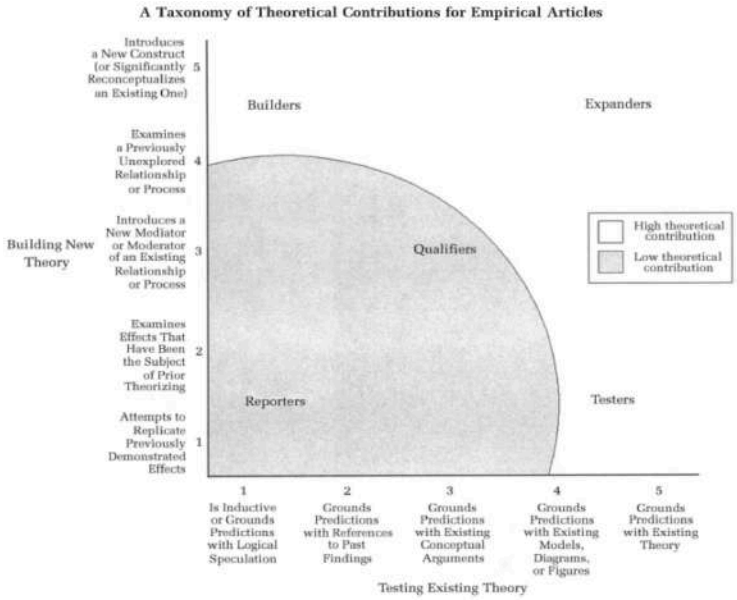
Theoretical framework and conceptual framework are terms that are related to research to denote structures that give shape to one's research. There are some differences between the two frameworks. A theoretical framework describes the existing theories that the research problem address. This framework is developed and presented at an early phase of the study and will guide the researcher in connecting the findings to such existing theories. On the other hand, a conceptual framework which may be in the form of diagram or description, depicts the expected relationship between variables used in the study. While primarily used in quantitative studies, in qualitative research they might help provide the relationship between the categories and themes during the culmination phase of the study.

Research Contribution

A prime consideration at the onset of conducting research is its contribution to the professional knowledge bank. An empirical study may contribute to building a theory, testing an existing theory or both. Consider positioning your study within the graph (Figure 2) in terms of its contribution. Other recognized models on research contribution may also be used for this purpose.

Figure 2

Research Contribution



Note: From Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the "Academy of management journal." *The Academy of Management Journal, 50*(6), 1281–1303. https://leeds-faculty.colorado.edu/dahe7472/colquitt%20and%20zapata-phelan%202007.pdf

A brief description of each of the identified points on the graph will help to see how different research studies contribute to building a theory (Y-axis) or testing a theory (X-axis). As seen on the graph, five classifications of empirical research contributions can be identified: (a) reporters, (b) qualifiers, (c) builders, (d) testers, and (e) expanders. Reporters are studies that are low in both the building of a theory or testing of a theory. In this group, studies attempt to replicate previous studies with conflicting results or to validate the findings, in new settings.

Testers are studies with high-level theory testing but low-level theory building. Such studies are based on existing models or theories. These studies contribute in enhancing the reliability of a model or theory. *Qualifiers* make moderate contributions to theory building and theory testing. As a theory builder, such studies test previously established relationships with added variables as supported by literature. As theory testers, such studies come up with models supported by current literature which are tested on new populations.

Builders include studies that are high theory builders but low theory testers. They are inductive in nature and study unexplored relationships and constructs. Expanders are studies that are high in both theory-building and theory-testing. They focus on relationships and constructs not yet explored while at the same time test existing theories.

Types of Research Paradigm

A research paradigm is known as the norms and beliefs on how to view and solve a problem. The departments in Graduate School—Business, Education, and Public Health—are disciplines within the social science. In the realm of social science, scholarship deals with several types of scientific research paradigms: (a) positivism, (b) interpretivism, (c) social constructivism, (d) critical paradigm, and (e) postmodernism. These paradigms are summarized in Table 10.

Each of these types of paradigms is founded on empirical studies. Such studies are based on knowledge derived from the actual experiences of humans, producing primary data. These studies are typically carried out through quantitative (e.g., using a positivist paradigm) or qualitative (e.g., interpretive) methodologies. For example, a researcher may conduct a quantitative study on the effect of a certain type of music on the mood of the participants using an experimental study, or do survey research by administering a questionnaire to find the levels of noise pollution of residents in an urban area. On the other hand, the researcher may conduct a qualitative case study on an exemplary bank manager through in-depth interviews and observations, or probe the process of overcoming culture shock of new international students in a school through multiple interviews using a phenomenological study.

More recently, mixed methods have emerged in social sciences. Such studies systematically integrate quantitative and qualitative data within a single, sustained inquiry. Considered more complex than stand-alone quantitative or qualitative research studies, these studies require expertise in both research paradigms.

All empirical studies follow the scientific procedure. A review of literature is an integral part of reporting of these empirical studies. Graduate school students can also find opportunities to write an array of conceptual studies through thought papers, term papers, or research projects as well as empirical studies in the form of mini-studies in research classes prior to their culminating research. Individual or collaborative studies, besides course-related ones, may be carried out by the Graduate School students, staff, and faculty resulting in presentations and published articles.

Table 10

Social Scientific Paradigms

Paradigm	**Emphasis**	**Assumption**
Positivism	Objectivity, knowability, deductive logic	Society can and should be studied empirically and scientifically.

Interpretivism	Research on humans	People interpret their social roles in relationship, which influences how they then give meaning to those roles and the roles of others.
Social constructionism	Truth as varying, socially constructed, and ever-changing	Reality is created collectively; social context and interaction frame our realities
Critical paradigm	Power, inequality, and social change	Social science can never be truly value-free and should be conducted with the express goal of social change in mind.
Postmodernism		Truth in any form may or may not be knowable

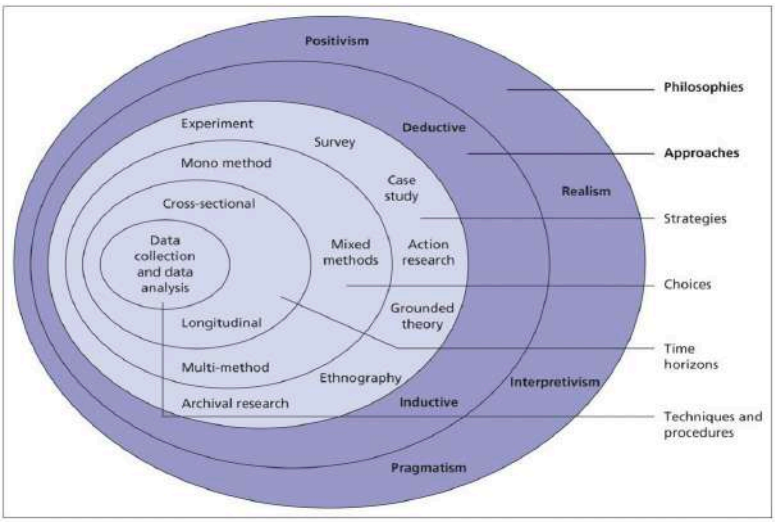
Note: Sheppard, V. (n.d.). *Research methods for social sciences: An introduction* (p. 24). Electronic book. https://pressbooks.bccampus.ca/jibcresearchmethods/chapter/1-5-research-paradigms-in-social-science/

A Model for Organizing Research Methodology

Another consideration at the onset of research is the organization of the methodological elements of the search. Several models exist and here is one example of a model from Saunders et al. (2016) as shown in Figure 3. Considering this research onion will lead the researcher through making decisions that are involved in the methodological deliberations.

Figure 3

The Research Onion



Note: Adapted from Saunders, M., Lewis, P., & Thornhill, A. (2016). ***Research methods for business students.*** Pearson Education.

The researcher considers six categories relating to the research to be commenced: (a) philosophy, (b) approach, (c) strategy, (d) choice, (e) time horizon, and (f) techniques and procedures. Figure 3 provides options in each of these categories to choose from. These categories may be discussed in the methodology chapter or section in a systematic way.

CHAPTER 9
ENTITIES OF RESEARCH SUPPORT

Students who are engaged in their culminating-work-related research writing typically work with a research committee. The entities and individuals involved in this process and their responsibilities are important to be identified. The discussion below begins with the research committee.

The Research Committee

The research committee may be a thesis committee or a dissertation committee based on the type of culminating work of the student. Guidelines for selecting of the committee and the responsibilities of those involved are important to consider. Here is a description of these aspects.

Selection

The following policies govern the formation of research committees:

1. In consultation with the academic advisor, the student selects a topic for the research study and identifies potential committee members. The thesis/dissertation committee is typically composed of three faculty members, at least two from the student's department. One member is selected as thesis/dissertation chair and appointed by the department as the committee chair based on expertise in the content area.
2. The thesis/dissertation advisor will normally be an AIIAS Graduate School faculty member and a member of the department/program in which the student is studying. Recommendations that do not follow this norm need the approval of the dean.
3. Advisors need academic preparation and qualification that is suitable for the research to be performed (this qualification includes having a doctoral degree if one is to chair a doctoral dissertation).
4. The committee composition may include members from another department (or off-campus) but at least two committee members 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 including travel expenses that they are responsible to pay for.
5. A thesis/dissertation committee of three should not typically include more than one person from the same family. If this is unavoidable, a fourth committee member should be added.

Responsibilities

The responsibilities of the members of the research committees are described below.

Student. Even though a student has a committee to help with the research, the work is essentially the student's responsibility, not that of the research advisor, methodologist, the third members, or editor. The student needs to take ownership and responsibility for the ideas, the research 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, especially design, analysis, or strategy, without advice. If you have questions, ask.
2. **Schedule your work wisely.** AIIAS Graduate School professors may be required to travel at times that are not convenient for research students. There are times of the semester when the editor and professors are very busy. Plan with your advisor on how to make progress despite 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 that is related to your research while your professors are traveling or reading your work so that you can advance while waiting for feedback.
3. **Be reasonable.** Professors ideally have **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/her travel and expect to have it back by flight 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, asking when you may expect to see it is appropriate. 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 work such as 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 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/dissertation committee member is a great friend and very willing to help, the advisor is still the advisor.
7. **Be realistic.** Most students take 2 to 4 hours of study and writing time for every finished page. Budget your time carefully. Editing always takes longer than expected. Do not expect your committee to

work harder just because you did not carefully check your writing or took longer than expected to write something.

8. **Be persistent.** Once you have begun your research, you must register every term and finish within 4 years. 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.

Academic advisor. The academic advisor works with the student until the student has chosen a thesis/dissertation topic, a research chair, and a committee has been formed. The major roles of the academic advisor relating to research are the following:

1. **Academic advising.** Help students who plan to write a thesis/dissertation choose courses that will prepare them for their intended topic, in consultation with the respective department chair.
2. **Mentor the research process.** Encourage students to think about research topics from the very beginning of their coursework. Help them focus their ideas, and begin to write a short document (thesis/dissertation prospectus) to share with potential thesis/dissertation committee members.
3. **Let go.** Encourage the student to discuss research ideas with a variety of professors. Guide the student to those who might be interested in the topic. Once the committee has been approved, the research committee chair checks the stage of the research and dissertation progress.

Research advisor. The research advisor or research committee chair is selected for his/her interest and expertise in the student's topic. The chair 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 include the following:

1. **Direct the project/thesis/dissertation committee.** The research advisor chairs the committee, facilitates communication among the members, and calls for meetings as needed. The chair directs the student to share drafts of the research with specific committee members at the appropriate times. The advisor calls a committee meeting 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. Though the advisor is not responsible for detailed editing and formatting issues, in case the

student needs additional help, may refer the student to the Writing Center. 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 assigned tasks, 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 theses/ dissertations.** Empirical studies need Ethics Review Board approval. If AIIAS 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/dissertation, and APA format. For additional information, please check with the AIIAS editor, the Writing Center, or the director of Asia-Pacific Research Center.
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.** Ideally, the corrected work should be returned to the student within 2 weeks, but students should also be reasonable and not ask for feedback before one week. Let the student know when to expect your feedback. Be sure the student has something else to work on while waiting. Students need to understand that the editing process is cyclical and often will need multiple submissions before it is approved. Succeeding edits usually takes much less than two weeks for the first submission. The chair will often want to see edits and other changes suggested by committee members.
7. **Make sure students are registered.** Students in the research phase of their program must be registered continuously, or they should request a leave of absence.

Thesis/dissertation methodologist. The methodologist position is especially important when theses and dissertations are based on empirical research. The methodologist is usually a committee member but could be the research chair in some cases. This person is chosen because of their expertise in the design techniques and methodology used for the study. As a committee member, the methodologist reads the whole thesis or dissertation but focuses on the method and data analysis chapters.

Thesis/dissertation committee member. The research committee member is usually selected to lend expertise in some aspect of the topic being researched. The different perspectives and support offered by this individual can be extremely useful.

External examiner. An external examiner is required for a doctoral defense. External examiners are chosen for their expertise in the field of the dissertation topic. They provide credibility to the process by having someone not connected to AIIAS Graduate School evaluate the work which has been done. The external examiner provides benchmarking and ensures that AIIAS Graduate School maintains the highest possible standards. The PhD in Business requires a second external examiner who does not reside in the Philippines.

The Graduate School Editor

The institutional editor supports writing by reading through the drafts at various points. The corrected first three chapters (after the proposal defense) is usually the first reading of empirical papers by the editor. A similar practice is used for projects. An editor's checklist (see p.) is filled out and sent along with the paper. The editor must approve a student's research before it is sent to the external examiner and before copying and binding. **The editor is accessed through the research chair,** and any concerns about the editor's requested modifications should be discussed with the student's research chair. 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 (20 errors, typically), 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 a delay in the completion process.

The Writing Center

The student may seek the free services of the Center for formatting and proofing. Such services may help refine the document and minimize the time needed by the advisors and editors to correct the grammar, mechanics, punctuation, spelling, syntax, referencing, and formatting. However, the student needs to ensure that this arrangement does not compromise the integrity and originality of the research.

CHAPTER 10
THE PROCEDURES OF CULMINATING RESEARCH

SThe process outlined in Table 11 is for research done at AIIAS. Table 12 summarizes the major steps in the research approval process for each type of study.

Steps in Completing Research

Table 11

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 a research advisor and members	The student choses a research advisor who should be knowledgeable on the topic, interested in the research, and willing to serve. The student may discuss the area of research interest and the proposed title; the proposed committee members are also selected in consultation with the (proposed) research advisor.
Prospectus	Student writes a research prospectus using the template (see Appendix A). In consultation with the proposed research advisor, this document is fine-tuned. The prospectus indicates the proposed research committee members. This document is submitted to the department for approval of both the title of the study and the research committee

Topic request	Student develops a topic request with the proposed research advisor and committee. This document is typically 5-6 pages long and details the scope of the study, methodology, and evidence that will contribute new knowledge to the field. A proposed timeline for completion should be attached. The structure of the topic request may differ depending on methodology; work with your advisor. Topic request is first approved by the research committee. See Appendix A for the topic request approval form. The student prepares a short presentation (10 to 15 mins). Upon scheduling of this defense, the student defends the topic request document before the department chair and research committee.
Writing phase	Once the approval phase is accomplished the student works on the proposal chapter by chapter, first with the advisor, then with the other members of the committee, as directed by the advisor.
Proposal	All research requires a proposal approval (see Appendix A for the form). The research committee will meet to agree on when a study is ready for a proposal approval. The completed proposal defense application, the proposal document, and the PPT presentation are sent to the dean's office for scheduling the defense. Upon scheduling the proposal defense, the student presents, and the committee asks questions (the public is not invited). Human subject research: The proposal consists of the complete first three chapters of the thesis/dissertation for quantitative studies. For qualitative studies the proposal is emergent and developmental and therefore shorter than a quantitative study. Permission to collect data is given by the advisor and methodologist after the proposal approval, once instruments are perfected. At least a week is allowed for the Dean to read the document presented.

Ethics Review Board (ERB) approval (empirical research)	All empirical research done by AIIAS students, faculty, or staff as part of an academic program at AIIAS, or on behalf of AIIAS must be reviewed by the ERB. If the study will not include human subjects, the study does not need ERB approval. The application is made after the 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 with the ERB.
Administrative Committee approval (for research done at/ about AIIAS)	If the study is about AIIAS or if data from AIIAS is required, permission must be obtained from AdCom. This is true for class-based research, faculty research, and projects/theses/dissertations. Work with your advisor to make a request to AdCom if needed.
Editing	The research advisor must approve all work that goes to the editor, and both the student and the advisor must sign the checklist (see Appendix A) 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 final defense is not fixed until the work has been fully edited.
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 and approved by the editor, the defense date can be set. The paper goes to all the examiners. In the case of a dissertation, this includes the external examiner, who is given a minimum of 2 weeks to read it and prepare for the defense. During this time, a mock defense, preferably organized and implemented by the students with the assistance of the research committee chair, should meet. This experience is usually invaluable to the students holding the mock defense and the student defending the research.

Defense	A filled-out final defense application (see Appendix A), the dissertation document, and the PPT presentation are sent to the dean's office for scheduling the defense. At the defense, the completed work is presented (20 to 30 mins) to the ***defense committee*** (the public may be invited to witness this event). Examiners ask questions and usually suggest revisions. The research advisor supervises minor revisions; major revisions may require the entire committee to review the document.
Editing/copying/binding/ electronic submission	The research advisor indicates when the work should be sent to the editor for the final check but does not sign the approval sheet until editorial approval is gained. The dean signs last, and this signature indicates approval for copying, binding, and electronic submission.

Table 12

Research Approval Comparison Chart

	Department Approval	Topic Request Approval	Proposal Defense & Approval	Ethics Review Board	Editor Check	Passing Oral Defense	Editor	Approval Sheet
MA Project (with research option)	Topic and advisor	NA	NA	Yes	Yes	NA (Public presentation)	Yes	Yes
MSA Project	Topic and advisor	NA	NA	Yes	Yes	NA (Public presentation)	Yes	Yes
MA/MBA/ MPH Thesis	Prospectus (Topic and thesis committee approval)	Department chair & thesis committee	Dean & thesis committee	Yes	Yes (Proposal)	Dean & thesis committee	Yes	Yes
EdS Project	Topic and advisor	NA	NA	Yes	Yes	NA	Yes	Yes
Research Experience	Topic and advisor	NA	NA	Yes	NA	NA	Yes	Yes
PhD Dissertation (Education & Business)	Prospectus (Topic and dissertation committee approval)	Department chair & dissertation committee	Dean & dissertation committee	Yes	Yes (Proposal)	Dean, dissertation committee, & external examiner	Yes	Yes

The Editing Process

The editing process usually takes longer than most students expect. This is partly because students are not generally experienced in the editing process and have not learned to look at the details that make their work more readable and professional. In addition, many students may not be native English speakers. One recommendation for getting work through the editor's office quickly is to send the printed copy of the first three chapters (with a soft copy for submission to a plagiarism checking database) 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 ***via your advisor.*** Projects are subject to the same editing process as theses/dissertations, so do not wait until the end to begin the process.

The AIIAS 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.** They include courses such as Academic Writing, and all the research courses. This is the opportunity to **learn** how to organize, reference, and format your writing.
2. ***Graduate School Writing and Research Manual.*** This is the final word for format.
3. **APA Manual.** This has more details than the *Graduate School Writing and Research Manual*. However, the details there do override what is mentioned in this manual.
4. **AIIAS 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. These tutors, however, are not editors.
5. **Research advisor.** Your advisor and other committee members may often help you with issues of grammar and format (but they are not responsible for doing it), as well as organization and content. The document may not go to the editor until you have cleaned up the document as best as you can and your research committee approves it. Only through the research advisor can the paper go to the editor.
6. **Format checklist.** Before the document goes to the editor, you and your advisor need to check it against the checklist of common errors (see Appendix A) and sign that you do not find these errors in the paper. It is faster to do this yourself than to wait two weeks for the editor to tell you the same thing.
7. **AIIAS 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 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 of these 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.

Advancement to candidacy. A doctoral student applies for candidacy when all coursework is finished with a satisfactory GPA and he or she has passed the comprehensive exam.

Continuous registration and leaves of absence. Students in the research phase are expected to remain registered continuously, whether they are on or off campus. A leave of absence, of no more than 15 months, may be requested through the student's program committee, for departmental approval. Students on leave do not have access to AIIAS faculty support or AIIAS Library services. See the bulletin for details and other options, such as the one-time extended registration policy.

Time to read and return a document to a student. Professors ideally have up to 2 weeks to read and return a document. If a professor does not meet this deadline, the student should check with the professor about the state of his/her work, or 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 he/she finds more than 20 errors in the paper. The editor is expected to return a student's document after 2 or 3 weeks. If the editor has fewer papers to read, the turn-around time may be shorter but students must count on the 2-3 weeks. This is for every time a document goes to the editor. Thus, if the paper goes to the editor 3 times before it is approved, 6 or 9 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 4 months before graduation, even if the student is uncertain whether he or she will complete in time for graduation. The Bulletin gives the deadlines for application. If students cannot graduate on the date requested, they must reapply for a different date and they will not be charged any additional fees.

External examiner reading time. A copy of the editor-approved dissertation is given to the external examiner, typically three or four weeks before the defense date. This date may be adjusted slightly, if necessary, to suit the schedule of the external examiner.

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

Final editing. Projects must go through the same editing process as a thesis/dissertation. Once thesis or dissertation 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 read 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 AIIAS 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 (via the editor), 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 cannot get your actual documents until you complete the clearance form). A word to the wise is sufficient.

Overall deadline. AIIAS has a 10-year deadline for completion of a program, after which credits will expire and can no longer be used for an AIIAS degree. AIIAS also has a 4-year time limit for dissertation writing, starting from advancement to candidacy.

Defense Procedures

Policies

1. Once the research committee agrees that the research document meets suitable standards and is edited (i.e., ready for defense), the committee completes the first portion of the Defense Report form which is submitted to the Dean's office.
2. This form must be accompanied by two copies of the editor-approved defense-ready document. The Dean is then responsible for selecting and contacting an external examiner (for dissertations) and setting a date for the oral defense. The defense date will not be set until an edited copy of the defense document is in the Dean's

hands, and normally the date is not less than a minimum of 2-3 weeks after the copy is received.

3. In preparation for the oral defense, the advisor is strongly encouraged to hold a mock defense or pre-defense (usually organized and implemented by the students with the assistance of the research advisor) prior to the public defense.
4. The Dean moderates the defense, and prepares and brings the appropriate documents to the defense for signature: both the defense document and the signature page. The dean's office holds these documents until the revisions are completed.
5. When the student turns in a photocopy of the completed signature page to the registrar's office, the research work is considered officially completed.

Procedures

An oral defense is a public event that inspires the academic community through quality research work at AIIAS. To maintain the dignity of this formal occasion children are not generally allowed (except the candidate's family if they are at an appropriate age to be quiet) and participants are expected to remain silent in their seats for the duration of the defense. Entering or leaving the room during a defense is not proper behavior, except for an emergency.

The defense panel consists of the entire research committee, the external examiner, and the presider. The presider is typically the dean or their designee. Defenses are conducted physically. In some exceptions when a panel member cannot be physically present, video conference or teleconferencing can be used but a contingency plan must be in place in case of possible IT failure.

The presider reminds the audience of the following before beginning a defense:

- Turn off cell phones and any devices that might disturb the proceedings.
- No photographs or videos are allowed during proceedings.

During the preliminaries the presider introduces the candidate and each member of the defense panel.

A candidate will be invited to make a presentation of the research findings to the ***defense panel,*** which is **not to exceed 15-20 minutes** in the case of a thesis, and **20-30 minutes** for a dissertation. Two rounds of questions from the defense panel on the presentation and its underlying research will then be addressed to the candidate, providing opportunity for the candidate to respond to each question. The two rounds of questions should be limited to no more than 90 minutes. Questions should be objective and focus on the study. Members are to avoid personal opinions and informal comments of a personal nature.

Once the candidate responds to the questions, the open session of the defense is complete and the audience and candidate leave the room so that the Defense Panel can deliberate before they recall the candidate to deliver their evaluation.

Thesis/Dissertation Defense Evaluation

The goal is that a thesis/dissertation defense is generally approved by consensus of all defense panel members according to the defense evaluation levels and criteria (see Table 13). If this is not possible, one dissenting voice may be allowed, at the presider's discretion. The reason for dissenting vote should be noted, and stipulations written as to how the issue must be addressed, if it cannot be entirely resolved.

The evaluation frequently requires revisions and these must be clearly identified on the Defense Report (see defense recommendation template on p.). Both the candidate and the advisor receive a copy of this report. Minor revisions are supervised by the research advisor; however, individual members may request to see the changes made to the document; major revisions may require the entire committee to review the document. A signature on the approval sheet waives the member's right to review the revisions later and entrusts the committee chair with this responsibility. A defense panel member may choose to withhold signature if he/she wishes to personally review the requested revisions. If the research advisor is absent, another member may be designated to supervise the changes, and that individual does not sign the approval sheet until all the stipulated revisions are satisfied. The original Defense Report must be kept on file in the dean's office. The original signature sheet is bound into the student's copy of the dissertation. Table 13 shows the criteria used for evaluating a defense.

Table 13

Criteria for Evaluating a Defense

Level	**Criteria**
Pass with No Revisions	1. Minor non-substantive editing only 2. No required deletions, insertions, or restructuring of the document 3. No required changes to the conclusions
Pass with Revisions	1. Deletion or insertion of sections of the study (e.g., additional footnotes or bibliographic entries, additional authors in the Review of Literature) 2. Editorial changes in foundational components (e.g., statement of the problem, significance, research questions, conclusions) 3. Methodological revisions/re-analysis of data 4. Addition of a chapter 5. Revision of the interpretations 6. Excessive minor corrections

Fail	1. Flawed research design 2. Irreconcilable problems with the results 3. Plagiarism 4. Candidate unacquainted with contents of the document and unable to respond adequately to direct questions on it

Note

- Approval date, as indicated on the signature sheet, is the date of final approval when all revisions have been satisfactorily completed and confirmed.
- A doctoral student technically remains a doctoral candidate until graduation or certification by personal collection (CPC), and may not officially use the academic title of "Doctor" until after graduation.

End of Thesis/Dissertation to-do List

The end-of-dissertation to-do list begins with the signature of the AIIAS editor. Once the editing is completed, the remaining steps often happen in quick succession.

1. Obtain the signatures of the research chair and the Dean. This completes the signature page for the project/thesis/dissertation. 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, thesis, or dissertation 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 research. Consult with the dean's office if you have any questions about this process. The original is yours to keep; you must provide AIIAS with the following number of copies. Extra copies for committee members are at your discretion.

   Thesis/Dissertation **5 copies**

   Library (3) (one for the National Library), Dean's Office, (1) research chair (1)

   Project **4 copies**

   Library (2), Dean's Office (1), project chair (1)
4. Copying and binding of the research are at the student's expense, but may be arranged through the dean's secretary, and 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 AIIAS editor) for the AIIAS repository and to the Networked Digital Library of Theses and Dissertations (www.ndltd.org). This will make the study available to other AIIAS

students and to other researchers throughout the world through online tools. If you feel that it should not be made available because of the sensitive nature of your study or any other specific reasons, 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 AIIAS recommends that you protect your document, see the section on Creative Commons Licensing on p. . Once you have received final approval and given your document to the library, you may not remove it from the AIIAS 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 IMRC personnel or the Systems Librarian if you have difficulty with this procedure.
    d. E-mail your file, or copy it on a USB drive and take it to the AIIAS editor. The editor will check that the file is the same as your approved thesis/dissertation (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/dissertation 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 AIIAS, 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.

Additional Research Information

Research seminars/forums. Research results are meant to be shared. Both the Seminary and the Graduate School 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. These are opportunities for professional growth that should not be missed.

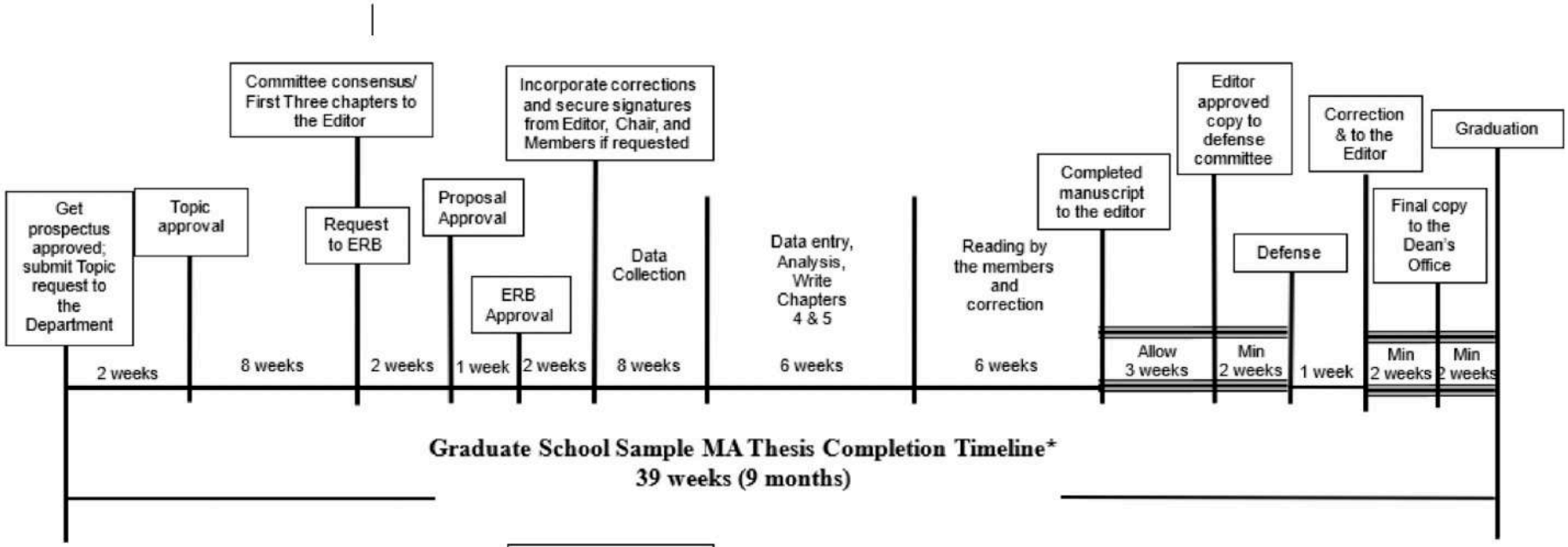
Research journals. The Seminary and the Graduate School publish peer-reviewed research journals. This is an opportunity to hone your research skills by producing a publishable article. Book reviews and other shorter pieces may also be accepted. Research experience or thesis equivalent papers, or certain class papers may be considered for publication. Check with a professor who knows your work or contact the journal editor directly.

Additional guidelines. The Graduate School has additional documentation detailing procedures and time scheduling for theses/dissertations. Consult your department chair or academic advisor to find out what is available.

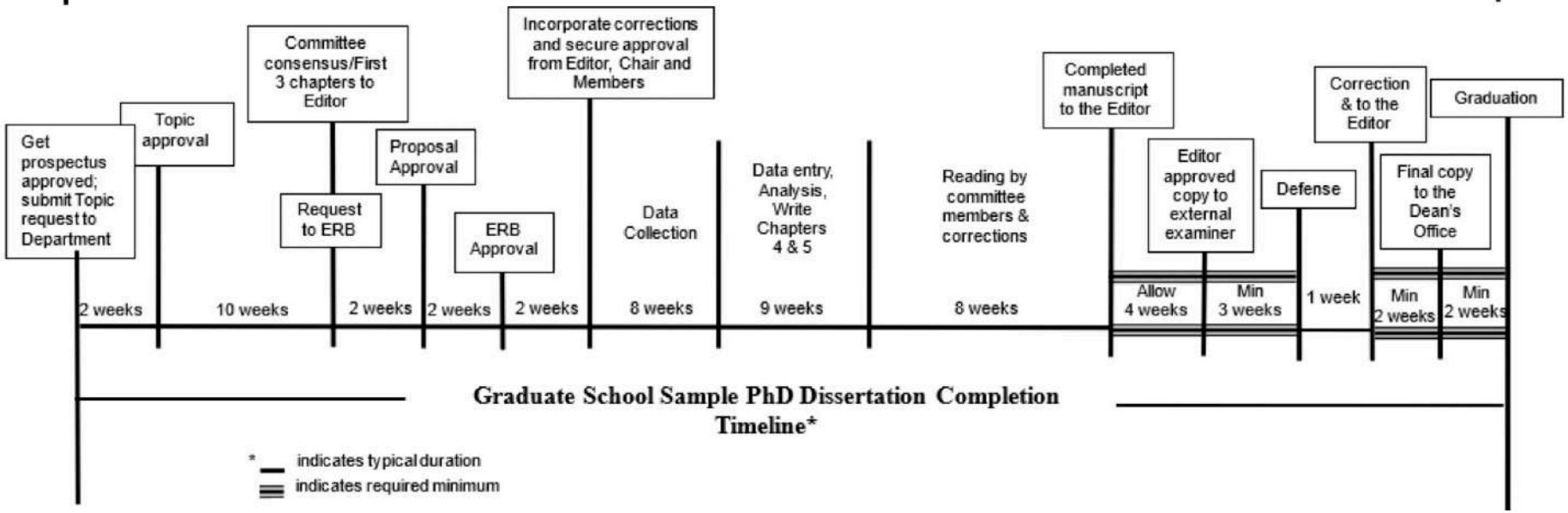
Sample Timelines

The following pages contain sample timelines for empirical research. These timelines are based on typical student progress, and may vary for individuals. 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 often as much as five months before graduation. Do not underestimate the time needed for the last stages of research writing.

(Use the revised pages below for the timelines which needs to be formatted. I have a separate timeline document that is clean which can replace this.)



Graduate School Sample MA Thesis Completion Timeline*
39 weeks (9 months)



Graduate School Sample PhD Dissertation Completion Timeline*

* ▬ indicates typical duration
▬ indicates required minimum

Forms

A variety of forms are required for research papers at GS. If you have any doubt as to what is required, consult your research committee chair or your program director for further information.

The forms and checklists pertaining to research activities are listed in Table 14. These documents are found in Appendix A as well as in AIIAS website.

Table 14

Types of Forms and Checklists

	Get form from	**Completed form goes to**	**Approved form goes to**	**Appendix page (link)**
Prospectus	Dept.	Dept.	Dept.	136
Topic Request	Education Department secretary	Department/ proposed research committee	Department cc Research Committee Chair	137
AdCom Approval (any study at/ about AIIAS)*	VPAA's secretary	Research Committee Chair→ VP Academic Adm	President's secretary cc Research Committee Chair	
Proposal Approval	Dean's secretary	Research Committee Chair→ Dean/Prog Committee	Department cc Research Committee Chair	139
Ethics Review Board (ERB) Application	AIIAS website	Research Committee Chair→ ERB Chair	Dean's office cc Research Committee Chair	140
Ethics Review Board Checklist	AIIAS website	ERB chair	Research committee chair	143
Plagiarism Statement	Dean's secretary	Editor	Editor	146
Editing Checklist	Dean's secretary/AIIAS website	Research Committee Chair→ Editor	Research Committee Chair	147

Application for Change of Status (doctoral students)*	Admissions & Records	Department/ Program Committee	Admissions & Records	
Defense Document	Dean's secretary	Research Committee Chair→ Editor → Dean	Dean's secretary	150
Approval Page **	Dean's secretary→ Editor (for the bound document	Research Committee Chair→ Dean	Student cc Admissions & Records	
Repository Form	Library Counter	Library	Library	
Clearance Form*	Admissions & Records	Admissions & Records	N/A	

*These forms are not illustrated in this chapter, as they are general forms for all students, and not specific to research.
** This form is unique for each case. Work with the Dean's secretary to create your form when you are nearing the end of your research.

CHAPTER 11
MAKING RESEARCH PUBLISHABLE

The adage "publish or perish" is increasingly applicable to students in higher education as it has been for faculty. Doctoral students especially are encouraged to publish research papers. This practice is becoming mandatory in some programs. Here are some tips for making one's research report 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 original paper on which it is based. The basic parts, however, must appear. The typical parts of an empirical study to be published consist of the following: (a) Abstract—a summary of the study; (b) Key words—usually 6 to 12 related words; (c) Introduction—a narrative hook, background of the study, statement of problem, and purpose of the study; (d) Review of the literature—a synthesis of the current, relevant scholarly literature; (e) Methodology—research design, research setting, sampling, data collection, data analysis, and ethical considerations; (f) Results—major findings; (g) Conclusions—synthesis of major findings and recommendations; and (h) References—complete entries in APA format. Theoretical articles have fewer elements and include the following: (a) Abstract—a summary of the study; (b) Key words—usually 6 to 12 related words; (c) Introduction—a narrative hook, reason for the study, list of the main topics or sections discussed; (c) Body—having a main theme with several subthemes synthesizing current research and researcher's viewpoints; (d) Conclusion—a summary of what does it all mean and recommendations; and (e) References—complete entries in APA format. In the Table 15, the parts of an empirical article are included in the explanations; however, students preparing a theoretical article will also find it helpful.

Table 15

A Student Paper to Article

Student paper	Publishable paper	How to get there
Plagiarism is not always carefully avoided. Sometimes this is due to poor technique and 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 that 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/
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. Tables and figures from others are almost never reproduced; if copyrights are involved, permission is sought for their use.	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 (http://flash1r.apa.org/apastyle/basics/index.htm).	Follow carefully the style manual indicated by the journal 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. Do not 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 a 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 and 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, ensuring 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 summarized.	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 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 or narratives 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; include 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 or data evidences 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.

Students can expect support for the publication of their papers from faculty. Collaborative publications are common with students teaming up with faculty. Students may also publish collaboratively with peers and scholars from other academic institutions. The quantity and quality of publications (of faculty and students) is a characteristic of a research institution.

CHAPTER 12
RESEARCH ETHICS GUIDELINES

Ethics in research is of primary concern to all researchers. It permeates through the entire research process, from conceptualization to design, fieldwork or data collection, data analysis, result, conclusions, and dissemination of the findings. This means the ethical issues that may arise during research may vary widely. Therefore, the integrity of a research study largely depends on whether or not the study is conducted, considering possible ethical concerns that may arise before, during, and after a research study. Ethics is therefore taken seriously in research studies to avoid subjecting the research participants to possible risk or harm and to safeguard the use of human research participants as a means to an end.

In general, research ethics have to do with reflective choices a researcher makes on moral principles of conduct or the standards of right or wrong during a research study. As a researcher, you need to consider these principles because they safeguard you, the human research participants, and the institutions involved in the study from any possible or foreseeable harm. The principles broadly cover respect for human research participants by ensuring their privacy and obtaining their informed consent, beneficence (minimizing harm and ensuring reciprocity), and justice. This chapter presents some of the ethical considerations a researcher may consider before, during, and after your research undertaking. The chapter also presents the role of the institutional Ethics Review Board (ERB) in the research process.

Ethical Considerations Before Conducting a Research Study

Ethical issues in a research study are diverse and may vary from one type of research design to another. A researcher must think carefully about any possible ethical issues that may arise in the study right from the conceptualization of the study. At the conceptualization stage, the researcher builds the research design and determines the ethical issues that may arise during the study. The ethical concerns may cover areas such as the worthiness of the study, the research design, the competency of the researcher, the recruitment of research participants, the vulnerability of the participants, the research setting, and the necessary approvals needed to conduct the study.

The Worthiness of the Study

In social sciences, a research study that involves human participants should ensure that the human participants are treated with care and dignity during the entire research process. Besides, the research study is conducted for the good of society. Therefore, before beginning a research study, the researcher must be clear about the gap in knowledge, the purpose of the study, and the significance of the study. Thus, the researcher should consider the originality of the study and not a

mere duplication of what has been studied. There would be no need to embark on a research study if the study has no significance and is not going to add value to society. In addition, the study is considered worth undertaking when the contribution it makes to the body of knowledge informs practice or policies, solves problems, and contributes to the good of the people.

Research Design

Consideration of ethical issues that may arise from the research design is important because research design acts as the foundation upon which the research is conducted and conclusions are drawn. Poor research designs often yield poor results. The research design should be built on acceptable scientific principles aimed to address specific knowledge gaps by using an appropriate methodology to guide the study. Thus, the researcher should avoid any research design that exposes the participants to physical, emotional, mental, economic, social, or legal risks or harm. In case such a study is to be conducted, the researcher should build a plan to mitigate such risks when they arise during the course of the study.

Competence of the Researcher

Ethical issues may also arise due to the competency of the researchers themselves. The researcher should be qualified and competent to conduct the study they are contemplating to undertake. The researcher should be acquainted with the body of knowledge and regulations in the field of study, and possess the expertise, and the skills needed including acquaintance with the research methodology. Where the researcher lacks such competencies, they may need to conduct the study under the supervision of qualified and competent supervisors. For thesis and dissertations, this means the approved committee should provide the researcher with the necessary guidance in acquiring the needed competencies. This will enable the researcher to address any ethical concerns arising from the course of study that may subject the research participants to risk or harm due to lack of knowledge or skills. Acquiring the needed competencies may also safeguard the researcher from engaging in inappropriate behavior, performing procedures that they may not be qualified to do, or sharing inappropriate information. Competency and qualification are also needed in the analysis, interpretation of the results, and drawing the right conclusions to make the results or findings of the study usable thereby making the study worthwhile.

Recruitment of Participants/Sampling

Several ethical considerations should be made when recruiting or sampling the research participants. The recruitment of the participants or sampling in a research study depends on the research design. Therefore, the criteria for the eligibility for inclusion or exclusion of the research participants should be clearly stated. If private or personal data must be collected or used, the researcher must explain the reason why and how such information will be used in the study. The

recruitment should reflect fairness and relevance to the research questions and ensure that the benefits accrued from the study are equitably distributed. The recruitment should follow the research design and should be carefully done to meet the purpose of the study.

Vulnerable Participants

Some studies may be conducted among vulnerable groups. The vulnerable groups are individuals that may not have the legal capacity to make informed consent on their own or may not have sufficient knowledge and understanding of the research study being undertaken. They may include pregnant women, minors, the elderly, patients, inmates, refugees, those with behavioral or mental disorders, and economically or educationally disadvantaged, among others. These vulnerable groups need their privacy and should be treated with respect and dignity when participating in a research study. The researcher should clearly explain why the study must be done among the vulnerable, how to obtain informed consent from the parents or loco parentis, legal guardians or proxy consent, whichever is applicable, and how the vulnerable participants will be safeguarded from possible risk or harm, and the benefits of the research undertaking to the participants.

Research Setting

The research setting is the site where the study is to be conducted. This largely depends on the research design and the research methodology, which includes identifying the participants, the type of data to be collected, and the procedures involved in the data collection. It is ethical for the researcher to identify the research setting and ensure that the study does not interrupt the natural setting of the site and the participants. Furthermore, the researcher should explain measures that are to be taken to show respect to the property, participants, safety of the site, the privacy of the individual participants, and the confidentiality of the information obtained.

Approvals

Most social science research studies that involve human participants may require different levels of approval. The researcher should, therefore, obtain the necessary written approvals required before the study can be undertaken. These approvals may include approval by the research committee in the case of thesis or dissertation, approval by the Ethics Review Board (ERB), approval from the regulatory bodies or government departments and the organizations where the study is to be conducted, or where the data will be collected. In gaining access to the site, it is necessary to build a rapport with the gatekeepers and obtain their consent as well. In addition, the researcher should obtain consent from legal guardians in case of studies that involve vulnerable groups. Most importantly, the individual informed consent of each participant must be obtained.

Ethical Considerations During the Research

Many ethical issues surface during the study, especially during the data collection, analysis, and dissemination of the results and findings. All the same, the guiding ethical principles should be respect for the human research participants. Involving human participants in research study requires the researcher to obtain informed consent, respect their privacy, and take care of the welfare of the participants by minimizing any possible harm while maximizing the benefits that accrue to the participants, justice, and fairness.

Data Collection Procedure

Although data collection methods depend on the type of research design, there are common practical ethical principles involved in the process of data collection, whether the researcher uses a questionnaire, interview protocol, or other means to collect data. The researcher needs to anticipate ethical issues that may arise during the study and plan for mitigation. These ethical issues may range from the conduct of the researcher to the procedures involved in the study, dealing with the participants, data handling, analysis, and dissemination of the results. The general principles discussed below should govern the conduct of the researchers.

General Principles

1. Ethical conduct in research demands respect for the rights of others who are directly or indirectly affected by the research. The physical and personal autonomy of human participants in the research must be respected. Participants' privacy rights must be guaranteed, with adequate safeguards concerning confidentiality.
2. The responsibility for the wellbeing of participants must always rest with the researcher, and never on the participant, even though the participant has given consent to participate in the study.
3. Participation in research must be based on participants' fully informed consent obtained without any kind of coercion. The participant must be informed of the right to abstain from participation in the study or to withdraw consent to participate at any time without penalty. Where appropriate, written consent should be obtained.
4. How participants are recruited must be carefully assessed concerning possible or perceived rewards for participation. Should any rewards be offered for participation in research, they should not be such that they might induce participants to accept risks or engage in behavior that they would normally avoid.
5. Before seeking informed consent from the participants, the researcher must ensure that participants are fully informed as to the nature and the purpose of the research, who is undertaking the study, how it will be conducted, the anticipated outcomes, and how the outcomes will be disseminated. The information should be given well in advance and in a language that the potential informants

can easily understand. A clear record of who, when, and how consent was given should be maintained.

6. Some research participants are vulnerable and need special protection. Special attention is required for those participants who are incapable of giving or refusing to consent for themselves, as in the case of children or mentally incapacitated adults. In this case, the researcher must seek expert advice on the appropriate measures to take before proceeding with the study.
7. Observational or covert studies involving human subjects require formal approval from AIIAS ERB and the concerned organization. Research involving sensitive or confidential documents and research studies where the dissemination of results may cause unnecessary harm to the participants, or the organization requires the approval of AIIAS ERB and the concerned organizations.
8. Where the nature of the research is such that informing participants before the work is carried out might render the results invalid, participants must be given appropriate explanations following the study and must be allowed to exercise the option to withdraw their participation. In any case, researchers must provide convincing reasons why such research should proceed without informants' prior consent and evidence that likely benefits outweigh this consideration. Researchers must not deliberately deceive or passively mislead participants because of an expectation that their prior permission will not be obtained.

The Researcher's conduct. The researcher should build and maintain rapport with the organizations and individuals from whom the data is to be collected and gain advance consent. The researcher should thus demonstrate respect by scheduling appointments and honoring them. When on-site, the researcher should respect the participant's time, property, culture, and avoiding any disruption of the natural setting or work.

The researcher should also show sensitivity and concern for the safety of the research participants, avoiding any harm, mental or emotional distress, embarrassment, or any course of action that may cause regret, discomfort, stigmatization, victimization, or economic loss. In case of any changes in the procedures and data to be collected, the researcher should take the responsibility of notifying the ERB and the research participants. Furthermore, during the data collection, the researcher should maintain their role as a researcher and avoid any form of conflict of interest, including the use of their position to coerce or influence participation in the study. If the researchers encounter an ethical dilemma, they should refer the case to a relevant third party, including the research advisors or the ERB chair.

Informed consent. The researcher should ensure that they obtain in writing informed consent from all the human research participants involved in the study. Informed consent means that the participants should exercise their free will to voluntarily participate in the study with an option of withdrawing from the study

at any given point of time without force, duress, coercion, loss, penalty, or negative consequences. Where the study involves the vulnerable, informed consent must first be obtained from the legal guardians and then from the individual participant. The informed consent should contain the signatures of the participant and the researcher. Samples of the informed consent forms are available on the AIIAS ERB web page https://www.aiias.edu/research/erb/

Right to information. In securing informed consent, the researcher must clearly explain to the participant in a language the participants clearly understand what the study involves, the purpose of the study, their role in the study, the nature of participation, the data or samples to be collected, documents required, recording if any, duration of participation, and the procedures involved. There should be full disclosure, and no information about the study should be withheld from the participants. Thus, the participants engage in research knowing fully what the study entails and what the study means to them.

Confidentiality and data protection. The researcher should ensure that they obtain permission to access the information collected for the study. This applies even to electronic information sources. Furthermore, the researcher should be cautious enough to ensure that the information collected from the participants should only be those that will be used in answering the research questions. No unnecessary personal information should be collected from the study participants. Therefore, the researcher should review the data for any unwanted information. This process could also involve a member check in case of qualitative research. It should be understood that the data collected, remain personal and confidential to the participant; hence, the researcher should explain how the confidentiality of the information obtained in the course of the study will be handled, maintained, and used only for the study. In addition, the researcher should explain how the individual identity of the research participants is to be obscured, especially in data analysis and reporting. Such an explanation should be included in the informed consent.

In general, confidentiality and data protection should include:

1. Participants' confidentiality and anonymity must be maintained, and their privacy protected. The identity of participants should not be revealed unless their written permission is obtained before the study commences.
2. Personal information of any sort must be regarded as confidential. All personal information must be coded or rendered anonymous as far as possible and consistent with the needs of the study and as early as possible in the processing of data.
3. Researchers must observe appropriate procedures governing the collection, storage, disclosure, and use of research data to guard against unauthorized disclosure of participants' identities and breaches of privacy and confidentiality posed by various kinds of

information storage and processing. These types of storage and processing include computer and paper files, e-mail records, photographic material, audio and video tapes, and any other information in which an individual is named or from which an individual could be identified. Researchers must put in place methods of data disposal that conform to the principle of confidentiality.

Risk and harm. The researcher should anticipate and explain any foreseeable risk or harm, inconveniences associated with the process of the study, and the benefits or compensations for participation, if any. Harm could be physical, especially where biological samples are taken, exposure to injury, or anything that may compromise the safety of the participants. The participants may also be subjected to psychological or mental harm by the researcher venturing into sensitive topics or topics that may cause embarrassment, stress, economic loss, or exposure to legal suits. The research should be done with minimal risk of harm to the participants.

Contact persons. In the informed consent, there should be information about whom to contact apart from the researcher to answer questions about the research, contact details of the researcher and the supervisor, and the ERB or affiliated institution in case of any ethical concerns may occur in the course of the research study.

ERB approval. There should also be evidence that the study was approved by ERB before the data collection.

Codes of research ethics. The codes of research ethics incorporate AIIAS aspirations to contribute to learning and the development of higher education and to be effective in the role it intends to play in solving problems and making a difference in the world. To assist in supporting and guiding research activities of AIIAS faculty and students, and the institutions associated with it, these codes of research ethics set out the requirements for research planning and ethical considerations for the collection, storage, management, and dissemination of information that is generated during the research. These codes are set on the guiding principles of research ethics.

The guiding principles of the codes of research ethics are non-maleficence and beneficence, which refer to the systematic regard for the rights and interests of others. Non-maleficence is the principle of doing no harm or permitting no foreseeable harm to participants in research. This includes respecting the rights of others both in the research process and in the consequences of research. Beneficence refers to the requirement to serve and uphold the interests and well-being of others and the requirement to do good, not harm, to other people.

Scholarship at AIIAS is guided by the principle that the overriding goal of research should be an active process of supporting improvements in people's lives. For this

reason, the well-being of the human participant in a research study should take precedence over the interests of science.

The codes outlined below are an expression of the ethical research at AIIAS.

1. Faculty and students intending to engage in research must be aware of the requirement to secure AIIAS ERB approval for their research projects before commencing data collection.
2. Faculty and students engaged in research must not compromise the guiding principles of non-maleficence and beneficence at any time.
3. Faculty and students engaged in research are required to ensure that the interests of all participants, whether directly or indirectly involved in the research, are considered when evaluating the research against the principles of non-maleficence and beneficence.
4. The ethical implications of research should be considered at all stages of the research process, not simply at the initial stage of obtaining approval.
5. All research involving human participants must conform to generally accepted scientific principles and must be based on sufficient knowledge of the literature and other relevant sources of information. Research that unnecessarily duplicates other work, or which is not of sufficient quality to make a useful contribution to existing knowledge, is itself unethical.
6. Research involving human participants should only be conducted if the importance of the objective outweighs the inherent risks and burdens to the participants.
7. Faculty and students planning research must consider the ethical implications of the research with the physiological, psychological, social, political, religious, cultural, and economic consequences of the research on the participants. When a research study may be undertaken that might offend some interested parties, this possible consequence must be weighed against the potential benefits of research to determine if this risk is justified. The overriding principle is that the pursuit of knowledge, itself, is not sufficient justification for disregarding social and cultural values that give meaning and add value to people's lives.
8. Faculty and students planning research must consider the implications of their work on the reputation of AIIAS and its capacity to continue fulfilling its mission.
9. If the faculty or student planning research is unable to make a competent judgment regarding the ethical acceptability of any aspect of their study, they must seek expert advice before submitting their proposal for approval or embarking on the research study.
10. Research must show due respect to the religious and cultural values of the participants. Procedures and methods that undermine the self-respect and dignity of the participants must be avoided.

Academic integrity. Academic integrity is highly upheld by AIIAS. The following guidelines are important to follow while conducting a research study.

1. The researcher should follow the research standards or procedures.
2. The general principle of integrity must underpin all research activities, while honesty should characterize the relationship between the researcher, participants, and other interested parties.
3. There should be full disclosure of facts. That means the data and the reporting should be handled with accuracy without any deception.
4. Where appropriate, participants and other relevant stakeholders should be given access to a summary of the research findings and the conclusions that have been drawn from them.

Ethical Considerations After the Research

As discussed earlier, ethics pervades the entire research process. There are other ethical considerations that the researchers make even after the research. These may be ethical issues in dissemination, publication, and the use of funding.

Dissemination and Publication

1. The results or findings should be disseminated to the relevant audience.
2. Care should be taken to ensure that the research work is published in peer-reviewed journals and avoid publications in predatory journals.
3. There should be evidence in all the published research studies that the study was approved by the ERB.
4. Research outputs must contain an appropriate acknowledgment of the work of others, particularly the contribution of research students and research assistants. Issues related to joint ownership of work by students and advisors, including joint authorship of publications, should ideally be discussed and agreed upon early in research planning.
5. Research reports should be truthful, accurate, non-bias, and demonstrably the work of the author/s concerned. Any conflict of interest should be avoided or fully disclosed. Hence, there should be no falsification, deceptions, inappropriate inducements, distortion, selective reporting, use, or misuse of results.
6. Readers should be offered sufficient information to assess the justification of the author's inferences and interpretations of information.

Use of Funding and Grants in Research

The researcher may receive some funding for conducting a research study. The source of research funding is critical and may carry with it some ethical concerns. Therefore, care should be taken to ensure that there is no string attached to the funding and that the funding is transparently used and accounted for. The funding received should not obligate the researcher to skew the results in favor of the funding agency or engage in some form of research malpractice.

Consequently, all sources of research funding should be disclosed and acknowledged as part of the reporting.

Ethics Review Board

The AIIAS Ethics Review Board (ERB) is an oversight body that provides an independent check to ensure that research studies conducted under the umbrella of the institution by faculty and students are ethically sound and observe the institutional research codes of ethics at all stages of the research process. The codes of research ethics are put in place to protect human research participants from harm or any form of exploitation and to protect the researcher from any possible research malpractices or conflict of interest. The ERB is responsible for reviewing research proposals for ethical consideration and advocating adherence to the institutional standards of ethical conduct of research.

The ERB is composed of members from various disciplines and experiences. This composition brings rich and different perspectives when reviewing the research proposal presented to the board. The ERB may request the participation of a community member with relevant information and expertise in specific areas when special projects are being considered for ethical reviews. In addition, any ERB committee member with a direct interest in a research proposal submitted for ethical review declares full disclosure and is excluded when that specific review is being considered.

The Role and Responsibilities of ERB

It is not the purpose, nor is it the responsibility, of the AIIAS ERB to provide guidance on ethical research procedures outside of those provided in the application form and this manual. The ERB will only approve studies that meet the required ethical standards. Approval for research that does not meet these standards will be denied. Neither is it the purpose nor responsibility of the ERB to address issues of feasibility, research design, or empirical soundness of research studies. That is the purview of the student's research committee and/or the departmental committee in the case of faculty researchers. The ERB will concern itself solely with the ethicality of proposed research studies, and ERB decisions should not be construed as an evaluation of the academic quality of the research design.

The responsibilities of ERB include the following:

1. Review the purpose of the proposed study and whether the research design meets the objectives of the study.
2. Approve, disapprove, and require changes or modifications on the research proposals submitted for ethics review.
3. Communicate ERB decisions in writing to the researcher.
4. Follow up approved research for compliance with ethical standards.

5. Recommend suspension or termination of approved study for violation of ethical codes of research.
6. Keep records of ERB meeting minutes, the research proposals, and the results or findings of the completed research project.
7. Document ERB policies and procedures.
8. Educate researchers on ethical considerations in research. This is usually done in various forums, including the annual ERB orientation.

ERB Application Guidelines

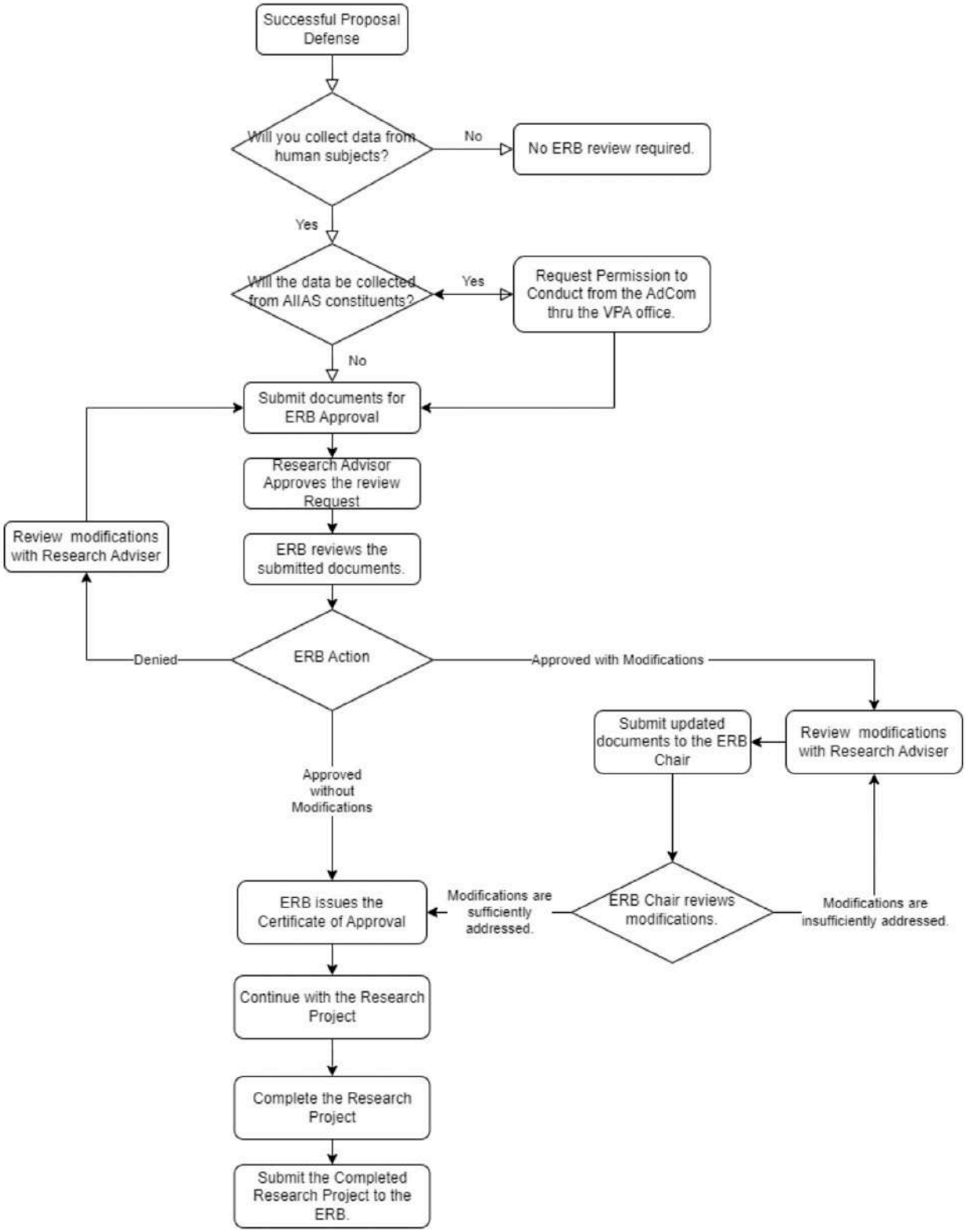
1. The completed ethics review application form must reach the Chair of the ERB as early as possible AFTER proposal or project approval by the research committee. The ERB will meet biweekly on the published dates, and only those applications received at least five days before the date of the meeting will be assured of processing. Applications submitted less than five days before the date of the meeting may be addressed at the discretion of the ERB committee members. However, the ERB is under no obligation to make exceptions to the 5-day rule.
2. ERB approval is only valid for a period of one year for the documentation that has been submitted and considered at the time a decision is reached. If changes are made to research methodology or research instruments—no matter how minor—ERB approval must be requested again. Prior ERB approval for earlier versions of documentation must not be construed to apply to the newer un-reviewed version. For this reason, ERB approval should be sought as one of the final steps in preparing to undertake the research study.
3. If the researcher is a student, the application must be submitted electronically through the advisor using the ERB Submission and Tracking Portal. A notification is sent to the advisor who should ensure that the student has followed relevant ethical procedures before approving the submission to ERB and that ethical concerns raised by the ERB are adequately addressed. The applicant can monitor the progress of their application through the ERB Tracking Portal.
4. The advisor or chair of the dissertation/thesis committee will be responsible for ensuring that proposals and data collection instruments are forwarded in time together with the research proposal to the ERB for processing and approval.
5. The completed application form (electronic copy) must be accompanied by *electronic copies* of all the supporting documentation, including:
    a. The full proposal or project document. This is requested only for the sake of cross-referencing in case something in the one-page summary is unclear or if the applicant responded to the six criteria in the application form by referencing page numbers in the full document where each criterion is addressed.

    b. All research instruments are to be used in the study, such as survey questionnaires or sample interview questions, and observation guides.
    c. Consent forms (if used), and any applicable translations.
6. The ERB will only process ethics review applications related to theses, dissertations, projects, and papers for publication or presentation in academic or professional forums.
7. ERB applications with incomplete or unclear information will be returned unprocessed and assigned a status of "Pending," rather than "Granted" or "Denied." The ERB committee will provide feedback as to which criteria were insufficiently addressed. Applications that are severely deficient in the evaluation criteria will simply be assigned a "Denied" status with no further feedback from the ERB committee. Applications assigned a "Pending" status may be resubmitted for the next ERB meeting; additional meetings beyond the regular schedule will not be convened simply for the sake of reviewing a "Pending" application that has been updated.
8. If data collection is being done for the exclusive purpose of fulfilling class requirements, the professor/class instructor will be responsible for overseeing and enforcing adherence to ethical practices. However, the same principles and standards of acceptable ethical research practices will apply.
9. ERB approval is required for all activities, including primary data collection involving human subjects. In addition, the following will also be subject to assessment and approval by the ERB:
    a. Studies involving sensitive documentary sources (church, state, statutory bodies, etc.)
    b. Studies involving personal information related to individuals, living, or deceased, whose disclosure may adversely impact the safety/welfare of individuals or groups.

The ERB process is visualized in Figure 4.

Figure 4

ERB Process Chart



APPENDIX A

SAMPLE TEMPLATES AND CHECKLISTS

Adventist International Institute
of Advanced Studies
Graduate School and Seminary

GRADUATE SCHOOL

PROSPECTUS: DOCTORAL DISSERTATION/ MASTER'S THESIS/PROJECT

Name: _____ Date: _____

Topic:

Research Problem:

Methodology:

Research perspective: (e.g., qualitative, quantitative,

Research design: (e.g., case study, grounded theory, correlation, SEM, etc.)

Research methods: (interview, observation, questionnaire, etc.)

Time Line: (Outline here detailed but tentative planning calendar of the whole dissertation writing.)

Note: You may want to see Joyner, Rouse, and Glatthorn (2013, pp. 90-96).

PROPOSED THESIS/DISSERTATION COMMITTEE MEMBERS

Roles	Names	Signatures
Chair		
Methodologist		
Member		

Adventist International Institute
of Advanced Studies
Graduate School and Seminary

GRADUATE SCHOOL
TOPIC REQUEST APPLICATION FORM

Name: _____ Degree Sought: _____ Date: _____

Proposed Title: _____

_____

Proposed Date: _____

Instructions to the Thesis/Dissertation Committee

Signature on the line below indicates the following:

1. You have approved the topic request document and allow the student to do the topic request presentation.
2. You are available on the proposed date and can be present during the topic request presentation.

Research Chair:	_____	_____	_____
	Name	*Signature*	*Date*
Methodologist:	_____	_____	_____
	Name	*Signature*	*Date*
Member:	_____	_____	_____
	Name	*Signature*	*Date*
Presider:	_____	_____	_____
	Name	*Signature*	*Date*

Adventist International Institute
of Advanced Studies
Graduate School and Seminary

GRADUATE SCHOOL
TOPIC REQUEST APPLICATION FORM

Name: _____ Degree Sought: _____ Date: _____

Approved Title: _____

_____

Instructions to the Thesis/Dissertation Committee

Signature on the line below indicates the following:

1. You are satisfied with the Topic Request.
2. You agree that (a) the study proposes research worthy of the degree sought, (b) it is practical and designed to improve the environment, (c) AIIAS has the physical/human resources to support the study, and (d) the proposed methodology is adequate.
3. You understand that authorship of any publication or presentation resulting from this collaboration must be determined by consensus and must secure the written permission of all involved.

Topic Request ❍ Pass ❍ Fail

Research Chair:	_____ *Name*	_____ *Signature*	_____ *Date*
Methodologist:	_____ *Name*	_____ *Signature*	_____ *Date*
Member:	_____ *Name*	_____ *Signature*	_____ *Date*

Thesis/Dissertation Committee Recommendations:

_____
_____
_____
_____
_____
_____
_____
_____
_____.

Note: The research chair will send a copy of this Topic Request Approval Form to the Thesis/Dissertation Committee, the department chair, and the student.

Adventist International Institute of Advanced Studies

Graduate School and Seminary

GRADUATE SCHOOL
PROPOSAL APPROVAL

Name: _____ Degree sought: _____ Date: _____

Suggested title: _____

_____

Proposal-ready agreement: _____ _____ _____ Date: _____

Research Committee Chair *Methodologist* *Member*

Date received by the Dean: _____ Approval date/time

PROPOSAL APPROVAL: ▫ Granted ▫ Denied Date: _____

_____ _____

Research Committee Chair *Methodologist*

_____ _____

Member *Presider*

Approved title: _____

_____

Recommendations: _____

_____

_____

_____

_____

_____

Ethics Approval: _____ _____

ERB Action number *Date*

Permission to Collect Data: _____ _____

Research Committee Chair *Date*

_____ _____

_____ _____

Methodologist *Date*

Chapters 1-3 Release to the Editor: _____ _____

Research Committee Chair *Date*

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

AIIAS Editor *Date*

Please return this document to the Research Committee Chair for their records.

Adventist International Institute
of Advanced Studies
Graduate School and Seminary

AIIAS ETHICS REVIEW APPLICATION

It is the policy of the Adventist International Institute of Advanced Studies (AIIAS) that all necessary precautions must be taken when conducting research to ensure that no harm is done to participants in the study and that the interests of research participants are protected. The purpose of the Ethics Review Board (ERB) is to provide an independent check to ensure that these principles are observed by AIIAS faculty and students engaged in research. AIIAS requires its faculty and students to obtain ERB approval before embarking on data collection from human subjects.

It is not the purpose, nor is it the responsibility, of the ERB to provide guidance on ethical research procedures outside of those provided in this application form and the AIIAS Research Ethics Guidelines. The ERB will only approve studies that meet the required ethical standards; approval for research that does not meet these standards will be denied. Neither is it the purpose nor responsibility of the ERB to address issues of feasibility, methodology, or empirical soundness of research studies. That is the purview of the student's research committee and/or the departmental committee in the case of faculty researchers. The ERB will concern itself solely with the ethicality of proposed research studies, and ERB decisions should not be construed as an evaluation of the academic quality of the research design. Application guidelines and the required accompanying documentation to be submitted with the application are indicated on the following pages.

Applicant/Principal Researcher: _____

Title of Research: _____

Research Committee Chair: _____ **Methodologist:** _____

Application for (Check as appropriate):

Approval: _____ Exemption*: _____

*(*Study does not involve data collection from human subjects.)*

Approval to submit application for ERB Approval/Exemption:

Research committee chair (signature) _____ *Date* _____

Checklist for Submission

☐ Summary of research ☐ Full proposal/project document

☐ Research instruments ☐ Consent forms

☐ Other materials (specify):

FOR ERB USE ONLY

Research Approval/Exemption Granted _____ **Denied** _____

_____	_____	_____
ERB Chair	*ERB Action Number*	*Date*

ERB Application Guidelines:

I. The completed ethics review application form must reach the Chair of the ERB as early as possible AFTER proposal or project approval by the research committee. The ERB will meet biweekly, and only those applications received at least 7 days prior to the date of the meeting will be assured of processing. Applications submitted less than 7 days prior to the date of the meeting may be addressed at the discretion of the ERB committee members. However, the ERB is under no obligation to make exceptions to the 7-day rule.

II. ERB approval is only valid for the documentation that has been submitted and considered at the time a decision is reached. If changes are made to research methodology or research instruments – no matter how minor – ERB approval must be requested again. Prior ERB approval for earlier versions of documentation must not be construed to apply to the newer unreviewed version. For this reason, ERB approval should be sought as one of the final steps in preparing to undertake a research study.

III. If the researcher is a student, the application must be submitted through the research committee chair. The research committee chair will provide assurance that the student has followed relevant ethical procedures before submission and that ethical concerns raised by the ERB will be addressed.

IV. Chairs of dissertation/thesis committees will be responsible for ensuring that proposals and data collection instruments are forwarded at the appropriate time to the ERB for processing and approval.

V. The completed application form (in hard copy or electronic copy) must be accompanied by electronic copies of all the supporting documentation, including:

    1. A one-page summary of the research describing the basic premise of the study (an abstract will suffice), and how this research study specifically addresses the five criteria listed at the end of this application form upon which the ERB will base its decision.
    2. The full proposal or project document. This is requested only for the sake of cross-referencing in case something in the one-page summary is unclear, or if the applicant responded to the five criteria by referencing page numbers in the full document where each criterion is addressed.
    3. All research instruments to be used in the study, such as survey questionnaires or sample questions.
    4. Consent forms (if used), and any applicable translations.

VI. The ERB will only process ethics review applications related to theses,

dissertations, projects, and papers for publication or presentation in academic or professional forums.

VII. ERB applications with incomplete or unclear information will be returned unprocessed and assigned a status of "Pending," rather than "Granted" or "Denied." The ERB committee will provide feedback as to which criteria were insufficiently addressed. Applications that are severely deficient in reference to the evaluation criteria will simply be assigned a "Denied" status with no further feedback from the ERB committee. Applications assigned a "Pending" status may be resubmitted for the next ERB meeting; additional meetings beyond the regular schedule will not be convened simply for the sake of reviewing a "Pending" application that has been updated.

VIII. If data collection is being done for the exclusive purpose of fulfilling class requirements, the professor/class instructor will be responsible for overseeing and enforcing adherence to ethical practices. However, the same principles and standards of acceptable practice will apply.

IX. ERB approval is required for all activities that include primary data collection involving human subjects. In addition, the following will also be subject to assessment and approval by the ERB:

1. Studies involving sensitive documentary sources (church, state, statutory bodies, etc.)
2. Studies involving personal information related to individuals, living or deceased, whose disclosure may adversely impact the safety/welfare of individuals or groups

The ERB will base its approval on evidence in the proposal, data collection instruments and other supporting documents that:

1. Informed consent has been/will be secured before launching the study
2. Possible risk of physical or mental harm is minimal or completely avoided
3. Appropriate measures have been taken to ensure confidentiality
4. Data collected is related to the research questions and no data is collected that has no bearing on the research
5. Research participants are assured that they may withdraw at any time without prejudice or penalty
6. Results from the study will be reported in aggregate whenever possible; if not possible, measures will be taken to ensure that the anonymity of the source(s) is guaranteed.

AIIAS ERB Checklist

	Yes	No	Evidence (document/ page number)
Does the study involve human participants? * If YES, specify in the proposal document the modality for securing informed consent (e.g. signing, clicking "agree", recorded verbal consent, etc.), and provide an informed consent form. *Refer to Item 2 if minors/vulnerable populations are involved.			
Does the study involve participants below 18 years old or a vulnerable population (e.g., incapacitated, children, mentally challenged, traumatized, etc.) who are unable to give their informed consent? If YES, specify in the proposal document the modality for securing parental consent, and provide and parental/guardian consent form.			
Is there a possibility that the research can induce physical and/or psychological harm to the participants? Will they experience pain, embarrassment, or some discomfort as a result from their participation in the research? If YES, explicitly state this in the informed consent form, and provide in the proposal document the detailed procedures on how debriefing will be conducted.			
Will the research involve the discussion of, or questions on, sensitive topics (e.g. sexual activity, substance abuse, or mental health)? If YES, ensure that the informed consent form explicitly states that sensitive questions will be asked.			

Will biological samples (e.g. blood, saliva, urine, anthropometric data) be obtained from the participants? If YES, will this involve invasive procedures? Please attach a description of these procedures that will be used to collect the samples and ensure that the individuals collecting such data is qualified to do so. Explicitly state this in the informed consent form.			
Will the research involve students who will be receiving course credits for their participation? If YES, include a summary of the debriefing process that will help participants understand how their participation in the research has provided a relevant learning experience to the crediting course.			
Will you collect video/audio recordings? If YES, explicitly state it in the informed consent form, and provide detailed procedures on how the data will be collected and kept.			
Will data collection involve students? If YES, explicitly state in the informed consent form that his/her academic status will not be affected by participation or non-participation in the study.			
Will the data collection involve individuals affiliated with specific organizations? If YES, explicitly state in the informed consent form that his/her employment status will not be affected by participation or non-participation in the study.			
Will your data be stored after this study? If YES, indicate in the proposal document how long data will be stored, how it will be stored, and when it will be destroyed.			

Will personal information (name, etc.) be collected? If YES, explicitly state in the informed consent form that personal information will be collected and state how confidentiality of the data will be ensured. If no, explicitly state that anonymity will be ensured in the informed consent form and describe how anonymity will be ensured in the proposal document			
Will other individuals have access to the data (e.g. research assistants, adviser, etc.) If YES, explicitly state this in the informed consent form and describe in the proposal document the extent of access to the data the other individuals have.			
Is there a possibility for groups, communities, organizations, or institutions to be harmed or embarrassed by the dissemination of the findings of the research? If YES, explicitly describe in the proposal document the procedures that will be taken to ensure anonymity and confidentiality of the research findings.			
Other notes:			
Title, scope, information	Yes	No	Notes
Introduction purpose			
Participation section			
Study procedures			
Type of data			
Voluntary participation			
Risks			
Benefits			
Confidentiality and anonymity			
Contact information			
Removable form for signature			

Adventist International Institute
of Advanced Studies
Graduate School and Seminary

THESIS/PROJECT/DISSERTATION PLAGIARISM STATEMENT

STUDENT NAME: _____
First name Family name

STUDENT ID #: _____

DEPARTMENT: _____

THESIS/PROJECT/
DISSERTATION TITLE: _____

RESEARCH COMMITTEE CHAIR: _____
DATE SUBMITTED: _____

Because AIIAS upholds the values of excellence, honor, honesty, and academic integrity

1. I declare that this thesis/project/dissertation is my own work unless other authors are properly referenced, cited or acknowledged, and consequently it avoids any issue related to the AIIAS plagiarism policy. I declare that I am aware of the meaning of plagiarism and that this thesis/project/dissertation is free from plagiarism attempts.
2. No part of this thesis/project/dissertation was written by a third person in my name.
3. I declare that neither this work nor any significant portion of it has been submitted previously for academic credit at AIIAS or another institution, or has been published in this form.
4. I have submitted an electronic copy of the thesis/project/dissertation by email or USB drive.
5. I acknowledge that this thesis/project/dissertation will be submitted to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking) or to other forms of plagiarism checking.

Student's Signature: _____ Date: _____

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

Adventist International Institute of Advanced Studies

Graduate School and Seminary

EDITING CHECKLIST

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

ORGANIZATION OF THESIS/DISSERTATION

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 .9" from the bottom of the page.

Preliminary Pages (lowercase roman numeral page numbers)

_____ 0. A blank page begins and ends the research (for binding)

_____ 1. Abstract, approximately 350 words and 2 pages only

_____ 2. Title page (page i, but no number shows)

_____ 3. Copyright page

_____ 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 (only if 5 or more, and if they are used at least 3 times)

_____ 10. Acknowledgments (optional)

Body of Thesis/Dissertation (begins on page 1)

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

References

_____ 12. Appendix(es) with titles for each appendix

_____ 13. References (APA 7th ed.)

_____ 14. Curriculum Vita (fits on one page; page number not shown)

SPACING

_____ Titles of preliminary pages, major sections, and first pages of chapters begin at 2.0 inches.

_____ Appendix cover page, title page, and dedication are centered vertically on the page.

_____ Text is double spaced, beginning of paragraphs indented 0.5 inches, no

extra space between paragraphs.

_____ Single spacing is appropriately used for tables, long quotes (SBL), and a bibliography/reference list.

_____ Double space after chapter number, triple space between chapter title and text.

_____ Triple space before and double space after subheadings within the text.

_____ Two double spaces 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 the 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, title, and column headings are repeated if the 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 the AIIAS style.

_____ Spaces above and below headings are correct.

_____ No heading appears without at least two lines of text below it at the bottom of a page.

FOOTNOTES

(Mainly for SBL, 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 entries are alphabetized and in the correct format (either SBL or APA).

_____ Web references have been tested to ensure that the links work.

_____ All reference entries for multiple authors are correct in the subsequent (reduced) form.

_____ All footnote/in-text entries are in the bibliography/reference list, and (APA) all reference list entries are cited in the text.

SPECIFIC APA RULES

_____ When citing two authors, within the text the word and is spelled out, but in parenthetical in-text citations and in the reference list, an ampersand (&) is used.

_____ For in-text citations, multiple works 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 report.
_____ The symbol % appears only in tables.

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 (. . .).
_____ Use abbreviations for books of the Bible.
_____ 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 Printed Name & Signature _____
Date: _____
Research Committee Chair's Signature: _____
Date: _____

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

Adventist International Institute
of Advanced Studies
Graduate School and Seminary

GRADUATE SCHOOL
DEFENSE REPORT FORM

Name: _____ Degree sought: _____ Date: _____

PRE-DEFENSE APPROVAL

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

Editor's Approval for the Defense: _____ Date _____

Dean's Corner

External Examiner: _____ Contact Info: _____

Date received by the Dean: _____ Defense Date: _____

DEFENSE APPROVAL

Approved Thesis/Dissertation Title: _____

RESULT: *Pass* *Pass with Minor Corrections* *Pass with Major* Corrections Fail

Research Advisor	*Dean*
Member	*Presider*
External Examiner	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 Approval _____ _____
Advisor's Signature *Date*

Dean's Release Approval _____ _____
Dean's Signature *Date*

Adventist International Institute of Advanced Studies
Graduate School and Seminary

GRADUATE SCHOOL
SERVICE LEARNING TIME LOG

Service learning is a graduation requirement of 100 hours of student-selected professional activities that involve applying theoretical learning and skills in service to the community. Students should select activities which will provide opportunities to learn and develop professional skills, not merely serve others in a way unrelated to their profession. Time spent should be recorded on this log, with comments and a signature provided by someone (not a classmate) present at the activity. Photos and field notes should be taken, for use in the final portfolio (see Academic Bulletin, pp. 63-64). Any questions about Service Learning activities, logs, or the portfolio should be directed to your Academic Advisor.

Date	Activity	Your contribution	Time (Total Hours)	Verified by (Name/signature)	Evaluation/Observations (by person who

APPENDIX B

SAMPLE RUBRICS

Adventist International Institute of Advanced Studies

Graduate School and Seminary

GRADUATE SCHOOL
COURSE PORTFOLIO RUBRIC

Criteria	Unsatisfactory 1	Satisfactory 2	Exemplary 3	Total
Content Choice	Most items do not meet the content selection criteria and are not so relevant and meaningful	Most materials meet the content selection criteria and are relevant and meaningful	Materials meet the content selection criteria and are relevant and meaningful; shows creativity; meets the competencies of the course	
Organization	Layout is very difficult to navigate; lacks organization; no table of contents	Layout is somewhat easy to navigate; table of contents is included	Layout is easy to navigate; logically organized; table of contents is included	
Self-Reflection	Few reflections on some of the segments of the portfolio	Reflections on most of the segments of the portfolio	Deep self-reflections on all segments of the portfolio; connects theory and practice	

Adventist International Institute of Advanced Studies
Graduate School and Seminary

GRADUATE SCHOOL
CRITICAL ANALYSIS RUBRIC

Criteria	Unsatisfactory 1	Satisfactory 2	Exemplary 3	Total
Summary	Gives minimal statements of summary.	Gives adequate statements of summary, with an introduction, main points, supporting examples, and conclusion.	Gives well-developed statements of summary with introduction and main points with supporting examples; has an effective conclusion	
Analysis	Personal reactions are shallow and they lack support; does not show evidence of critical thinking	Personal reactions are thoughtfully presented but without sufficient support, shows evidence of critical thinking; or vice versa	Personal reactions that show deep insights backed with supporting statements; evidence of critical thinking	

Adventist International Institute of Advanced Studies

Graduate School and Seminary

GRADUATE SCHOOL
PROJECT RUBRIC

Criteria	Unsatisfactory 1	Satisfactory 2	Exemplary 3	Total
Purpose	Writer's purpose is clear and consistent throughout the project	Writer's purpose is clear in places, not clear in others	Writer's purpose is unclear or inconsistent	
Content	Materials meet the content selection criteria and are relevant and meaningful; ideas work together as a unified whole; main points are sufficiently supported with evidence.	Most materials meet the content selection criteria and are relevant and meaningful; only some main points and ideas are supported sufficiently; support may not be sufficient or specific.	Most items do not meet the content selection criteria and are not relevant and meaningful; insufficient and non-specific support for main ideas; frequent generalizations without support.	
Structure & Organization	Content is well organized; ideas are arranged sequentially and logically to support the purpose of the study; paragraphs are well developed and appropriately divided; ideas flow smoothly and are clearly linked to each other by effective transitions.	Content is fairly organized; some logic links may be faulty, but paragraphs relate to paper's aim; paragraphs are fairly developed but sometimes not appropriately divided; lacking in effective transitions.	Content is poorly organized. Paragraphs are mostly stand-alones, disconnected. No evident transitions or planned sequence.	
Personal Contribution	Personal investment is visible through high-quality work, depth of thought, creativity, and original charts, diagrams, or models.	Personal investment is visible through some original thoughts and use of charts, diagrams, or models.	Few original thoughts, limited creativity, little attention to graphic organizers	
Mechanics, Format & Style	Free of grammatical, punctuation, spelling, capitalization errors; format and style consistently used.	Contains only occasional grammatical, punctuation, spelling, and/or capitalization errors. Few formatting errors.	Contains many errors of punctuation, spelling, and/ or capitalization. Errors interfere with meaning. Formatting is inconsistent and incorrect in most places.	

Adventist International Institute of Advanced Studies

Graduate School and Seminary

GRADUATE SCHOOL
TERM/THEORETICAL PAPER RUBRIC

Criteria (weighting)	5 Exceptional	4 Proficient	3 Satisfactory	2 Emerging	1 Unsatisfactory	Weighted Score
Content and Organization (2)	Broad and in-depth grasp of topic with thoughtful connections to other topics or theories; excellent presentation of ideas; insightful	Carefully focused; well organized; sound scholarly argument; sub-topics support the main topic	Paper reflects an adequate grasp of the topic; logically arranged; adequately organized to express desired concepts.	Topic is vaguely defined; sub-topics are somewhat relevant to main topic; poorly focused; organization restricts comprehensibility	Topic is not defined; sub-topics are not relevant to main topic; lacks focus and organization; content may be plagiarized	
Knowledge Base (5)	Evidence of a broad, carefully evaluated knowledge base that Includes synthesis of multiple theoretical perspectives based on up-to-date literature and includes key thought leaders	Evidence of an expanding knowledge base which includes analysis of theoretical perspectives. Most sources are up-to-date	Evidence of a well-documented knowledge base with adequate references to the literature	Evidence of a narrow knowledge base with reference to literature that is fairly up-to-date	Little or no evidence of knowledge base. Scant reference to the existing literature or badly out-of-date sources	
Reflection (personal involvement with knowledge base) (2)	Shows a high level of personal engagement with the topic, and contributes some original thought, insight, or application	Shows personal engagement with the topic, and contributes some original thought, insight, or application	Includes personal reaction or some original thought,insight, or application	Presents some evidence of personal engagement with the topic	Presents little evidence of personal engagement with the topic	

Criteria (weighting)	5 Exceptional	4 Proficient	3 Satisfactory	2 Emerging	1 Unsatisfactory	Weighted Score
Style & Format (APA and AIIAS Standards) (0.5)	Models language, style, and format of scholarly literature; (publishable)	Style and format standards consistently applied; accurately documented	Few errors of style and format; most sources documented correctly	Inconsistent style and format; lacks precision in use of quotations and citation of sources	Style and format standards not applied; sources plagiarized; clarity compromised by errors	
Mechanics (spelling, grammar, punctuation, sentence structure) (0.5)	Free of mechanical errors; smooth flow and effective transitions enhance strong scholarly communication	Few mechanical errors; strong transitions increase compre-hensibility and improve flow of argument	Generally follows mechanical conventions, but with some minor errors; appropriate transitions	Frequent mechanical errors; missing or ineffective transitions and flow from point to point	Numerous mechanical errors, making comprehension almost impossible	
					Total Score with Weighting	

Minimum Mastery Level Expected:
MA -all competencies at satisfactory level
EdS - at least two at the proficiency level, the rest at the satisfactory level
EdD/PhD - at least one competency should be at the exceptional level, three at the proficiency level, and the rest at the satisfactory level

Note: In the "Reflection" column, the Andrews' focus was on using reflection to help connect theory and personal practice, because this was the culminating paper for an entire competency (artifacts/evidence was required). I don't think we are wanting such deep commitment (with proof) to changed practice in each term paper.

Adventist International Institute of Advanced Studies
Graduate School and Seminary

GRADUATE SCHOOL
Program E-Portfolio Presentation Rubric

Student Name: _____ Degree Program _____ Date _____

Category	1 Roughly meets expectations	2 Partially meets expectations	3 Adequately meets expectations	4 Exceeds expectations
A. Organization	The presentation has specific introduction and conclusion but lacks flow.	The presentation has specific introduction and conclusion. The material is sequenced inconsistently.	The presentation has specific introduction and conclusion. The material is sequenced well.	The presentation has specific introduction and conclusion. The material is sequenced well. The content is presented cohesively.
B. Language	The language is unclear and supports the effectiveness of the presentation minimally. Frequent mistakes in grammar are present.	The language is not interesting and only partially supports the effectiveness of the presentation. The presenter uses correct grammar.	The language supports the effectiveness of the presentation. The presenter uses correct grammar.	The language is engaging and enhances the effectiveness of the presentation. The presenter uses correct grammar.
C. Delivery	The presenter rarely makes connection with the audience, does not use gestures and expressions, and lacks confidence.	The presenter uses occasional connection with the audience, uses appropriate gesture and expressions and shows only minimum confidence.	The presenter makes frequent connection with the audience, uses appropriate gestures and expressions, and shows adequate confidence.	The presenter makes connection with the audience most of the time, uses appropriate gestures and expressions, and shows superb confidence.
D. Content	The presenter discusses material with very little details and does not outline what was learned; sounds confused.	The presenter discusses material with a few details but does not outline what was learned.; shows misconceptions about the content.	The presenter discusses material with some details and outlines what was learned.	The presenter discusses material in great detail and indicates what was learned; demonstrates learning beyond facts. ***essential, relevant, meaningful, quality materials (parsimonious)***
E. Details (reflection) ***critical thinking (expertise evident in Q and A)**	The presentation is incomplete and does not include most of the artifacts.	The presentation is mostly complete with some missing artifacts.	The presentation is complete, the artifacts are show-cased but needs a few more details.	The presentation is complete showcasing the author's reflection and growth through the program. The presentation includes supporting artifacts and future application.
F. Integration of Faith and Learning	The presentation does not reflect Christian values.	The presentation incorporates limited Christian values.	The presentation incorporates Christian values adequately.	The presentation incorporates Christian values optimally and consistently.

Expertise—breadth and depth of knowledge ****ownership of learning (from the heart)***

Name of Evaluator _____ Title _____ Signature _____
Date _____

Adventist International Institute of Advanced Studies
Graduate School and Seminary

GRADUATE SCHOOL
Program E-Portfolio Document Rubric

Student Name: _____ Degree Program _____ Date _____

Scoring Criteria	1 Roughly meets expectations	2 Partially meets expectations	3 Adequately meets expectations	4 Exceeds expectations	Score
A. Sources of Learning* *Experiences relevant to program outcomes*	Documentation and description of learning experiences related to program outcomes are ***inadequate***	Documentation and description of learning experiences related to program outcomes are ***somewhat adequate***	Documentation and description of learning experiences related to program outcomes are ***adequate***	Documentation and description of learning experiences related to program outcomes ***are amply adequate***	
B. Demonstration of Learning *Artifacts*	Most of the portfolio materials and artifacts are ***not appropriate and relevant to the program outcomes***	The portfolio materials and artifacts are ***somewhat appropriate and relevant to the program outcomes***	The portfolio materials and artifacts are appropriate and relevant to the program outcomes	The portfolio materials and artifacts are very appropriate and relevant to the program outcomes	
C. Evidence of Learning* *Competencies*	The portfolio shows ***little or no evidence*** of learning tied to sound educational theory	The portfolio documents some, but ***not sufficient,*** learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio ***adequately*** documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio provides very clear evidence of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	
D. Mastering Knowledge & Skills *Application of Learning*	The portfolio provides ***little evidence*** of the student's ability to use knowledge and skills for the program outcomes in practice	The portfolio demonstrates in a limited way, the student's ability to use the knowledge and skills for the program outcomes in practice	The portfolio documents the ***acquisition*** of knowledge and skills for the program outcomes, with ***some ability*** to apply them in practice	The portfolio demonstrates the student has ***mastered*** the knowledge and skills for the program outcomes and can ***apply them in practice***	
E. Reflection on Learning *Aligned with program learning outcomes*	The portfolio provides ***little or no evidence of reflection*** on learning aligned with the program outcomes	The portfolio provides ***inadequate evidence of reflection*** on learning aligned with the program outcomes	The portfolio provides ***evidence of reflection*** on learning aligned with the program outcomes	The portfolio shows that the student has reflected with ***substantial depth*** upon how the learning experiences are aligned to the program outcomes	

Scoring Criteria	1 Roughly meets expectations	2 Partially meets expectations	3 Adequately meets expectations	4 Exceeds expectations	Score
F. Layout/Mechanics *Completeness and quality of the portfolio presentation*	Assembly instructions have ***not been followed*** with critical portfolio elements ***not*** included; the quality of written, visual and/or digital presentation ***does not meet the standards***	***Most of the expected elements*** are included; the quality of written, visual and/or digital presentation does not meet the standards, with ***too many errors*** in spelling, grammar, and punctuation	The portfolio is ***well organized*** with all critical elements included; the quality of written, visual and/or digital the presentation is ***satisfactory*** with only minor errors in spelling, grammar and punctuation	The portfolio is ***well organized*** with all critical elements included; learning is ***well-documented*** with writing and production skills that ***exceed*** those of most college students	
G. Literature *Citation of relevant related/supporting literature from textbooks and/or articles*	***Hardly cites*** any supporting or related literature from textbooks and/or articles	***Cites very few*** supporting or related literature from textbooks and/or articles	***Cites at least 5*** relevant supporting or related literature from textbooks and/or articles	***Cites*** more than 5 relevant supporting or related literature from textbooks and/or articles	
C. Evidence of Learning* *Competencies*	The portfolio shows ***little or no evidence*** of learning tied to sound educational theory	The portfolio documents some, but ***not sufficient,*** learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio ***adequately*** documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio provides very clear evidence of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	
H. Christian Worldview *Evidence of integration of Christian worldview*	Presentation demonstrates ***no to very limited*** clear Christian worldview, although it might be implied.	Presentation integrates ***some*** Christian worldview and is written following a good moral standard.	Presentation integrates a ***good*** Christian worldview and is written following a good moral standard.	Presentation integrates an ***excellent*** Christian worldview and is written following a high moral standard.	
Overall Assessment	The passing score for a successful (i.e., passing) portfolio is **24 points** (specify criteria to have at least 3 points) *weight/percentage for each criterion				**TOTAL**

**Impact*

Name of Assessor (print) _____ Title _____ Signature _____ Date _____

Adventist International Institute of Advanced Studies
Graduate School and Seminary

GRADUATE SCHOOL
Serving Learning Portfolio Rubric (SLPR)

Name: _____ Degree Program: _____ Date Submitted: _____

Scoring Criteria	1 Roughly meets expectations	2 Partially meets expectations	3 Adequately meets expectations	4 Exceeds expectations	Score
A. Sources of Service Learning* *Experiences relevant to Service as one of the essential learning points of the Education department*	Documentation and description of learning experiences related to service as one of the department's essential learning pointsare ***inadequate.***	Documentation and description of learning experiences related to service as one of the department's essential learning points are ***somewhat adequate.***	Documentation and description of learning experiences related to service as one of the department's essential learning points are ***adequate.***	Documentation and description of learning experiences related to service as one of the department's essential learning points ***are more thanadequate.***	
B. Demonstration of Service Learning *Artifacts*	The e-portfolio materials and artifacts are ***not appropriate and relevant*** to the ***program competencies pertaining to service.***	The portfolio materials and artifacts are ***somewhat appropriate and relevant*** to the ***program competencies pertaining to service.***	The portfolio materials and artifacts are ***appropriate and relevant*** to the program competencies pertaining to service.	The portfolio materials and artifacts are very ***appropriate and relevant*** to the program competencies pertaining to service.	
C. Evidence of Learning* *Competencies*	The portfolio shows ***little or no evidence*** of learning tied to sound educational theory	The portfolio documents some, but ***not sufficient,*** learning tied to sound educational theory	The portfolio ***adequately*** documents learning tied to sound educational theory	The portfolio provides very ***clear evidence*** of learning tied to sound educational theory	
D. Mastering Knowledge & Skills *Application of Learning*	The portfolio provides ***little evidence*** of the student's ability to use knowledge and skills for the program outcomes in practice	The portfolio demonstrates in a limited way, the student's ability to use the knowledge and skills for the program outcomes in practice	The portfolio documents the ***acquisition*** of knowledge and skills for the program outcomes, with ***some ability*** to apply them in practice	The portfolio demonstrates the student has ***mastered*** the knowledge and skills for the program outcomes and can ***apply them in practice***	
E. Reflection on Learning *Aligned with program com petencies pertaining to service as one of the essential learning points.*	The portfolio provides ***little or no evidence of reflection*** on learning aligned with the program outcomes	The portfolio provides ***inadequate evidence of reflection*** on learning aligned with the program outcomes	The portfolio provides ***evidence of reflection*** on learning aligned with the relevant program competencies.	The portfolio shows that the student has reflected with ***substantial depth*** upon how the learning experiences are aligned to the program competencies.	

Scoring Criteria	1 Roughly meets expectations	2 Partially meets expectations	3 Adequately meets expectations	4 Exceeds expectations	Score
F. Presentation/Organization *Completeness and quality of the portfolio presentation*	Assembly instructions ***have not been followed*** with critical portfolio elements ***not*** included; the quality of written, visual and/or digital presentation ***does not meet the standards***	***Most of the expected elements*** are included; the quality of written, visual and/or digital presentation does not meet the standards, with ***too many errors*** in spelling, grammar, and punctuation	The portfolio is ***well organized*** with all critical elements included; the quality of written, visual and/or digital the presentation is ***satisfactory*** with only minor errors in spelling, grammar and punctuation	The portfolio is ***well organized*** with all critical elements included; learning is ***well-documented*** with writing and production skills that exceed those of most college students	
G. Literature *Citation of relevant related/supporting literature from textbooks and/or articles*	***Hardly cites*** any supporting or related literature from textbooks and/or articles	***Cites very few*** supporting or related literature from textbooks and/or articles	***Cites at least 5*** relevant supporting or related literature from textbooks and/or articles	***Cites*** more than 5 relevant supporting or related literature from textbooks and/or articles	
C. Evidence of Learning* *Competencies*	The portfolio shows ***little or no evidence*** of learning tied to sound educational theory	The portfolio documents some, but ***not sufficient,*** learning tied to sound educational theory	The portfolio ***adequately*** documents learning tied to sound educational theory	The portfolio provides very ***clear evidence*** of learning tied to sound educational theory	
H. Christian Worldview *Evidence of integration of Christian worldview*	Presentation demonstrates ***no to very limited*** clear Christian worldview, although it might be implied.	Presentation integrates ***some*** Christian worldview and is written following a good moral standard.	Presentation integrates a ***good*** Christian worldview and is written following a good moral standard.	Presentation integrates an ***excellent*** Christian worldview and is written following a high moral standard.	
Overall Assessment	The passing score for a successful (i.e., passing) portfolio is **24 points** (specify criteria to have at least 3 points) *weight/percentage for each criterion				**TOTAL**

**Impact*

Name of Assessor (print) _____ Title _____ Signature _____ Date _____

APPENDIX C

ADDITIONAL RESOURCES

Additional Resources

1. American Psychological Association. (2020). *Publication manual of the American psychological association* (7 th ed.). Author.
2. APA homepage: http://www.apastyle.org
3. Felix, M. S. and Smith, I. (2019). *A practical guide to dissertation and thesis writing*. Cambridge Scholars Publishing.
4. Greene, S. and Lidinsky, A. (2021). *From inquiry to academic writing: A practical guide* (4 th ed.). Macmillan Learning.
5. Hammond, M. (2023). *Writing a postgraduate thesis or dissertation: Tools for success.* Routledge.
6. Hjortshoj, K. (2019). *From student to scholar: A guide to writing through the dissertation stage.* Routledge.
7. Horkoff, T. (2020). *Writing for success* 1st Canadian Edition. https://opentextbc.ca/writingforsuccess/chapter/introduction-to-academic-writing/
8. Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2013). *Writing the winning thesis or dissertation: A step-by-step guide* (3rd ed.). Corwin.
9. Langan, J. (2010). *Exploring writing: Paragraphs and essays* (2nd ed.). McGraw-Hill.
10. Langan, J., & Albright, Z. L. (2018). *College writing skills with readings* (10th ed.). McGraw-Hill.
11. Miller-Cochran, S., Stamper, R. and Cochran, S. (2019). *An insider's guide to academic writing* (2nd Edition). Bedford/St. Martins, Macmillan Learning.
12. Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa _formatting_and_style_guide/a_tables_and_figures.html
13. Rudestam, K. E., & Newton, R. R. (2015). *Surviving your dissertation: A comprehensive guide to content and process* (4th ed.). Sage Publications.
14. Sage Publishers. (2020). Style versus format. https://uk.sagepub.com/sites/default/files/upm-binaries/39387_Chapter1.pdf
15. Sumerson, J. B. (2014). *Finish your dissertation, don't let it finish you!* Wiley.
16. Yagelski, R. (2022). *Writing: Ten core concepts* (3rd ed.). Cengage.

Abbreviations **32**
Biblical books 32
Latin 32
Abstract **51**
Academic papers
Action or Practical Project 13
Case Study 10
Dissertation 14
Essay 11
Program Development 15
Program Portfolio 15
Project 15
Service Learning 16
Thesis 16
Academic Writing **17**
Acknowledgements **50**
Acronyms **32, See Abbreviations**
American Psychological Association **6**
APA style **34**
In-text referencing 34
Authors same surname 38
Block quotations 35
Corporate author 38
Corporate author 38
Direct quotations 34
Electronic media 39
Introducing citations/quotations 35
Multiple authors 37
No author 37
One Author in the Same Year 37
One Author 36
Paraphrasing 35
Personal Communication 38
Repeated references 36
Reprinted/Republished Works 39
Seconday source 38
Several works 37
Reference list
Author rules 42
Electronic source examples 45
General rules 41
No author 48
No Date 48
Printed materials 43
Unpublished material 48
Web resources 75
Appendixes **73**
Cover sheets 73
Questionnaires considerations 73
Titles 73
Approval Page **57**
Approvals, additional **124**
Administrative Committee 104
Ethics Review Board 131
Article Summary **10**
Blank pages **73**
Bold **31**
Capitalization **31**
Chair See Research advisor
Citations **35**
Conventions **17**
Copyright page **55**
Course portfolio **11**
Course related writing **10**
Creative Commons Licensing **See Copyright**
Crediting sources **21**
Citing Abstracts 22
Discussing Quotations 21
Introducing Quotations 21
Critical analysis **11**
Culminating projects **12**
Program Development 15
Project 15
Curriculum Vita **73**
Deadlines and requirements **108**
Advancement to candidacy 108
Application for graduation 108
Continuous registration and leaves of absence 108
Copying, binding, and electronic submission 109
Defense date. 109
Editing 108
External examiner reading time 109
Final editing 109
Signature sheet 109
Defense procedures
Policies 109
Procedures 110
Defense Evaluation 111
Dissertation **12**
Page numbering 81
Page setup 80

Reference list 80
Ruler Bar 79
Spelling and grammar 80
Status Bar 80
Editing Process 107
Electronic Sources 20
Entities of research support 97
Graduate school editor 101
Research committee 97
Writing center 101
Enumerations 26
Essay 11
Figures 71
Discussion 71
Notes 71
Placement of Figures 71
Finding quality sources 20
Flow 17
Foreign language in text 31
Format 24, 49
Document Setup 79
Font 24, 49
Justification 24, 49
Line and Page Breaks 26
Line Spacing 25, 49
Margins 24, 49
Page Layout 24
Page numbering 49, 73, 81
Page numbers 24
Paper 49
Print 49
Printers 78
Sample pages with details 50
Widows/orphans 26
Word division 26
Formatting tips
Aligning information 77
Consistency 77
Hyphens and dashes 78
Page breaks 78
Page setup 80
Screen views 77
Section breaks 81
Shortcuts 78
Forms 116
Defense report 150
Editing checklist 147
Ethics review application 140
Plagiarism statement 146
Proposal approval 139
Graduate school research agenda 87
Global perspective 91
Leadership 88
Scholarship 89
Service 90
Spirituality 87
Headings 17, 66, 148
Levels 66
Spacing 67
Italics 30
List of. . .
Abbreviations 63
Figures 61
Tables 61
Lists 65
Capitalization 65
Format 65
Numeration 65
Spacing 65
Numbers 31
Organization 50
Organizing research methodology 95
Paragraphs 17
Plagiarism 22
AIIAS Plagiarism Definition 22
Forms of plagiarism 22
Primary research 12
Procedures
Choosing a research advisor 102
Choosing a topic 102
Copying & binding 105
Defense 105
Proposal 103
Topic request 103
Program culmination related writing 12
Punctuation 28
Apostrophe and quotation marks 28
Colon 28
Comma 28
Double quotation marks 28
Ellipsis points 29
Em Dash 29
En Dash 29
Hyphen 29

Parentheses 29
Period 29
Single quotation marks. 29
Quoting and referencing
Capitalization 31
Direct quotation 27
Reference list/Bibliography 31
Referencing See Quoting and referencing
Research advisor 99
Research Contribution 92
Research ethics guidelines 122
Ethical considerations after conducting a study 130
Ethical considerations before conducting a study 122
Ethical considerations during conducting a study 125
Research journals 114
Research paper 23
Research paradigm 94
Research roles and responsibilities 97
Committee member 101
External examiner 101
Institutional editor 101
Methodologist 100
Research advisor 99
Student 98
Writing center 101
Research seminars 114
Research Writing 10, 73
Sample Rubrics
Course portfolio rubric 153
Course program e-portfolio presentation rubric 158
Critical analysis rubric 154
Program e-portfolio document rubric 159
Project rubric 155
Serving learning portfolio rubric 161
Term/theoretical paper rubric 156
Spacing 27, 147
After Punctuation 30
Appendixes 73
Headings 67
Spacing vs. Tabs 77
Statistics and Metrication 32
Steps in the Research Process 102
Writing Style
Bias 18
Clarity, Directness, and Simplicity of Expression 17
Contractions 18
Correct Grammar 17
Figurative Language 18
Inclusive Language 18
Linking Words 18
Power Words 17
Referring to yourself 18
Table of contents 59, 82
Automatic Method 83
Manual Method 82
Set up heading styles 84
Tables 69
Continued Tables 66
Introducing Tables 69
Landscape Tables 69
Placement 69
Table notes 69
Term Paper 12
Text 65
Body of Paper 65
Conclusions 65
Introduction 65
Theoretical framework vs conceptual framework 92
Thesis 16
Tips for making student research publishable 118
Title Page 53
To do list, End of Thesis/Dissertation 112
Types of Research 94
Verb Tenses 19
Active verbs 19
Keeping the historical perspective 19
Maintaining tense 19
Reporting ideas 19
Reporting results 19

Adventist International Institute
of Advanced Studies

Graduate School and Seminary

www.aiias.edu

Graduate School Writing
And Research Manual Grad-
uate School Writing And
Research Manual Graduate
School Writing And Research
Manual Graduate School
Writing And Research Man-
ual Graduate School Writing
And Research Manual Grad-
uate School Writing And
Research Manual Graduate
School Writing And Research
Manual Graduate School
Writing And Research Man-
ual Graduate School Writing
And Research Manual Grad-
uate School Writing And
Research Manual Graduate
School Writing And Research
Manual Graduate School
Writing And Research Man-
ual Graduate School Writing
And Research Manual Grad-
uate School Writing And
Research Manual Graduate
School Writing And Research
Manual Graduate School
Writing And Research Man-
ual Graduate School Writing
And Research Manual Grad-
uate School Writing And
Research Manual Graduate
School Writing And Research
Manual Graduate School
Writing And Research Man-
ual Graduate School Writing
And Research Manual Grad-
uate School Writing And
Research Manual Graduate
School Writing And Research
Manual Graduate School
Writing And Research Man-
ual Graduate School Writing
And Research Manual Grad-
uate School Writing And
Research Manual Graduate
School Writing And Research
Manual Graduate School
Writing And Research Man-
ual Graduate School Writing
And Research Manual Grad-
uate School Writing And
Research Manual Graduate
School Writing And Research
Manual Graduate School
Writing And Research Man-