



**SCHOOL OF
POSTGRADUATE
STUDIES**

Research Handbook

2020

The *SPS Research Handbook 2020* replaces and supersedes *AUA Standards for Written Work 2014* for use by students engaged in research at the School of Postgraduate Studies

School of Postgraduate Studies Research Handbook
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Foreword



Daniel Ganu, DrPH
*Dean, School of Postgraduate Studies,
Associate Professor of Public Health*

Welcome to the School of Postgraduate Studies. On behalf of the faculty at the School of Postgraduate Studies (SPS), I warmly welcome you to Adventist University of Africa (AUA) and the School. As a graduate student at AUA, you will face many exciting and rewarding experiences. It is a privilege to study at the postgraduate level and we trust that you will make the most of your opportunities.

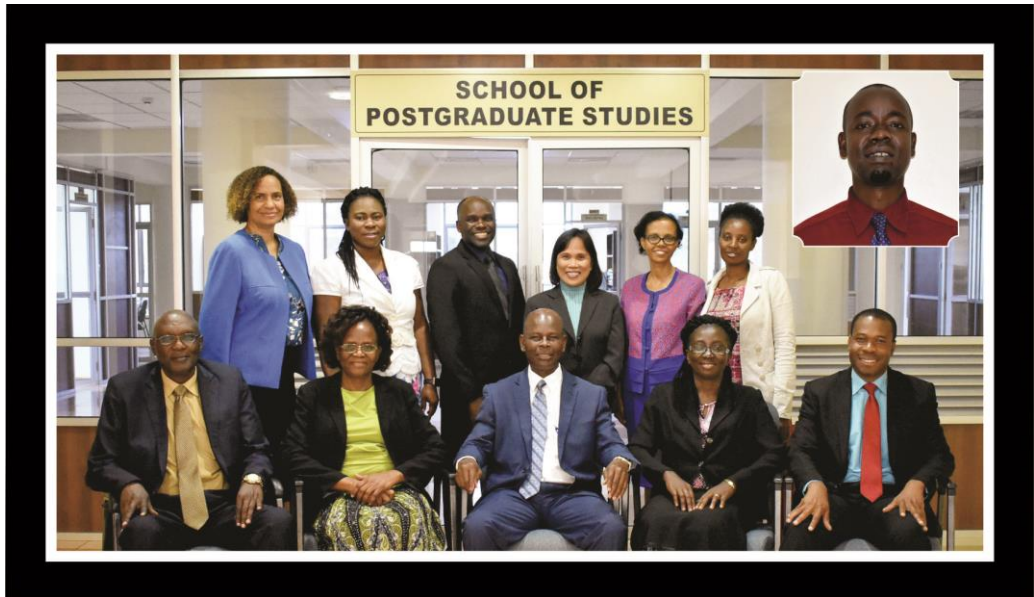
There are several documents that are important to your success at AUA and SPS. One is the Academic Bulletin, which you can find at the AUA Website. The other is the *SPS Research Handbook 2020*, which you are reading now and is also located at the AUA Website. The *SPS Research Handbook* is an invaluable guide as you plan, execute, write and submit your research, which must be professionally done before you can graduate. If you follow the *SPS Research Handbook*, diligently, your path to successful completion of your research will be considerably easier.

We pray that God will richly bless you in your postgraduate studies and that your skills and talents will be used for His glory and in the service of humankind.

Daniel Ganu, DrPH

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School of Postgraduate Studies *Faculty and Staff*



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Sections of this work were adapted from the *AUA Standards for Written Work, 2014*. Appreciation is expressed to Dr. Shawna Vyhmeister and the other contributors for the work that produced the *AUA Standards for Written Work 2014* which served students in the School of Postgraduate Studies, the Theological Seminary, and the University well.

CHAPTER 1

Overview of Research at the Adventist University of Africa School of Postgraduate Studies

OVERVIEW OF RESEARCH AT AUA

The faculty of the School of Postgraduate Studies (SPS) is pleased to make available to our students the resources of the *SPS Research Handbook 2020*. As a student in SPS, you are a valuable part of AUA and we want your total research experience to be successful. That is why the *SPS Research Handbook* was developed—to give you specific guidance for planning, writing and submitting your project/thesis/dissertation.

The *SPS Research Handbook* is revised from the former *AUA Standards for Written Work*, but is more complete because of the addition of the SPS Research Protocol in a format that gives you all the information you need to navigate the process in one place. You can find the entire SPS Research Protocol at the end of the *SPS Research Handbook*. However, you will also find that the applicable sections of the Protocol are placed throughout the *SPS Research Handbook* so that you can follow the Protocol in context. You will notice, too, that copies of all forms you need to process your project/thesis/dissertation are included in the *SPS Research Handbook*, along with sample pages that you can adapt to your research paper.

The *SPS Research Handbook* has a companion—The *Quick Guide to Successful Project/Thesis/Dissertation Writing*. The *Quick Guide* is a handy, rapid reference to get you started in the SPS research process. Endeavor to get all the benefit each of these resources has to offer you.

CONSIDERING YOUR RESEARCH

All culminating research at SPS is primary research, which involves collection of raw data, processing, and analyzing the data to come up with new ideas and original conclusions. This gives students the opportunity to:

- Develop and apply postgraduate skills of independent research, analysis, judgment and critical evaluation.
- Refine and enhance writing and presentation skills.
- Demonstrate capacity to understand and explain strategic issues, opportunities and/or situations within organizations.

Successful completion of primary research demonstrates a student's mastery and integration of theory and applications gained during his/her studies and the ability to analyze and develop solutions to significant problems.

It is important to recognize that your research project/thesis/dissertation is the most important artifact you create in earning your degree. It will persist in perpetuity, long after your graduation. It also shows the extent to which you can perform critical analysis and make sound decisions based on evidence. It is important to develop interest and sharpen your skills in this area because there are profound future implications.

Definition of Project/Thesis/Dissertation

Students who graduate from the SPS at AUA will have demonstrated proficiency in research through the selection and completion of a project, thesis or dissertation. Masters level students can choose to do either a project or a thesis. Doctoral students must write a dissertation. Each of these has a scholarly definition:

A **project** is considered experimental in nature; in that the researcher establishes variables, designs interventions, and collects data to measure results of the intervention. Students in any SPS Master's degree programme can select to do a project, which requires a Proposal Defence, but not a Final Oral Defence. A project is supervised by a Primary Adviser and a Secondary Adviser. A project has an applied aspect to it and can include the production of a manual, handbook, training or workshop as part of the study process or outcome. For the Master of Science in Applied Computer Science, a project must lead to the implementation of a software product/tool that aims at solving a problem which is judged worthy of a research project.

Typical project length: 70-80 pages excluding appendixes

Typical Computer Science project length: 45-80 pages excluding appendixes

A **thesis** is research that is more theoretical in nature, in that the researcher seeks to establish a theory to explain an observed problem. Students who write a thesis may also collect data and measure variables. However, the thesis may result in a theory that can be advanced to make a contribution to the field of study. A thesis must be defended at the proposal level and also defended before a three to six-member Final Oral Defence Panel at the end of the writing phase. A thesis is supervised by a Primary Adviser and a Secondary Adviser and has an External Examiner who reviews the paper then joins the panel for the Final Oral Defence.

Typical thesis length: 90-120 pages excluding appendixes

Typical Computer Science thesis length: 60-90 pages excluding appendixes

A **dissertation** is highly academic, comprehensive, and widely considered the most rigorous type of empirical research conducted by a student for a terminal degree. It is expected to contribute new knowledge and advance scholarship in the field of study. Students pursuing a PhD at AUA are eligible to write a dissertation. Before the dissertation writing commences, the student must have passed the Comprehensive Examination. The dissertation must be defended at the proposal level and also before a five to seven-member Final Oral Defence Panel at the end of the writing phase. A dissertation Committee comprises of a Primary Adviser and two Secondary Advisers. There is also an External Examiner who reviews the paper then joins the panel of the Final Oral Defence.

Typical dissertation length: 200-250 pages excluding appendixes

Typical Computer Science dissertation length: 90-180 pages excluding appendixes.

Eligibility to Write a Project/Thesis/Dissertation

Students in Masters programmes must have a CGPA of 2.75 or higher and pass research courses taken at AUA in order to be eligible to write a project/thesis. Students in the MScACS programme must have a CGPA of 3.00 or higher and pass research courses to be eligible to write a project/thesis. PhD Leadership students must have a CGPA of 3.33 or higher and pass research courses before being eligible to write a dissertation.

Registration for Research

All research at AUA incurs course tuition and a Research Fee. These charges help defray the expenses of research supervision and assessment.

Research Continuation

If the student does not finish the research within fifteen (15) months of the registration date for the final required credits, he/she must register for Project/Thesis/Dissertation Continuation, and pay the normal registration fees that accompany any registration. Continuation is valid for twelve (12) months, and must be repeated each year until the student finishes the research.

Research is considered completed when all of the required signatures are on the project/thesis/dissertation Approval Page, when the Printing and Binding Form has been signed by all required persons, and finally, when the student's name has been submitted to the Registrar by the Dean, indicating eligibility for degree conferral/graduation.

RESEARCH SUPERVISION AND ASSESSMENT TEAM

Research project/thesis/dissertation is a major undertaking in a student's academic life and subjected to the most rigorous levels of scrutiny in order to ensure a high standard for the degree to be awarded. Therefore, students do not work through the research process alone. The SPS requires research project/thesis/dissertation to be examined by a team— Advisers, Programme Leader (PL), Ethics Committee and External Examiners (members of other university faculty) among others. This section gives a brief overview of the team involved in supervising and examining research work and their role.

1. **Programme Leader** - The PL provides an oversight supervision of the entire research process and acts as a moderator and quality control regulator. He/she receives and processes the Research Proposal/full paper through the appropriate committees. The Programme Leader also checks to make sure that all coursework is completed and monitors the student's research progress until graduation.
2. **Advisers** – Research Advisers are usually classified into two – primary and secondary who are mostly drawn from SPS faculty, AUA faculty and faculty from sister universities worldwide. The Advisers are responsible for directing and helping the student acquire the skills and knowledge necessary to plan and conduct an original research from the initial stage of the proposal development to the completion of the full project/thesis/dissertation. Most students and advisors communicate to work together effectively via face-to-face meetings, email exchanges backed up by occasional Skype chats and/or telephone discussions.
3. **Graduate Research Assistant** - The Graduate Research Assistant (GRA) primarily provides technical support to students in their research work in the form of data analysis, interpretation, and academic writing. He/she reviews student research papers from the Programme Leaders for assistance and explains research issues to students.
4. **Ethics Committee** – The Institutional Ethics Review Committee (IERC) seeks to establish a culture of research ethics among students that is demonstrable in its respect for human participants and high research standards. The IERC will be key in reviewing protocols, approving the use of ethical protocols, and assisting students with the training in human protections necessary to safeguard human participants. Inherent in the IERC role of ethics review and approval is the need to consider dignity, safety, rights, autonomy, beneficence, justice, health and well-being of participants and researchers.

5. **Project/Thesis/Dissertation Committee and Panel** – The project/thesis/dissertation Committee and the Final Oral Defence Panel are quality control regulators for the project/thesis/dissertation. The main duties of the Committee and Panel revolve around the review, evaluation and grading of the Research Proposal/final submissions.
6. **External Examiner** - The External Examiner is a member of the faculty of another university appointed to evaluate the thesis/dissertation in detail before the Final Oral Defence. He/she normally assesses the final research to determine the readiness of the thesis/dissertation to be defended by the student. The External Examiner submits an official report of his/her evaluation of the paper to the Chair of the Defence Panel and is also a member of the panel that examines the student during the Final Defence.
7. **Research Director** – The Research Director works primarily with the Programme Director and in collaboration with the Editor and Dean to guide the student through the final approval stages in the writing of the project/thesis/dissertation. The Research Director reviews the paper after it is submitted by the PL and places it into editing when it conforms to AUA standards, style and format. Following editing, the Research Director sends the paper to the Programme Leader for final signature from the Dean. The Research Protocol gives additional details for papers with issues that prevent editing.
8. **AUA Editor** - The Editor's role in working with student research is primarily to check that the project/thesis/dissertation writing and formatting was done correctly. It is not the role of the AUA Editor to correct all of the student's mistakes; excessive or factual errors will result in the paper being returned to the student for corrections by the PL. The Research Protocol gives additional details for the process when excessive editing errors are present in a paper.
9. **Head of Department** - The Head of Department (HOD) of the student's degree programme is a member of both the Proposal and the Final Oral Defence Panels.
10. **Dean** – The Dean is a member of both the proposal and the Final Oral Defence Panels. The Dean is also responsible for the final approval of a project/thesis/dissertation, which is shown by his/her signature on the Approval Page and on the Printing and Binding Form.
11. **Student** - Even though a student has a whole team to help with his/her research, the work is the student's responsibility, not that of the research advisors, PL, committee, panel, Research Director or Editor. The student takes full ownership and responsibility for the ideas, statistical design and analysis, grammar/editing, and referencing of the project/thesis/dissertation. In summary, students must strive for high levels of academic achievement and contribute to the intellectual life of the University.

AVOIDING PLAGIARISM

Plagiarism is using someone else's words or ideas as if they were one's own. It is equivalent to intellectual thievery. Plagiarism is a serious research violation. The School of Postgraduate Studies has zero tolerance against submission of any work containing any amount of plagiarized material.

Plagiarism is not limited only to textbooks, but also includes media resources, laboratory experiments and results, ideas expressed orally, artistic work, and all copyrighted materials. At AUA, plagiarism includes all of the following:

1. Any form of copying of ideas or concepts—intentionally or out of carelessness—and presenting them as one's own, without crediting the author(s) and/or proper citing/quoting (e.g. without quotation marks and a reference).
2. Copying a sentence, paragraph or section (anything more than two words) word-for-word, or even using paraphrasing that is too much like the original. The same rules apply if it is an electronic source, if no author is listed, or if the copyright is expired.
3. Borrowing an idea from someone else or even from one's own earlier work without giving proper acknowledgement. A fact that is generally considered common knowledge may be used without a reference.
4. Unfair use, that is, indiscriminate use of too much material from a source, even if properly quoted and credited.

Turnitin is an anti-plagiarism software that is available for use by students of AUA. Students are encouraged to check their papers for plagiarism by using Turnitin prior to submitting written work to Advisers. Generally, the similarity/originality index should be less than 20%. They should not select the repository option when running the paper through Turnitin so that it will not be stored in the database.

Plagiarism attracts severe penalties. The penalties may take the form of failure of the paper or suspension, or even expulsion from the University. The University also reserves the right to revoke the degree of a student whose work has been proven plagiarized or academically dishonest. For the complete policy, refer to the Academic Bulletin section: *Academic Integrity*.

PROJECT/THESIS/DISSERTATION PROGRESSION CHECKLIST

1. Choice of Topic	During the research class.
2. Approval of Topic	After the research class (presentation required).
3. Appointment of Project/Thesis/Dissertation Advisers	PL identifies and appoints advisers; Dean processes Adviser Contract.
4. Proposal Writing	Student to work with the Adviser(s) throughout the writing process, not only at the end.
5. Proposal Defence	After approval from Advisers; if research includes human participants, informed consent and research instruments must be submitted at Defence; IERC must approve instruments before data collection begins.
6. Approval of Proposal	After Proposal Defence, revisions and signed correction form.
7. Authorization to Collect Data	After Proposal Defence and following the approval of corrections by the Advisers/PL.
8. Pilot Study (where applicable)	Before data gathering.
9. Actual Data Collection	Researcher receives authorization to collect data from PL.
10. Data Analysis	Assisted by statistician/methodologist for qualitative and quantitative studies in coordination with the primary and Secondary Advisers.
11. All 5 chapters written	Researcher.
12. Project Submission	Advisers approve.
13. Thesis/Dissertation Defence	Final Oral After External Examiner's assessment and feedback.
14. Approved Project/Thesis/Dissertation	After Final Oral Defence, revisions, signed correction form and PL verification.
15. Final Research Review and Editing	Research Director and AUA Editor.
16. Final Approval of project/thesis/dissertation	Signature of the Dean.
17. Production of AUA Library bound copy/soft copy and specifications for the bound copy	Office of the Dean.

CHAPTER 2

The Proposal Stage and the Proposal Defence

THE RESEARCH PROPOSAL

The Research Proposal stage marks the start of the application of the skills and knowledge the student has acquired during his/her studies. Upon successful completion of the research courses in the degree programme, students will be required to prepare a Research Proposal on a topic of their choice. The Research Proposal is a very important part of the research exercise because it communicates a researcher's plan for a study and is the first major piece of work the student has to put forward for close scrutiny by the Proposal Committee before he/she can continue with the research study.

A word to students in the Applied Computer Science programme: In accordance with the *SPS Research Handbook*, each project/thesis/dissertation starts with the proposal formulation and defence. However, the Computer Science program does not strictly follow the general outline of the social sciences.

For both the proposal and final project/thesis paper, the writing style is based on predefined templates which are derived from the best practices in writing for Computer Science and related fields of study. The templates used incorporate the following: formatting, in-text citations, references, tables, figures, etc. While students are free to use any writing software (e.g., Word, Pages, OpenOffice, LaTeX/BibTeX), students are strongly encouraged to use LaTeX/BibTeX.

Computer science students are strongly encouraged to familiarize themselves with the entire *SPS Research Handbook*, paying particular attention to the sections pertaining to Computer Science which are clearly designated.

THE PROPOSAL STAGE: Process for Projects/Theses/Dissertations

1. After the designated research course is completed and passed, each student is assigned a Primary Adviser and a Secondary Adviser by the Programme Leader (PL) in consultation with the student, the Head of Department (HOD), and the Dean. In the case of a Project, the Secondary Adviser may be assigned later in the work.
2. The student, with the assistance of the Advisers, develops a Proposal by following the proposal and research design guidelines found in the *SPS Research Handbook*.
3. When the Advisers approve the Proposal and sign the Proposal Examination Form, a Proposal Defence Panel is formed by the PL, in consultation with the HOD and the Dean, for the Proposal Defence by the student.
 - For a Project or Thesis: The Proposal Defence Panel will consist of the two Advisers, designated programme faculty, the PL, HOD, and the Dean. Typically, the PL serves as the Chair.

- For a Dissertation: The Proposal Defence Panel will consist of the Primary Adviser, two Secondary Advisers, and designated programme faculty, the PL, HOD, and the Dean. Typically, the PL serves as the Chair.
4. A student will defend the Proposal only when the method of data collection is clearly described, the instrument(s) of data collection is presented, and Ethics Clearance has been obtained. To initiate Ethics Clearance, the student submits the paper, along with the Informed Consent and all research instruments to the IERC after these have been approved by the PA and the PL. The results of the Ethics Review will be communicated to the PL in writing by the IERC Chair and a copy of the Clearance will be given to the student for inclusion in the project/thesis/dissertation.
 5. In conjunction with the Ethics Clearance process, the Proposal and research instruments will be reviewed by the AUA Editor for formatting and writing style as per the *SPS Research Handbook*. Comments from the Editor will be given to the PL so that they can be brought to the student's attention.
 6. After the Proposal is assessed and approved by the Proposal Defence Panel, using the Research Proposal Evaluation Form, the student is informed of the outcome of the Proposal Defence by the PL in writing with the Proposal Evaluation Result Form. If no corrections are necessary, the student is authorized to collect data and continue the research process under the supervision of the Advisers. If corrections are needed, the student cannot begin collecting data until the revisions are completed and approved. The student is expected to incorporate all the suggestions of the Proposal Defence Panel under the guidance of his/her Adviser(s). Submission of the revised proposal should not take longer than three (3) months after the Proposal Defence.
 - After revision, the Advisors verify that all the corrections have been duly incorporated into the revised proposal, using the Correction Confirmation Form.
 - The Primary Advisor then sends the revised proposal directly to the PL who confirms the revision and officially authorizes the student to collect data and continue the research process under the supervision of the Advisers.

Note that if, during the Proposal Defence, changes are recommended by the Panel that affect the ethics clearance, the student is not authorized to collect data. Instead, the student must re-submit the proposal to IERC and obtain a new ethical clearance.

Obtaining Research Permit

Upon receiving permission from the AUA IERC to initiate data collection, the student is also required to:

- Apply for authority to conduct research in the country where he/she plans to conduct the study, if applicable to country regulations. All researchers who plan to conduct research in Kenya are required to file an online application to the National Commission for Science, Technology, and Innovation through this website: <http://oris.nacosti.go.ke/>
- In addition, where applicable, obtain permission from Officers or Management where the student plans to collect data through questionnaires, interviews, etc. for the study.
- Individual permission, by use of an Informed Consent, must still be obtained even if the organization's officers/management give consent.

Contents of the Project/Thesis Proposal

Generally, the Research Proposal for a project/thesis/dissertation is made up of three chapters, with appendixes and references:

CHAPTER

1. INTRODUCTION

- Background of the Study
- Statement of the Problem
- Research Questions or Objectives
- Hypotheses, Null and Alternative (if applicable)
- Conceptual/Theoretical Framework of the Study
- Significance of the Study
- Scope and Limitations of the Study
- Operational Definition of Terms

2. REVIEW OF RELATED LITERATURE

- Relevant Literature
- Related Studies

3. METHODOLOGY

- Research Design
- Population and Sampling Procedure
- Instrument(s) for Data Collection
 - For quantitative research: Instrument validity and reliability
 - For qualitative research: Trustworthiness of instrument, data, and/or findings
- Data Collection Procedure
- Method of Data Analysis
- Ethical Considerations

REFERENCES

APPENDIXES

- Research Instrument(s) (questionnaires, surveys, interview guide, focus group questions, etc.)
- Informed Consent Form and Permission Letters
- Institutional Ethics Review Committee Approval

Contents of the Project/Thesis Proposal for Applied Computer Science Programme

For Computer Science students, the proposal document follows the structure below:

CHAPTER

1. AREA OF RESEARCH

- Overall purpose of the research
- Research question (main question)
- Support questions
- Scope of the project/thesis
- Benefits of the study and Expected results

2. METHODOLOGY

- Indicate the nature of the research to be done: empirical, theoretical, experimental, or simulation
- Indicate the theories, tools and technologies that will be involved in the study
- Indicate how the expected results will be evaluated and benchmarked, where applicable

3. CHAPTER OUTLINE

- List of the chapters of the project/thesis

4. SCHEDULE (plan with dates of the work)

- Give the main milestone of the research
- For each milestone, indicate dates (estimated starting and ending dates)
- Indicate if specific resources are required for the milestone, and how those resources will be made available for the research

PRELIMINARY REFERENCES

- Provide list of scholarly referenced resources that will support the research

Contents of the Dissertation Proposal

CHAPTER

1. INTRODUCTION

- Background of the Study
- Statement of the Problem
- Research Questions or Objectives
- Hypotheses, Null and Alternative (if applicable)
- Conceptual or Theoretical Framework
- Significance of the Study
- Scope, Limitations and Assumptions of the Study
- Operational Definition of Terms

2. REVIEW OF LITERATURE

- Relevant Literature from related studies

3. METHODOLOGY

- Research Design
- Population and Sampling Procedure
- Instrument(s) for Data Collection
 - For quantitative research: Instrument validity and reliability
 - For qualitative research: Trustworthiness of instrument, data, and/or findings
- Data Collection Procedure
- Method of Data Analysis
- Ethical Considerations

REFERENCES

APPENDIXES

- Research Instrument(s), (questionnaires, surveys, interview guide, and focus group questions, etc.)
- Informed Consent Form
- Institutional Ethics Review Committee Approval

DETAILED CONTENTS OF THE PROPOSAL

Research Topic/Title - The first step in the research process is to identify a topic. This is the title of the study and should reflect an area of interest to the student. The topic must also possess potential for academically rigorous research and answer the question: *So what?*

CHAPTER 1

INTRODUCTION

This chapter introduces the entire study and justifies the study by highlighting the gap in the existing knowledge and how the present study will attempt to bridge the gap. The primary goal of this chapter is to catch the attention of the readers through the following elements:

- a. **Background of the Study:** This section serves as the introduction and provides the reader with the essential context needed to understand the research problem. It describes the research problem with reference to the existing literature. The background information should indicate the root of the problem being studied, appropriate context of the problem in relation to theory, research, and/or practice, its scope, and the extent to which previous studies have successfully investigated the problem, noting, in particular, where gaps exist that your study attempts to address.
- b. **Problem Statement:** The statement of the problem is the focal point of the research investigation. A research problem may be defined as an area of concern, a gap in the existing knowledge, or a deviation in the norm or standard that points to the need for further understanding and investigation. This section should clearly define and articulate the problem to be addressed and indicate the need for a study. It should describe the gap that exists between the real and the desired or a contradiction between principle and practice which the study intends to fill.
- c. **Research Questions or Objectives:** This section should contain a clear statement of the research objectives questions. Research Objectives are the goals which the research is supposed to attain and there can be one general objective and a corresponding number of specific objectives which are derived from the general objective. Alternatively, the researcher can pose research questions. Research questions are those that the researcher would like to specifically answer in the study. Thus, the research problem is broken down into a series of questions/objectives concerning the relationship between the cause (independent variable) and the effect (dependent variable). The researcher may write objectives instead of research questions, as his/her department may require.

- d. **Null Hypotheses:** A research hypothesis is a tentative statement of a potential relationship between two or more variables or a potential difference between two or more groups expressed in the form of a clearly stated relation between the independent variable(s) and dependent variable(s). Hypotheses requiring statistical testing are stated in negative form and are, therefore called “null hypotheses.” These are formulated after a thorough review of the literature. The research hypotheses should relate to the aims and objectives. The hypothesis is accepted or rejected depending on the results of the statistical tests. All inferential research questions (or objectives) require null hypotheses to be stated.
- e. **Conceptual Framework:** A conceptual framework is the detailed presentation of the variables/constructs that support and guide the research. It explains, either graphically or in narrative form, the main issues to be studied—the key factors, concepts, or variables—and the presumed relationships among them. A schematic diagram of conceptual model helps the reader to visualize the theorized relationships between the variables in your model.
- f. **Significance of the Study:** This section explains the rationale for why the study is important and how it will contribute to professional knowledge and practice. What is the value of your work—who might be able to use it? The significance of the study addresses (1) why your study is important, (2) to whom it is important, and (3) what benefit(s) will occur if your study is done. This should be limited to a couple of paragraphs.
- g. **Scope and Limitations of the Study:** The scope defines the boundaries of the research in terms of the depth and breadth of your study. The selected variables, population/sample, etc. can determine the scope. The limitation of the study identifies potential weaknesses of the study. The student should identify and precisely list the limitations of the study and discuss the extent to which the limitations would affect the quality of the research. If any limitations can be mitigated, state how this will be done.
- h. **Assumptions of the Study:** PhD students are required to discuss the underlying assumptions of their study. Assumptions reflect important issues surrounding the study which the researcher believes to be true. The most obvious is that the sample represents the population. Another common assumption is that an instrument has validity and is measuring the desired constructs. Still another is that respondents will answer a survey truthfully. The important point is for the researcher to state specifically what assumptions are being made.
- i. **Operational Definition of Terms:** This section defines/explains key terms/variables used in the study that do not have a commonly understood meaning and those that have been operationally defined in the context of the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Before planning the details of a study, the researcher should dig into the literature to find out what has been written about the topic he/she is interested in investigating. The idea is that the student reads the literature base and critically evaluates it to produce a balanced review. Both the opinions of experts in the field and other research studies have a significant bearing on the problem under study. Therefore, Chapter 2 is usually reasonably long and organized by theme, subtopic, or variable based on the conceptual framework of the study.

The literature review should cite similar studies that lead up to the current research. The student should seek to synthesize findings across studies and compare and contrast different research outcomes. It is important to note gaps or shortcomings in the literature so as to provide a rationale for the current study. A typical Literature Review section begins with definitions and theoretical discussions, a review of research that has already been done in this area and a theoretical framework. PhD students are required to include a theoretical framework in addition to the conceptual framework in their proposal. A student who thinks critically will not only look for and cite literature that supports his/her study perspective, but will also present literature that takes an opposite or conflicting view. When this is skilfully and impartially done, the value of the study is enhanced.

CHAPTER 3

METHODOLOGY

The Methodology chapter is very important because it tells your Research Committee how you plan to tackle your research problem. The guiding principle for writing the Methodology section is that it should contain sufficient information for the reader to determine whether the proposed methodology is sound. Therefore, Chapter 3 describes and justifies the research methods which the student plans to utilize in her/his investigation. This includes a description and justification of the research design, target population and sampling technique, the instruments to be used, the procedures to be followed, an identification of threats to internal validity, ethical considerations and a description and a justification of the statistical procedures used.

- a. **Research Design:** The research design provides the framework and structure within which a particular research study is conducted. Examples of research design include the following types: descriptive, ethnographic, causal, action research, and cross sectional, etc. Descriptive statistics, while appropriate for a project, are not sufficient for a thesis or dissertation which requires some form of inferential statistics or sufficient qualitative data to develop a theory or confirm/modify an existing theory. Research methods may be qualitative, quantitative, or a combination of both, which is known as mixed methods.
- b. **Population and Sampling Procedure:** This section discusses the target population and how the sample was selected. The reader of your paper will want to know whether the sample you have chosen is representative of the entire study population. Representative samples are important for drawing insights and generalizing the findings for the entire population. The unquestionable way of achieving representative samples is to use probability (random) sampling methods. The student should also describe the procedures for selecting the sample, including the sampling technique and state how the sample size was determined.

- c. Instruments: These are the tools used to obtain information from respondents. Examples include questionnaire, interview, observation, and reading of documents. Describe the instruments you intend to use. Be sure to design your instrument(s) based on your research questions/objectives and/or test hypotheses. For each instrument you did not make yourself be sure to show your permission to use the instrument, give reliability numbers from past uses of the instrument(s), and include a proper reference for it. If you have adapted the instrument, tell WHAT you changed, WHY, and HOW. If it is a substantial change, you may have to pilot test the instrument again and provide reliability numbers. If you are going to develop a new questionnaire, how you design the items is very important. They should not favor any biases you may have; they should not lead the respondent to an answer and, typically, a new questionnaire should be pilot tested and validated in order to evaluate if it is measuring what it is supposed to measure and doing so reliably.
- i. Instrument Validity (used in quantitative research) –Validity refers to the accuracy or truthfulness of a measurement. There are at least three types of validity that should be addressed and you should state what steps you took to assess validity. (1) Face validity refers to the likelihood that a question will be misunderstood or misinterpreted. Pilot testing of a questionnaire is a good way to increase the likelihood of face validity. (2) Content validity refers to whether an instrument provides adequate coverage of a variable/concept. Expert opinions help to establish content validity. (3). Construct validity refers to the theoretical foundations underlying a particular scale or measurement. The researcher should describe the criteria used to validate the construct. A technique known as confirmatory factor analysis is often used to explore how individual survey items contribute to an overall construct measurement. PhD students are required to conduct construct validity in addition to face and content validity.
 - ii. Instrument Reliability (used in quantitative research) – A measurement that yields consistent results over time is said to be reliable. There are different statistical analyses for testing reliability depending on the type of data. Researchers must use the appropriate statistical technique in testing for reliability.
 - iii. Trustworthiness—(used in qualitative research) Trustworthiness is a way of evaluating rigor in qualitative research. Typically, there are four aspects of trustworthiness that a researcher must establish: 1) credibility; 2) dependability; 3) transferability; and 4) confirmability. There are various methods used to establish these aspects, such as triangulation of data sources, participant-checking, and peer/content expert input or review of instrument(s), data or findings. Note that qualitative research does not generally use the measures of instrument validity and reliability.

- iv. Translation— Translation of the original instrument(s) into one or more additional languages may be necessary if the population sample cannot adequately comprehend and respond to the instrument in the original language (usually English). In this case, translation is required and the student **MUST** describe the specific method of translation. Also, the initial translation from the original language to the target language(s) should be made by at least one independent translator/interpreter before the instrument(s) is subjected to validity and reliability analysis. A copy of the research instrument(s) should be included in the appendixes. Note: all documents that appear in the appendixes in a language other than English must appear with an English version.
- d. Data Collection Procedure: Describe your data collection procedures in the exact sequence in which you carried them. How will you actually go about it? Will you seek permission from the relevant authorities? When and where will the data collection take place? Will you personally collect the data or employ the services of research assistants/enumerators? How will you conduct the interviews or focus group discussions (if any)? If you are doing an ethnographic study or population observation, how will this proceed? If you use research assistants and/or enumerators, how will you choose them? How will they be trained so as to comply with your research methods? If they are paid or incentivized in any way, it is professional to discuss this. Also, describe any special procedures that will be followed (e.g., instructions that will be read to participants, presentation of an informed consent form, etc.).
- e. Method of Data Analysis: Data analysis involves the application of the appropriate statistical tools and/or qualitative methods to generate results which can be meaningfully used to answer the research questions and/or test hypotheses. The choice of a particular statistical tool(s) depends on the type and level of data, hypothesis statements, and the requirements and assumptions of the statistical tools. If the data only requires qualitative analysis, descriptive tools such as content analysis can be used. If you are doing an intervention, discuss the exact way your data analysis will support the design of your intervention. In this section, include the decision-making criteria (e.g., *p*-value, scoring of means, etc.) as well as the statistical software that will be used, which is typically given an inline citation or simply state the version of the number of the software. If your statistical analysis is complicated or you are not confident of your abilities, consider hiring a statistician.

- f. **Ethical Considerations:** Ethical issues are an area of great concern in social research. If your study population consists of humans or animals, or creates a situation which could affect them, it is necessary to obtain approval for your research study before collecting any data. This section must clearly discuss any potential risks relating to the participants in your study. Potential or actual risk can be physical, mental, social, or emotional in nature, so think broadly about potential risks. Your paper should describe how you will reasonably minimize risk to participants—do not just state that you will avoid risks to participants—you must have safeguards in place at the start of your study. Explain in detail how you will secure informed consent, maintain anonymity, support confidentiality, and what you will do with the data once you are done with it. Research ethics also demands that researchers report findings objectively, accurately, and acknowledge all data sources in the research report. This section should also contain appropriate permissions for photography, direct quotation of participants and any potential use of personally identifiable information in the written report if anonymity is promised.

REFERENCES

The School of Postgraduate Studies at AUA uses American Psychological Association (APA) style for their research. This includes term papers and class assignments, projects, theses and dissertations.

A reference list provides a complete description of the sources cited in the proposal/report. Each reference cited in the main work must appear in the reference list, and each entry in the reference list must be cited in the text. As far as possible, references used in the paper should be current—within the past five years. Students are encouraged to minimize the use of internet webpage articles. Peer-reviewed journal articles and books are considered more academic for references than are unpublished works or non-peer-reviewed journal articles. The APA reference list must match the citations used in text EXACTLY. There are many useful web sites that give information on compiling your references, such as: <http://aut.ac.nz.libguides.com/APA6th/referencelist>.

APPENDIXES

This section is the appropriate place for all the supportive documents/materials that substantiate the study. Appendixes are usually grouped by type of material, and each individual item does not need a separate subtitle. Common appendixes include correspondence such as Letters of Authorization from AUA, ethics committee approvals and other relevant institutional documents, should be attached as appendixes to show that the researcher obtained all the needed approvals to conduct the study. In addition, the research instruments, statistical analyses, etc., are appended and labelled.

THE PROPOSAL DEFENCE

Proposal Defence examination is an integral part of the proposal assessment process. Each student has to orally defend his/her proposal before a panel of experts/professors from the SPS to assure the Panel that the proposed research is relevant and interesting. Additionally, it is to assure that the study design is sound and that the researcher is capable of successfully conducting the study. Upon meeting the proposal requirements, a Proposal Defence Panel is formed by the PL, in consultation with the Dean within two weeks. The Research Proposal Defence schedule is usually provided to each student at least a week before the Defence, detailing the venue, time and duration of the defence. Refer back to the Research Protocol for specifics of the Proposal Panel.

The Research Proposal should be orally defended to a Panel of Examiners, using PowerPoint presentation. Usually, students are given 20 minutes for presentation and 40 minutes for cross examination from the evaluation panel and the audience. Table 1 below presents sample contents of the proposal presentation and some tips.

Table 1. Sample Distribution of Slides and Tips for Presentation Slide Show

Presentation Content	Number of Slides	Note
Title Slide	1	Include Title of the Research Proposal, Program of Study, Name of the Student and the date
Introduction	2-3	Brief background of the Study
Problem Statement	1-2	Important to establish a problem clearly and definitively
Research Questions/ Objectives	1-2	Research questions should be related to the topic and be answerable within the time frame of the study. Findings should relate back to research questions
Quantitative Studies: Hypotheses		Typically 3-5 research questions are adequate
Qualitative Studies: Do not use hypotheses		
Conceptual/Theoretical Framework	1	Project the diagram/figure
Literature Review	2-3	Briefly present the key literature reviewed
Methodology	2-5	Include the research design, population, sample size determination and sampling method, instruments and method of data analyses. (2-5slides)
Question/Answer Time	1	

Formatting

Don't put too much information on one slide. Each slide should have no more than 7 lines. Avoid font size smaller than 24 points. Titles/Headings can have as large as 32-40 points in size. Bulleted lists are effective at 24-28 points. Use simple backgrounds that produce high contrast. Use either a dark background with light letters or a white background with dark letters.

Other Presentation Tips

Do not read the presentation to the audience. Reading a presentation word-for-word shows lack of confidence and familiarity with the study. Arrive early (at least 15 minutes before schedule) and present within the allotted time. Arrive early enough to test the presentation and familiarize yourself with the room and equipment.

Pay attention to other details such as typographical and grammatical errors in the presentation, as well as to how you dress, your mannerisms and basic courtesy during presentations. The appropriate dress for a Defence is professional, whether the setting is via conferencing or face-to-face. It is courteous to thank your committee/panel, either at the start of the defence or at the end.

Don't put effects into your presentations, such as sounds, animations, and distracting slide transitions. A simple, well-planned presentation is most effective.

On-line Conferencing Proposal Defence Tips

A significant number of SPS Proposal Defences are carried out by video conferencing due to the cost of travel. In such cases, the appropriate IT people set the link up and then the defence is carried out in exactly the same way it would be conducted on campus. Students who opt for the online Proposal Defence should consider the following to facilitate a smooth conference:

- Speak slowly and clearly.
- Make sure each person present can hear everybody else.
- Allow for a transmission time lag. This can be up to 2 seconds over very long distances.
- Always assume it is going to take longer than planned to set up the video link.
- Ensure there is no background noise, especially from nearby traffic and air-conditioning systems.
- Make sure that the latest approved copy of your proposal has been sent to your Programme Leader before the Defence in order for your Panel to review your paper before the Defence. Inform your adviser(s) of any substantive changes and get his/her approval.

Proposal Post-Defence Requirements

If no post-defence corrections are required, the student can begin to collect data. If corrections are required, they must be completed in the time frame given by the panel. Refer back to the Research Protocol for the post-defence steps.

Forms for the Proposal Stage

Below is a listing of the Samples, Forms and Grading Assessments that are used in the Proposal Stage. All of these documents are located in Chapter 9 of this *SPS Research Handbook* for your convenience.

Some of these documents are generated by the student, some by the Programme Leaders, Advisers or Examiners. Review each form so that you are familiar with them and how they are used. In the case of Grading/Assessment/Evaluation forms, these are provided so that you know what is expected of your work, which will help you in planning, writing and defending your project/thesis/dissertation.

Give attention to the title of the documents so that you know whether it is used for a project or a thesis or a dissertation.

Forms

- ✓ Informed Consent
- ✓ Parent or Guardian Permission Form for Research Involving a Minor
- ✓ Non-Disclosure Agreement for Participants in Interviews or Focus Groups
- ✓ Permission to Use Direct Quotations for Interviews or Focus Groups
- ✓ Permission for Photography/Any Pictures Taken by Researcher
- ✓ Proposal Examination Form
- ✓ Research Proposal Defence Evaluation Form
- ✓ Research Proposal Defence Evaluation Form for Computer Science
- ✓ Proposal Defence Evaluation Result Form
- ✓ Proposal Correction Confirmation Form

CHAPTER 3

The Writing and Final Oral Defence Stage

WRITING, DEFENDING AND SUBMITTING THE RESEARCH PROJECT/THESIS/DISSERTATION

The first three chapters of the project/thesis/dissertation are essentially the same three chapters of the proposal and have been covered previously. The difference, however, is that the proposal speaks in the future tense to show how the researcher intends to carry out the research—it outlines the proposed plan of the research. However, after the data is collected and analyzed, the researcher must focus on the reporting of the research, which requires entrance into the writing stage. Now the researcher builds on the approved proposal and reports (in past tense) what was done, rather than what he/she plans to do, and he/she includes the actual results of the study. This part details the entire research process that the student went through to find answers to the research problem.

Again, the Research Protocol is given for an overview of the steps in the process. Notice that the Research Protocol numbering begins afresh in each section. If you want to view the complete Research Protocol, it is found at the end of the *SPS Research Handbook*. Following the Protocol, information is given to organize and structure the full research report. Note that processes are specific to whether the paper is a project, thesis, or dissertation.

THE WRITING STAGE: Process for Projects

All SPS students must ensure that their citations follow the American Psychological Association (APA) style and that their writing and formatting conform to the *SPS Research Handbook*.

1. The student submits each chapter of the Project to the Primary Adviser who assists the student to reach the highest level of research and writing quality, and also advises of areas that are incorrect, non-conforming to style, or are weak and need modification. When the student has corrected all indicated areas to the satisfaction of the Primary Adviser, the Primary Adviser provides written approval to the student. Approval from the Primary Adviser affirms that the Project adheres to academic research standards and *SPS Research Handbook*. The Primary Adviser should copy the PL on all correspondence to the student.
2. After the Primary Adviser approves the Project, it is returned to the PL. The PL then assigns the Project to the Secondary Adviser, who provides another critical reading of the work and recommends any additional modifications to the student. When this process is completed to the satisfaction of the Secondary Advisor, he/she gives the student written approval and completes the Project Examination Form. Then the Secondary Adviser sends the Project back to the Primary Adviser to check the changes.

The Primary Adviser gives approval of the paper and completes the Project Examination Form, which is submitted to the PL, along with the paper. Students should not submit approved Projects directly to the PL.

3. The PL requests grades for the Project from the Primary and Secondary Advisers by sending them the Grade Form for Advisers.

THE WRITING STAGE: Process for Theses

All SPS students must ensure that their citations follow the American Psychological Association (APA) style and that their writing and formatting conform to the *SPS Research Handbook*.

1. The student submits each chapter of the Thesis to the Primary Adviser who assists the student to reach the highest level of research and writing quality, and also advises of areas that are incorrect, non-conforming to style, or are weak and need modification. When the student has corrected all indicated areas to the satisfaction of the Primary Adviser, the Primary Adviser provides written approval to the student. Approval from the Primary Adviser affirms that the thesis adheres to academic research standards and the *SPS Research Handbook*. The Primary Adviser should copy the PL on all correspondence to the student.
2. After the Primary Adviser approves the thesis, it is returned to the PL. The PL then avails the thesis to the Secondary Adviser, who provides another critical input to the work and recommends any additional modifications to the student. When this process is completed to the satisfaction of the Secondary Advisor, he/she gives the student written approval and completes the Thesis Examination Form. Then the Secondary Adviser sends the thesis back to the Primary Adviser to check the changes.
3. The Primary Adviser gives approval of the thesis and completes the Thesis Examination Form, which is submitted to the PL, along with the thesis. Students should not submit an approved thesis directly to the PL.

THE WRITING STAGE: Process for Dissertations

All SPS students must ensure that their citations follow the American Psychological Association (APA) style and that their writing and formatting conform to the *SPS Research Handbook*.

1. The student submits each chapter of the dissertation to the Primary Adviser who assists the student to reach the highest level of research and writing quality, and also advises of areas that are incorrect, non-conforming to style, or are weak and need modification. When the student has corrected all indicated areas to the satisfaction of the Primary Adviser, the Primary Adviser provides written approval to the student. Approval from the Primary Adviser affirms that the dissertation adheres to academic research standards and the *SPS Research Handbook*. The Primary Adviser should copy the PL on all correspondence to the student. After the Primary Adviser approves the dissertation, he/she returns it to the PL.
2. The PL then avails the dissertation to the two Secondary Advisers, who provide additional critical input to the work and recommend modifications to the student. When this process is completed to the satisfaction of the Secondary Advisers, they both give the student written approval and complete the Dissertation Examination Form.
3. Then the dissertation is sent back to the Primary Adviser to check the changes. The Primary Adviser gives approval of the dissertation and completes the Dissertation Examination Form and submits it to the PL, along with the dissertation. Students should not submit an approved dissertation directly to the PL.

Organization and Structure

The final project/thesis/dissertation is organized into five (5) chapters with structured sections in each chapter. Again, there are differences between the structure of a project, thesis, and dissertation as shown in the following:

Research Project Outline

Abstract
Title Page
Copyright Page
Approval Page
Dedication Page (optional)
Table of Contents
List of Tables
List of Figures
List of symbols and/or abbreviations
Acknowledgements (optional)

CHAPTER

1. INTRODUCTION

Background of the Study
Statement of the Problem
Research questions or objectives
Hypotheses (if applicable)
Conceptual or Theoretical Framework
Significance of the Study
Scope & Limitations of the Study
Operational Definition of Terms

2. REVIEW OF LITERATURE

Review of literature relevant to the research study/conceptual framework.
Related Studies relevant to the research study.
✓ The review must be comprehensive in terms of breath (scope) and depth (extent).

3. METHODOLOGY

Research Design
Population & Sampling Procedure
Instrument(s) for Data Collection
 For quantitative research: Instrument validity and reliability
 For qualitative research: Trustworthiness of instrument, data, and/or findings
Data Collection Procedure
Method of Data Analysis
Ethical Considerations

4. RESULTS & DISCUSSION

Study Area Setting

Response Rate

Demographic Characteristics of Respondents

Results and discussions based on the research questions

Proposed Product Development/ Program Development on the results of the study

Product/Program Implementation and/or Evaluation (Optional)

5. SUMMARY, CONCLUSION & RECOMMENDATIONS

Summary

Conclusion

Recommendations

Suggestions for Future Research

REFERENCES

APPENDIX(ES)

Correspondence

Questionnaires

Interview guide

Statistical Analyses

Any other supplementary materials

CURRICULUM VITAE

Research Thesis Outline

Abstract
Title Page
Copyright Page
Approval Page
Dedication Page (optional)
Table of Contents
List of Tables
List of Figures
List of symbols and/or abbreviations
Acknowledgements (optional)

CHAPTER

1. INTRODUCTION

Background of the Study
Statement of the Problem
Research questions
Hypotheses (if applicable)
Conceptual or Theoretical Framework
Significance of the Study
Scope & Limitations of the Study
Operational Definition of Terms

2. REVIEW OF LITERATURE

Review of literature relevant to the research study/conceptual framework
Related Studies relevant to the research study

3. METHODOLOGY

Research Design
Population & Sampling Procedure
Instrument(s) for Data Collection
 For quantitative research: Instrument validity and reliability
 For qualitative research: Trustworthiness of instrument, data, and/or findings
Data Collection Procedure
Method of Data Analysis
Ethical Considerations

4. RESULTS & DISCUSSION

- Study Area Setting
- Response Rate
- Demographic Characteristics of Respondents
- Results and discussions based on the research questions

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

- Summary
- Conclusion
- Recommendations
- Suggestions for Future Research

REFERENCES

APPENDIX(ES)

- Correspondence
- Questionnaires
- Interview guide
- Statistical Analyses
- Any other supplementary materials

CURRICULUM VITAE

Computer Science Research Project Outline

Abstract
Title Page
Copyright Page
Approval Page
Table of Contents
List of Tables
List of Figures
List of symbols and/or abbreviations

CHAPTER

1. INTRODUCTION

Background of the Study
Statement of the Problem
Scope and Limitations of the Project
Operational Definition of Terms

2. METHODOLOGY

The methodology should be concise to include only theories, methods, tools and technologies that are related to the project work. It should also seek to compare, contrast and justify the differences (approach, methods, tools and technologies) with similar projects.

3. PROPOSED SOLUTION TO THE PROBLEM

The title of this chapter will be determined by the project aim and outcome. This is where the student work is presented in detail.

4. RESULTS AND BENCHMARKING

This chapter presents the experimental results of the project and provides where applicable benchmarking information of the project results.

5. CONCLUSION

Summary of the work that has been done
Discussion
Limitations
Perspectives and Future work

REFERENCES (IEEE Trans Reference Style)

APPENDIXES

Reference material developed and/or used in the course of the project, needful to the understanding of the work, but not suitable to be put in the body of the document—e.g., sample(s) of source codes.

Computer Science Research Thesis Outline

Abstract
Title Page
Copyright Page
Approval Page
Dedication Page (optional)
Table of Contents
List of Tables
List of Figures
List of symbols and/or abbreviations

CHAPTER

1. INTRODUCTION

Background of the Study
Statement of the Problem
Research questions or objectives
Significance of the Study
Scope and Limitations of the Study
Operational Definition of Terms

2. LITERATURE REVIEW

Theoretical Review of literature relevant to the research study
Related Studies relevant to the research study. The review should seek to show the link with the current study.

3. RESEARCH METHODOLOGY

The methodology should be concise to include only theories, methods, tools and technologies that are related to the research work.

- indicate the nature of the research to be done; empirical, theoretical, experimental, simulation
- indicate the theories, tools and technologies that will be involved in the study
- indicate how the expected results will be evaluated and benchmarked where applicable

4. CONTRIBUTION (PROPOSED SOLUTION TO THE PROBLEM)

The title of this chapter will be determined by the student contribution.
This is where the student work is presented in detail.

Depending on the level of the study contribution, an extra chapter can be added to present and discuss the results.

5. CONCLUSION

Results and their interpretation

Discussion

Limitations

Perspectives and Future work

REFERENCES (IEEE Trans Reference Style)

APPENDIXES

Reference material developed and/or used in the course of the study, needful to the understanding of the work, but not suitable to be put in the body of the document—e.g., sample(s) of source codes.

CURRICULUM VITAE

Research Dissertation Outline

Abstract
Title Page
Copyright Page
Approval Page
Dedication Page (optional)
Table of Contents
List of Tables
List of Figures
List of symbols and/or abbreviations
Acknowledgements (optional)

CHAPTER

1. INTRODUCTION

Background of the Study
Statement of the Problem
Research questions
Hypotheses
Conceptual or Theoretical Framework
Significance of the Study
Scope, Limitations and Assumptions of the Study
Operational Definition of Terms

2. REVIEW OF LITERATURE

Theoretical Review of literature relevant to the research study/conceptual framework
Related Studies relevant to the research study

3. METHODOLOGY

Research Design
Population and Sampling Procedure
Instrument(s) for Data Collection
 For quantitative research: Instrument validity and reliability
 For qualitative research: Trustworthiness of instrument, data, and/or findings
Data Collection Procedure
Method of Data Analysis
Ethical Considerations

4. RESULTS AND DISCUSSION

Study Area Setting

Response Rate

Demographic Characteristics of Respondents

Results and discussions based on the research questions

Proposed Model/Framework based on the results of the study

5. SUMMARY, CONCLUSION & RECOMMENDATIONS

Summary

Conclusion

Recommendations

Suggestions for Future Research

REFERENCES

APPENDIX(ES)

Correspondence

Questionnaires

Interview guide

Statistical Analyses

Any other supplementary materials

CURRICULUM VITAE

REQUIRED PRELIMINARY PAGES FOR PROJECTS/THESES/DISSERTATIONS

Each SPS research project/thesis/dissertation should have preliminary pages. These are the initial pages that precede chapter one of the study. Preliminary pages include the following and in this order:

1. Abstract (approximately 250-350 words)
 2. Title page
 3. Copyright page
 4. Approval Page
 5. Dedication page (optional)
 6. Table of Contents
 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 list of tables, if possible)
 9. List of symbols and/or abbreviations (if 5 or more are used at least 3 times each)
 10. Acknowledgements (optional)
-
- a) Abstract. The abstract is a descriptive summary of the research. A good abstract briefly defines the research problem, the methodology, findings and brief conclusions or recommendations of the study. Descriptions of the method may include the design, the sample and the research instrument(s) used. At the end of the abstract, there should be 3-5 keywords that give the main topics of the research and allow other researchers to find your study when searching the literature.
 - b) Title page. This is the page (after the abstract) which displays the research title, name of the author (student), purpose for which the dissertation has been submitted, the school, university and the date research was completed or approved.
 - c) Copyright page. Copyright indicates the intellectual ownership of material. While it is not required to copyright your research work, it is encouraged. Use of copyrighted material is limited to (a) "fair use" or (b) licensed use. A simple copyright notice can be done using the sample statement at the bottom of an otherwise empty page.
 - d) Approval Page. This page is signed by the members of the Panel for a Defence and by the members of the Committee for a Project.
 - e) Dedication page. This is a statement where students may dedicate their work to whoever they wish, such as family members, loved ones, friends, participants, etc. It is optional and should be short.
 - f) Table of Contents. This is a paginated guide to the paper. It lists the chapter titles and major headings that come after it exactly as they appear in the body of the document based on the project/thesis/dissertation structure. **The Table of Contents should be generated automatically.**

- i. The Table of Contents must reflect the first three levels of subheadings used, if all are used.
 - ii. Each of the preliminary pages, starting at the Table of Contents, has a page number in lower case Roman numerals at the bottom center of the page in the same font and size as the text. Start counting pages from the Title Page, then start printing them from the table of contents.
 - iii. Page numbering in Arabic numerals is in the same font and size as the text, beginning with the first page of Chapter One and runs consecutively throughout the project/thesis/dissertation.
- g) List of Tables. This page lists all tables in the report when five or more tables are used in the paper.
 - h) List of Figures. This page lists all figures in the report when five or more figures are used in the paper.
 - i) Acknowledgements. A page of Acknowledgements offers opportunity to express gratitude to persons/institutions that have been helpful during the course of the research study. This page is optional.

CHAPTER 4

RESULTS AND DISCUSSION

Chapter 4 is the main contribution of the research. This chapter reports the results of the study based on the research questions/objectives posed in Chapter 1 and provides the basis on which the hypothesis is either accepted or rejected. Chapter 4 may be organized as follows:

- a) **Study Area Setting.** Describe the settings/area in which the study took place. The research setting is the study environment which can be seen as the physical, social, and cultural site in which the researcher conducts the study.
- b) **Response Rate.** The response rate refers to the proportion of the respondents/participants who actually participated in the study survey divided by the number of people in the sample. It is usually expressed in the form of a percentage. The student is expected to report and discuss the response rate to determine the degree of success in obtaining completed surveys from a sample and also discuss the possible reasons for the response rate.
- c) **Demographic Characteristics of Respondents.** An insight into the demographic profile of the respondents gives an overview of the type of people this study has been carried on. It is important for the researcher to present and discuss the general characteristics of the research participants in terms of age, gender, educational level, etc., using frequencies and percentages. Generally, respondents' characteristics give readers a good understanding of the sample and the generalizability of the results and are, therefore, important.
- d) **Research questions or objectives.** Organize the presentations and discussions of the results according to the research questions/objectives/hypotheses in sequence. Present quantitative data using figures/charts or tables (do not use both for the same findings), and discuss the results to bring out the implications of each finding. Literature reviewed in Chapter 2 may be cited to show how your findings are similar or different from other studies and existing theories. Explain possible reasons why the results might have turned out the way they did. Thus, a critical analysis and interpretation of findings are expected in this chapter. Also, each hypothesis must be tested based on the results and followed by a statement on action taken (acceptance or rejection of hypotheses) with regard to the hypothesis and the implications of such action. End the discussion with a reasoned and justifiable explanation on the importance of your findings.
- e) **Proposed Model/Framework based on the results of the study.** A doctoral dissertation is the most rigorous type of research conducted by a student. PhD students are expected to contribute new knowledge and advance scholarship in their field of study. Therefore, doctoral dissertations are required to offer new/improved theory/model/framework based on the outcomes of the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives the summary of the study, conclusions drawn from the results of the study and recommendations.

Summary

This section gives an overview of the entire study. It reiterates the statement of the problem, rationale for the study, research questions/objectives, hypothesis (if any), the method and the main findings. Descriptions of the method may include the design, the sample and the research instrument(s) used. This section should not contain any new information. Summary does not include the review of the literature.

Conclusions

The final stage of the project/thesis/dissertation is to derive final conclusions based on the results of the study. The conclusion should be mainly related to your original research questions, but including what you think about what was found and what it might mean.

Recommendations

This section requires the presentation of suggestions or courses of action based on the findings, which the end user(s) can adopt for improvement. The student is expected to suggest appropriate measures to strengthen identified weaknesses, eliminate or solve conflicts or introduce innovative ideas and practices to specific groups of people/institutions (e.g. Administrators, employees, the church, etc.) that might be impacted by his/her study.

Remember that recommendations must be based on your data; they cannot simply be your ideas based on your own personal opinions, unrelated to your findings. Also, research invariably uncovers more questions than it answers. Therefore, it is important to include suggestions for further research. This is intended to identify potential research areas that are outside the scope of the current research but that are useful and promising areas for other researchers to develop. For example, what questions does your study leave unanswered? What possible research areas may need closer examination? Thus, recommendations for further research are required.

REFERENCES

Update the References page to include only sources cited in your work upon completion of the study. Be sure to follow APA style for references completely, and be accurate with information.

APPENDIXES

Upon completion of the entire research report, update the appendixes page to show correspondence, such as Letters of Permission to do the study, instruments, the statistical raw data from which the study was written, etc.

CURRICULUM VITAE

A brief Curriculum Vitae (CV) which details the student's personal information, academic credentials and professional accomplishments is required for all projects/theses/dissertations. The purpose of the CV is to familiarize readers with the researcher's current qualification and experience. The date of birth, place of birth, marital status, and spouse/children's names and number are not required on a CV, though this information may be commonly included in some places. Do not list referees or recommenders in CV—they will be removed before your paper is bound.

FINAL ORAL DEFENCE OF THE THESIS/DISSERTATION

After the thesis/dissertation is written, the next step is participation in the Final Oral Defence. This process can rightly be viewed as exciting because the student has the opportunity to have his/her research on full display—along with the chance to discuss it with persons who are committed to bringing it to the highest standard of quality and scholarship.

Here is the overview by use of the Research Protocol. Note that there is some variation in the Defence of a thesis and dissertation.

THE FINAL ORAL DEFENCE STAGE:

Process for Theses

1. When the PL has the approved Thesis, he/she sends it to an External Examiner.
2. After the External Examiner has reviewed the Thesis, the PL, in consultation with the HOD and the Dean, sets a date for the Final Oral Defence.
3. The PL informs the members of the Final Oral Defence Panel that the Oral Defence date has been set and assures the availability of members. The Final Oral Defence Panel consists of the:
 - Dean, Chair
 - Head of Department
 - Programme Leader
 - Designated Faculty of the Program
 - Primary Adviser
 - Secondary Adviser
 - External Examiner
4. Attendance at the Final Oral Defence is open to the public. Those present may participate in directing questions to the student on the topic of his/her research, when invited by the Dean. The audience will not be provided with a copy of the student's paper.
5. A Thesis Final Oral Defence shall normally be no longer than two hours and no shorter than one hour in duration. At the start of the Defence, the student is given 20 minutes to present his/her thesis. The presentation is followed by the examination from the Panel.

6. At the conclusion of the Defence and following an executive session of the Panel, the student is informed how the Defence was scored:
 - Very Good - No corrections necessary.
 - Good- Minor corrections necessary; the student may take up to one (1) month to make the corrections and submit the revised Thesis to the Primary Adviser through the PL.
 - Fair- Major corrections necessary; the student may take up to two (2) months to make the corrections and submit the revised Thesis to the Primary Adviser through the PL.
 - Fail- Thesis is not accepted; the student must begin the process afresh.
7. If revisions to the Thesis are necessary, the PL communicates them to the student and Primary Adviser, along with the timeframe given to finish the revisions. This will be provided in writing, and the student is expected to be diligent in making the revisions. These revisions are done in consultation with the Primary Adviser who then confirms that all the revisions have been done satisfactorily and submits the Final Thesis Correction Confirmation Form, along with the Thesis to the PL.

Format of the Final Oral Defence

The Final Oral Defence for a Thesis is generally no longer than two hours and no shorter than one hour in duration. The researcher has 20 minutes to present a PowerPoint presentation. Then the Panel takes approximately 40 minutes for cross examination. The Defence is open to students and supporters to attend, and they may ask questions or make input, but on a limited basis at the discretion of the Chair. The audience will not be provided with a copy of the student's paper. Refer back to *Table 1* for presentation and formatting tips and to *Table 2* (below) for the recommended contents of the presentation. Although the Final Oral Defence and the Proposal Defence have similar presentation formats, students should expect that the Final Oral Defence will have a greater level of rigor.

THE FINAL ORAL DEFENCE STAGE:

Process for Dissertations

1. When the PL has approved the dissertation, he/she sends it to an External Examiner.
2. After the External Examiner has reviewed the dissertation, the PL, in consultation with the Dean, sets a date for the Final Oral Defence.
3. The PL informs the members of the Final Oral Defence Panel that the Oral Defence date has been set and assures the availability of members. The Final Oral Defence Panel consists of the:

- Dean, Chair
 - Programme Leader
 - Designated Faculty of the Programme
 - Primary Adviser
 - Two Secondary Advisers, one of whom is the methodologist
 - External Examiner
4. Attendance at the Final Oral Defence is open to the public. Those present may participate in directing questions to the student on the topic of his/her research, when invited by the Dean. The audience will not be provided with a copy of the student's paper.
5. At the conclusion of the Defence and following an executive session of the Panel, the student is informed how the Defence was scored:
- Very Good - No corrections necessary.
 - Good- Minor corrections necessary; student may take up to one (1) month to make the corrections and submit the revised thesis/dissertation to the Primary Adviser.
 - Fair- Major corrections necessary; student may take up to two (2) months to make the corrections and submit the revised thesis/dissertation to the Primary Adviser.
 - Fail- Thesis/Dissertation is not accepted; the student must begin the process afresh.
6. If revisions are necessary, the recording secretary/PL communicates them to the student and Primary Adviser, along with the time frame given to finish revisions. This will be provided in writing and the student is expected to be diligent in making revisions. These revisions are done in consultation with the Primary Adviser, who then confirms that all the revisions are satisfactory and submits the Final Correction Confirmation Form, along with the thesis/dissertation to the PL.

Format of the Final Oral Defence

The Final Oral Defence for a dissertation is generally no longer than two and a half hours and no shorter than two hours in duration. The researcher has 30 minutes to present a PowerPoint presentation. Following the presentation, the Panel uses approximately 60 minutes for cross examination. Students and supporters may attend the Defence—it is open to the public—and they may participate in directing questions to the student on the topic of his/her research, when invited by the Chair. The audience will not be provided with a copy of the student’s paper. *Table 2* (below) presents sample contents of the dissertation presentation. Additionally, referring back to *Table 1* will refresh presentation and formatting tips. The Final Oral Defence of a dissertation is considered to be the most rigorous among all levels of the exercise.

Table 2. Sample Distribution of Slides for Final Oral Defence

Presentation Content	Number of Slides	Note
Title Slide	1	Include Title of the Research Proposal, Program of Study, Name of the Student and the date.
Introduction	2-3	Brief background of the Study
Problem Statement	1-2	
Research Questions/ Objectives/ Hypotheses	1-2	
Conceptual/Theoretical Framework	1	Project the diagram/figure
Methodology	2-5	Include the research design, population, sample size determination and sampling method, instruments and method of data analyses. (2-5slides)
Results	3-7	Use Tables/Figures to present your results
Proposed Product Development/ Program Development	1-3	For projects
Proposed Model/ Framework/Concept/Theory	1-2	For dissertations (Project the Model/ Framework/Concept/Theory)
Conclusion	2-3	
Question/Answer Time	1	

On-line Conferencing Final Oral Defence Tips

The skills gained during the Proposal Defence were preparatory for the Final Oral Defence. These tips were given previously in the *Handbook* at the proposal stage; however, they are valid for this Defence also:

- Speak slowly and clearly.
- Make sure each person present can hear everyone else.
- Allow for a transmission time lag. This can be up to two seconds over very long distances.
- Always assume it is going to take longer than planned to set up the video link. You can interface prior to the Defence time with the AUA IT team to make sure your equipment is working properly and you know how to optimize the connection on your end.
- Ensure there is no background noise, especially from nearby traffic, air-conditioning systems and other people in the area.
- Make sure that the latest approved copy of your thesis/dissertation has been sent to your Programme Leader before the Defence in order for your Panel to review your paper in advance of the Defence. Inform your Adviser(s) of any substantive changes and get his/her approval.
- Remain positive and confident. Even people who are not anxious about speaking in public can get nervous when their research is being examined. This is natural—take a deep breath and enjoy the process.

Forms for the Writing and Final Oral Defence Stage

Below is a listing of the Samples, Forms and Grading Assessments that are used in the Writing and Final Oral Defence Stage. All of these documents are located in Chapter 9 of this *SPS Research Handbook* for your convenience.

Some of these documents are generated by the student, some by the Programme Leaders, Advisers or Examiners. Review each form so that you are familiar with them and how they are used. In the case of Grading/Assessment/Evaluation forms, these are provided so that you know what is expected of your work, which will help you in planning, writing and defending your project/thesis/dissertation.

Give attention to the title of the documents so that you know whether they are used for a project or a thesis or a dissertation.

Forms

- ✓ Preliminary Pages for the Written Project/Thesis/Dissertation
- ✓ Chapters 1-3 (Chapters 1-3 are also found in the Proposal Stage)
- ✓ Chapters 4-5
- ✓ Figures/Tables
- ✓ References
- ✓ Appendix
- ✓ Curriculum Vitae
- ✓ Final Thesis Oral Defence Examination Form
- ✓ Final Dissertation Oral Defence Examination Form
- ✓ External Examiner Evaluation Form for Final Oral Thesis Defence
- ✓ External Examiner Evaluation Form for Final Oral Defence—Comp Sci
- ✓ External Examiner Evaluation Form for Final Oral Dissertation Defence
- ✓ Final Oral Thesis Defence Assessment Form
- ✓ Final Oral Dissertation Defence Assessment Form
- ✓ Final Oral Defence Correction Confirmation Form

CHAPTER 4

Submission of the Project/Thesis/Dissertation

SUBMISSION OF THE RESEARCH PROJECT

Since projects are not required to have a Final Oral Defence, the paper is now ready to be submitted. The Research Protocol outlines the process for project submission after it has been approved by both Advisers and the Primary Adviser has submitted it to the PL.

FINAL SUBMISSION: Process for Projects

At this point, the PL requests grades from the project from both Advisers. A copy of the Grade Report for Advisers is shown in the Forms section so that students know what the Adviser grades are based on.

1. The PL gives the Project a final check, directs the student to fill the Printing and Binding Form, and completes the Printing and Binding Form by adding the grades. The PL submits the final grade to the Dean on the SPS Grade Sheet, as per protocol.
2. The PL sends the Project, along with the Printing and Binding Form, to the Research Office for review and editing. During this process, editorial changes may be made to the paper to improve the grammar and flow of the paper or to correct errors in style and format. Students and Advisers should not submit Projects directly to the Research Office—submission is made only by the PL.
3. If substantive concerns are observed that may compromise academic quality, such as plagiarism or ethics, the Research Director sends the Project back to the PL with a written explanation of concerns. The PL can give input and/or return the Project to the student for corrections. If the Editor finds significant errors in style and formatting, the Editor will return the Project to the PL, who returns the paper to the student for corrections. The PL also copies the Advisers so they can provide assistance to the student, if necessary.
4. The student sends the corrected paper back to the PL, who reviews the corrections made by the student for accuracy. The PL then returns the paper to the Editor/Research Director so that it continues through the process.
5. After the Research Office approves the Project, it is sent to the PL who then sends it to the Dean's Office for final approval signature. The following signature lines are authorized for the Approval Page:
 - Primary Adviser
 - Secondary Adviser
 - Programme Leader
 - Head of Department
 - Dean

6. When the Dean has given final approval, and signed the Approval Page, the Project is sent from the Dean's office for printing and binding. The Dean's office submits the student's name to the Registrar's Office, where eligibility for graduation is determined.
7. When the printing and binding are completed, one (1) copy of the Project is delivered to the Judith Thomas Library for display in the collection.

SUBMISSION OF THE RESEARCH THESIS/DISSERTATION

After the post-Defence requirements are met, the PL requests grades for the thesis/dissertation from both Advisers and calculates them with the Final Oral Defence grade to produce a weighted final grade. Copies of the Grade Form for Advisers are shown in the Form section so that students know how these grades are derived.

The Research Protocol outlines the process for thesis/dissertation submission after the paper has been approved by both Advisers. The Primary Adviser submits the approved thesis/dissertation to the PL, who manages it through the final submission processes, as shown below.

FINAL SUBMISSION: Process for Theses/Dissertations

1. The PL gives the Thesis/Dissertation a final check, directs the student to fill the Printing and Binding Form, and then completes the Printing and Binding Form by adding the grades. The PL submits the final grade to the Dean on the SPS Grade Sheet, as per protocol.
2. The PL sends the Thesis/Dissertation along with the Printing and Binding Form, to the Research Office for review and editing. During this process, editorial changes may be made to the paper to improve the grammar and flow or to correct errors in style and format.
3. If there are substantive concerns about academic quality, such as plagiarism or ethics, the Research Director will direct the Thesis/Dissertation back to the PL with a written explanation of concerns. The PL can give input and/or return the paper to the student for corrections. If the Editor finds significant errors in style and formatting, the Editor will return the paper to the PL to be sent to the student for corrections. The student sends the corrected paper back to the PL, who reviews the corrections made by the student for accuracy. The PL then returns the paper to the Editor/Research Director so that it continues through the process.
4. After the Research Office approves the Thesis/Dissertation it is sent to the PL who then sends it to the Dean for final approval and signature. The following signature lines are authorized for the Approval Page:

Thesis Approval Page

- ✓ Primary Adviser
- ✓ Secondary Adviser(s)
- ✓ External Examiner
- ✓ Programme Leader
- ✓ Head of Department
- ✓ Dean

Dissertation Approval Page

- ✓ Primary Adviser
- ✓ Both Secondary Advisers
- ✓ External Examiner
- ✓ Programme Leader
- ✓ Head of Department
- ✓ Dean

5. When the Dean has given final approval, and signed the Approval Page, the Thesis/Dissertation is sent from the Dean's office for printing and binding. The Dean's office submits the student's name to the Registrar's Office, where eligibility for graduation is determined.
6. When printing and binding are completed, one (1) copy of the Thesis/Dissertation is delivered to the Judith Thomas Library for display in the collection.

PRE-SUBMISSION CHECKLIST

Use this Checklist to make sure your project/thesis/dissertation meets AUA format and style standards BEFORE you turn it in. Do not assume that the AUA Editor will correct these items—the job of the Editor is to check that you have done them correctly. If there are excessive errors in your paper or it does not follow AUA style and formatting, your paper will be returned to you for corrections. If you hire an external editor, send him/her this Checklist so they are familiar with AUA format and style.

MISCELLANEOUS FORMAT ITEMS

- _____ Document is in ONE file, and preliminary pages are properly numbered.
- _____ Page numbers are in the same font and size as the rest of the text.
- _____ Table of Contents is formatted with tabs and dot leaders, not spaces and full stops.
- _____ Table of Contents entries are title case and page numbering corresponds to the actual titles.
- _____ Round numbers or numbers below 10 are written out in words.
- _____ Dashes are formed by two hyphens—they have no space before or after them.

SPACING

- _____ Preliminary pages have headers at 2” (5 cm) and follow the format illustrated in this *Handbook*.
- _____ Document is left-justified, and double-spaced, with no extra space between paragraphs.
- _____ Single spacing may be used in tables.
- _____ One blank line is used between chapter number/title, two blank lines between chapter title/text.
- _____ Two blank lines before and one blank line after subheadings within the text.

TABLES/FIGURES

- _____ Tables are readable, consistent in format, and have no vertical lines and few horizontal lines.
- _____ Tables/figures all have an introduction and are mentioned by name/number before appearing in text.
- _____ If tables/figures must be continued on the next page, format is consistent for both.
- _____ Tables/figures are numbered consecutively (but separately) throughout the document.
- _____ Table numbers and titles are typed **above** the table, figure numbers and titles, **below**.
- _____ Three blank lines before and after tables/figures inserted within the text.
- _____ All data in a figure will be visible when printed in black and white.
- _____ If a table/figure is taken from another source, the complete source is cited.

HEADINGS and SUBHEADINGS

- _____ Headings and subheadings are properly chosen and formatted.
- _____ No heading has only a single subheading under it.
- _____ Capitalization of headings follows AUA style and is consistent throughout the document.
- _____ Spacing above and below headings is consistent and correct (2 blank lines above, 1 below).
- _____ No heading appears without at least two lines of text below it at the bottom of a page.

REFERENCES

- _____ The Reference list is placed after the last chapter of your paper, followed by the Appendixes, then your CV.
- _____ Every citation in the paper is listed in the Reference list.
- _____ Each reference follows APA style/format.

APPENDIX(ES)

- _____ Each item in Appendix must be in English; if there is another language, place the document with the other language first, followed by the English translation.
- _____ All pages should be clear so they can be read and correctly placed on the page.
- _____ If you show statistical tables from SPSS (or other software), they should be correctly formatted so that all data is clearly shown; as far as possible, try to keep tables together on the page.

Forms for the Submission Stage

Below is a listing of the Samples, Forms and Grading Assessments that are used in the Submission Stage. All of these documents are located in Chapter 9 of this *SPS Research Handbook* for your convenience.

Some of these documents are generated by the student, some by the Programme Leaders, Advisers or Examiners. Review each form so that you are familiar with it and how it is used. In the case of Grading/Assessment/Evaluation forms, these are provided so that you know what is expected of your work, which will help you in planning, writing and defending your project/thesis/dissertation.

Give attention to the title of the documents so that you know whether it is used for a project or a thesis or a dissertation.

Forms

- ✓ Printing and Binding Form
- ✓ Grade Form for Advisers of SPS Students

CHAPTER 5

*Professional Writing Standards
AND
SPS Style and Formatting*

Professional Academic Writing Standards

It is of primary importance that research writing be precise, clear, as succinct as possible and reflective that the research undertaken was done so in a professional and scholarly manner. Some guidance is here provided that applies for good writing of projects/theses/dissertations.

Flow

Papers should follow a clear and logical outline. To make this happen, multiple drafts of the paper must be written so that writing can be refined and progress to improvement. Sentence construction should be clear and relate to each other as the topic is built.

Paragraphs

Paragraphs form the basis of a paper and are composed of sentences that support the topic. A new paragraph begins when the writer transitions to a new thought. Paragraphs are indented .5” or 1.27 cm. Paragraphs begin with a well-constructed introductory statement and generally have at least three sentences.

Headings

Headings are an effective way to introduce new aspects of the chapter topic and keep the interest of the reader. If subheadings are used, there must be at least two subheadings.

Writing Style

Clarity, Directness, and Simplicity of Expression. Eliminate jargon and wordiness. Make the paper clearly understandable to the reader. Be as direct as possible—state specifically what you mean, and do not leave ideas poorly explained. Readers may be of different careers, churches, and ethnicities. They may be from different locations and different cultures, with diverse perspectives. Therefore, when writing, make a rigorous effort not to be narrow and sectarian. Many readers may not understand religious jargon—explain -what phrases mean at the first use.

Avoidance of Emotional Words to Persuade. 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. Also, restrain the assessment of the results of your study—it is difficult to change the thoughts and actions of people based on a one week or one month experimental study or seminar.

Correct Grammar

Take care that verb tenses correctly match the subject of the sentence. Additionally, pronouns must be used correctly, along with the use of singular and plural words. Researchers typically use active voice when referring to themselves. If English is not the student's mother tongue, it may be advisable to seek an external editor to assist with grammar and construction.

Inclusive Language

Avoid discriminatory language that indicates prejudice against persons on the basis of gender, sexual orientation, racial or ethnic group, disability, or age. Statements like *the woman judge*, *the black flight attendant*, or *the chairman* are better rendered as *the judge*, *the flight attendant*, or *the chair*. Also, avoid using words that are negative, such as the victim of HIV, or suffers from heart disease. Instead, simply use: He has HIV; she was diagnosed with heart disease.

Avoiding Bias

Bias consists of drawing conclusions without proper evidence. It can be manifested in many ways in research: by failure to select the sample carefully, failure to seek opposing opinions on a topic, privileged treatment of certain sources, or by stating conclusions the research believes to be true, but is not supported by the data of his/her research. As much as possible, bias should be intentionally minimized in research and writing. When operating from personal bias, the researcher should acknowledge the bias openly and outline the measures taken to control or mitigate the bias.

Referring to Yourself

To avoid confusion or ambiguity, refer to yourself in the first person—“I instructed the students,” or “my calculations showed ...” To avoid saying “I” often, recast the sentence to say “students were instructed.” Writing “the researcher” or “this researcher” is generally no longer appropriate. Generally, the principle is to try to minimize references to yourself and keep the emphasis on the research.

Reference of Gender

It is permissible to choose to use one gender generically throughout the paper. However, it is preferable to alternate reference to gender in order to be inclusive or to designate he/she. APA style (7th edition) allows the use of “they” as an acceptable gender-neutral substitute for he or she.

Assistance with Spelling and Grammar

Papers that are submitted for Proposal Defence, Final Oral Defence and final review and editing must be as free from spelling and grammatical errors as possible. Students are wise to take advantage of the spelling and grammar checker in Word or a software program like Grammarly.com, which provides suggestions to improve writing.

Word flags potential errors by displaying jagged underlines of the word, phrase or sentence:

- Red underline: means the word may be misspelled;
- Green underline: means there may be an error in grammar;
- Blue underline: means there may be an error in formatting or an inconsistency;

Word is not ALWAYS correct when there is an underline, but check each underline before submitting the paper to the Adviser or Programme Leader. The grammar checker can be wrong, but do not ignore it. Papers with a lot of underlining may be returned for corrections by the Adviser, Programme Leader or the Research Office.

Crediting Sources

Finding Quality Sources

Postgraduate students carefully assess all sources they use in their research. Just because a journal published an article and it appears scholarly does not mean that it is. This is particularly true when it comes from the Internet. Judge all research sources carefully with the following in mind:

1. Try to use sources that were written five to seven (5-7) years ago. The exception is historical sources and theological references.
2. Choose refereed sources, over anecdotal or personal sources.
3. Prefer primary studies to secondary ones.
4. Choose recent journals over books; they are newer, and contain primary data.
5. Look for data included in text that support the conclusions drawn.
6. Choose academic sources, rather than newspapers, magazines, etc.

Introducing Quotations

Quotes should be introduced carefully so that the reader knows why the quote was chosen. Beginning a quote by saying “Hudson says that ...” does not add any information. The quotation marks and the reference already communicate this. Use this space to say something important that gives more information. “Comparing students from wealthy communities to those from poor neighborhoods, Hudson concludes that...” This gives more information about the source—in this case, that the conclusion is based on a comparison of two groups of people. Words such as *says*, *comments*, *mentions*, and *writes* do not really say much about the relationship of the quoted material to the ideas you are discussing. When you quote, be sure to add some value to what is already there.

Discussing Quotations

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

Dealing with Secondary Sources

Sometimes, as you read one source, you find that the author quotes another source which you find interesting. This is a secondary source. Generally, do not quote secondary sources—try to access the original source and quote it instead. It is never appropriate to use the secondary source as a primary source—distinguish clearly whether you are quoting the primary or secondary author. Using too many secondary sources is also frowned upon. Finding the original sources shows you have done your research carefully.

Citing Abstracts

If you find an abstract but cannot access the complete article, you must cite it in your bibliography or reference list as an abstract, not as if you actually read the article. To do otherwise is considered deceptive and unethical.

Mechanics of Writing

Period. Use a period at the end of a complete sentence. Use it to separate parts of a bibliographic entry, and after all but the most common abbreviations.

Comma. Use commas between elements (including before words such as *and* and *or*) in a series of three or more items. Do not use commas for seriation within a paragraph or sentence if there are commas within the items; rather, use semicolons (e.g., The respondents were (a) mothers, 20–30 years old; (b) 3rd-grade students; and (c) teachers with 5 years' experience).

Colon. Use the colon after a clause to introduce a series of items only if the clause is a grammatically complete sentence (e.g., The following are ways to treat insomnia: (a) think about short-term HRT, (b) consider an alternative, (c) wick away the problem, and (d) chill out). Do not use a colon after an introductory phrase that is not a complete sentence, or after a verb to introduce a series of items (e.g., The respondents were (a) mothers, (b) 3rd-grade students, and teachers with 5 years' teaching experience).

Parentheses. Use parentheses (not square brackets) if you wish to explain something that does not fit with the grammar of your sentence. Do not use parentheses back to back; rather, use a semicolon to separate the statements, and enclose them in a single set of parentheses.

Hyphen (-). Hyphenate a compound word with a participle when it is before the word it modifies (e.g., the *t*-test results, decision-making policies, up-to-date technology, middle-class houses, 4th-year students). None of these are hyphenated if they occur after the noun (e.g., the results from the *t* test, policies about decision making, the technology was up to date, houses of middle class employees, students in the 4th year). Do not use a hyphen if a compound adjective cannot be misread or its meaning is established (e.g., grade point average). Self-compounds are always hyphenated regardless of whether they are used as an adjective or a noun (e.g., self-explanatory, self-study, self-confidence).

Dash (—). A dash usually shows an interruption of the flow of thought (e.g., Beethoven’s music—unlike that of Mozart—uses emphatic rhymes). If you are typing in Word, the dash will appear automatically if you type two hyphens, then continue typing.

Ellipsis points. Three dots indicate omitted words in direct quotations within a sentence. Leave spaces before and after the dots. For omitted words between sentences or paragraphs, use four dots; the first serves as the period for the first sentence (so it has no space before it). Do not use ellipses at the beginning or end of a quote, but when material is removed from the middle.

Single quotation marks. Use single quotes to enclose text that was enclosed in double quotes in someone else’s work. This is a secondary source, and should be used sparingly. The source of the material in single quotes should not be put in your reference list. In some fields, a specific word may be set off in single quotation marks, but this is not common.

Double quotation marks. Use double quotation marks to show every place someone else’s words are quoted directly, unless it is a block quote, in which case the quotes are not necessary.

Capitalization. Capitalize proper nouns (Seventh-day Adventist is commonly misspelled; this is the correct spelling). Avoid incorrect and inconsistent capitalization throughout the paper.

Titles. Use title case for subheadings (Levels 1 and 2). For tables, the table number appears on its own line, in plain text, followed by the table title on the following line, in italics and title case. In case of figures, the figure number appears below the image, in italics and followed by a period. Figure caption on the same line, in plain text and followed by a period. Use full caps for chapter titles. In titles (but not in the reference list), when a capitalized word has a hyphen, capitalize both words (exceptions can be made if it makes good sense); in titles, also capitalize the first word after a colon or dash.

Title case. Title case capitalizes all nouns, pronouns, verbs, adjectives, adverbs, and other words of four letters or more, except short prepositions, articles, or conjunctions.

Sentence case. Sentence case uses lower case for all words, except the first word and proper nouns.

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*, or *Financial Management*; but do not capitalize generic titles: *any department wishing to participate*, or *curriculum and instruction courses*.

Tests. Capitalize exact, complete titles of tests; e.g., Kolmogorov-Smirnov Test; the words *test* or *scale* are not capitalized if they refer to subscales of tests; e.g., Minnesota Multiphasic Personality Inventory Depression scale.

Reference list. Use sentence cases 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. Titles of periodicals are in title case.

Tables/figures. Use sentence case for figure titles and headings or text within tables and figures. Use title case for table titles.

Numbers. Write out small numbers. The general rule is to use figures to express numbers 10 and above. Use words to express numbers smaller than these.

Figures. Use figures for exact numbers, such as time (8:15), dates (May 14), ages (2-year-olds), weights or measures (2.5 kilos, 5 cm), mathematical/statistical functions (divided by 6, 5 times as many), 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).

Statistics. Statistics can be presented in text, in tables, and in figures. A general rule is that if you have three or fewer numbers, use a sentence; if you have from 4 to 20 numbers, use a table; and if you have more than 20 numbers, consider using a graph or figure rather than a table.

- Do not give a reference or a formula for statistics in common use
- In tables, use a capital, italicized N to specify the number of members in a total sample; use lowercase, italicized n to specify the number of members in a limited portion of the total sample. Do not use the statistical symbol of the term in the text; use the spelled-out form.
- Use lowercase Greek letters (not italicized) to represent population statistics; use italicized Latin to express sample statistics.
- Use the percent symbol (%) only when preceded by a number or in tables.

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

Introducing an abbreviation. Do not introduce an abbreviation if it will not be used at least three times in the paper. The first time an abbreviation is used, explain it in the text with the acronym/abbreviation in parentheses, and be sure it is in the list of abbreviations at the beginning of the paper if there is one. Thereafter, use the abbreviation, unless it makes better sense to spell out the word, such as at the beginning of a sentence.

SPS STYLE AND FORMATTING GUIDELINES

The format and style of SPS project/thesis/dissertation proposals and the final version of the paper must conform with the latest edition of the *Manual of the American Psychological Association* (APA). The *SPS Research Handbook* is based on the 7th edition of the APA Manual (2020). In matters of format *not* specified in the *SPS Research Handbook*, follow the specifications of APA.

There are a number of internet sites that present the APA Manual in condensed form. If one of these sites is used, be confident that it is current and correct. One simple to use and complete resource that SPS recommends is found at <http://www.bibme.org/citation-guide/apa/>.

What follows is an abbreviated Guide to SPS Style and Format with the most common usages for students.

1. **Margins.** The margins in the text are:

Left – 1½ inches

Right – 1 inch

Bottom – 1 inch

Top – 1 inch for all pages, except the first page of every chapter and all of the preliminary pages, which have top margins of 2 inches.

2. **Alignment.** Use left-aligned margins for all text in the body of the paper.

3. **Font Style and Size.** Use Times New Roman font type, font size 12 throughout the document, including chapter titles and headings. Table and Figure data can be in Times New Roman, font size 10, if space is an issue, but the captions remain in font size 12. Be sure to use a consistent size with all tables throughout the paper.

4. **Page Numbering.** Numbers are placed at the bottom center of each page, in the same font/size as the text. Preliminary pages are numbered using lowercase Roman numerals (e.g. iii, iv), counting from the Title Page, but showing the number starting on the Table of Contents Page. The main text (From Chapter 1 to the end of the project/thesis/dissertation) is numbered consecutively using Arabic numerals (e.g., 1, 2, 3).

5. **Line spacing.** Text is double spaced, and indented 5 spaces (.5”) at the beginning of each paragraph, with no additional space between paragraphs. Numbered (and bulleted) lists and tables can be single spaced if it improves readability.

6. **Levels of Heading.** When a document requires the use of headings, the following levels should be utilized, as appropriate. It is wise to create headings with Word Styles so that they can be populated in the Table of Contents automatically. Create Headings that conform to these levels. Levels Four and Five are rarely used.

- a. Level Zero—Use with Chapter titles; Centered and all capitals, no periods
 - b. Level One—Centered, bold and title case, no period
 - c. Level Two – Left aligned, bold and title case, no period
 - d. Level Three— Indented, bold and sentence case, ending with a period
 - e. Level Four – Indented, italics, bold and sentence case, ending with a period
 - f. Level Five – Indented, italics and sentence case, ending with a period
7. **Widows and Orphans.** The first or last line of a paragraph should not appear alone at the top or bottom of a page—this is called a widow/orphan. Instead, bump widows or orphans to the previous/next page so that all text appears together. A subheading at the bottom of a page must have at least two lines of text below it, otherwise, the subheading should begin at the top of the next page. You may allow more than 1 inch at the bottom of a page in order to avoid “widow” and “orphan” lines.
8. **Lists and Enumerations.** If there are several enumerated items 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. While numbers or letters are generally used in a paper for the vertical listing of items, bullets can be used if the ranking of the items is not important. Lists and enumerations can be double or single spaced—whichever is more readable and neat.

In-Text Citation

APA requires the use of in-text citations when you use the words or thoughts of another person. Footnotes are not used in APA style. Any idea that is not original to yourself should have a citation in your paper. The citation rules vary, depending on whether you have quoted someone’s words or merely referred to their ideas.

How to Use Direct Quotations

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

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

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

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

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

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

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

Smith (1985) stated:

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

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

How to Paraphrase a Quotation

A paraphrase does not utilize the original grammar of the sentence and is in your own words. The page number (or paragraph number, for electronic sources) is not required for paraphrases. Be careful when paraphrasing not to use too many of the author’s original words, or use it exactly as a quotation if paraphrasing is too difficult.

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

Introducing Citations or Quotations

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

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

d) As Day (2005) says, "...” (this is not the best)

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

e) In 1985, Smith studied ...

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

g) Smith (1985, chap. 5) gives a summary ...

Specific In-Text Referencing Rules

1. If information is given in the sentence, it is not repeated in the parentheses. See example a) above.
2. The name and date can go with the page or earlier. See examples b) and c) above.
3. If the name is used in text, the date usually follows it. See examples f) and g) above.
4. The period or other punctuation marks are placed after the final parenthesis or at the end of the sentence.
5. When the author Smith and Johnson appear in the text, the word *and* is written out. When the names appear in parentheses, an ampersand (&) is used (Smith & Johnson).
6. What is inside the parentheses is NOT considered part of the grammar of the sentence. For that reason, one cannot say “As (Smith & Johnson, 2009) suggest... .” Rather, say “As Smith and Johnson (2009) suggest”

Repeated References to an Author within a Paragraph

1. APA requires that the name and date *reappear* with each new paragraph.
2. A study or an author may be mentioned again within the same paragraph without repeating the name, as long as it is clear to the reader which study is indicated.
3. If the name is used a second time within the paragraph, however, the year should accompany it, for clarity.
4. If the author’s name was placed within parentheses the first time, as in examples b) and c) above, it cannot appear as “he” or “she” thereafter, since the parentheses are not part of your sentence.

Examples of In-Text Citation Format

The following are examples of how to use in-text citations correctly. These are the most commonly used. For other types of citations, refer to the APA Manual.

One Author

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

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

Multiple Authors

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

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

First citation

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

Subsequent citations

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

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

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

Several Works in the Same Reference

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

Same author.

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

Different authors.

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

One Author in the Same Year

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

No Author

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

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

Corporate Author

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

Reprinted or Republished Works

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

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

Electronic Media

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

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

Reference List Rules

The APA Manual requires a reference list at the end of the paper that includes each source cited in the paper. No extra sources are allowed in the reference list.

General Rules for Reference Lists

1. References are listed in alphabetical order.
2. Run-over lines in references are indented by the regular default of .5”.
3. Entries are single spaced. Double space between entries.
4. When an author has several works, each entry must provide the author's name.
5. 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) immediately after the year within the parentheses.
6. Italics are used for titles of books/journals, they are never underlined.
7. No quotation marks are used for article titles in magazines/journals.
8. For books, give the publisher only, city and state/country of publication are not required.
9. Titles of books are presented in *sentence case*. Proper nouns and the first word after a colon are capitalized. For example:
From program to practice: A guide to beginning your new career
10. 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. For example:

Ali, W. H. (2004). Learning teams and low achievers. *Social Education*, 48, 60-64.

Astin, A. W. (2007). Change. *Competition Journal*, 19(5), 12-19.

Author Rules

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

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

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

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

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)

Referencing Electronic Media

Using resources on the Internet can be a challenge because information may often be missing. Internet sources should provide the same information as any other reference, if it is available, and a Uniform Resource Locator (URL) address. The retrieval date is no longer generally required. Specific suggestions include:

1. Direct your reader as closely as possible to the information being cited—rather than the home page or menu pages.
2. Test the URLs in your reference list before the final submission of the document to make sure the document is still available.
3. Do not put a period after a URL.
4. Break a long URL **before** punctuation. Use shift + enter to move the text to a new line.

5. When there is a high possibility of change (personal websites, wikis, blogs, online discussions) the retrieval date should be included.

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

6. Remove the underlining and blue color from URLs before you submit your paper.
7. Include a Digital Object Identifier (DOI) if it is given with the Internet resource. If you include the DOI, 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.

Up to Seven Authors

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

For more than seven authors, consult the APA Manual.

Author as Publisher

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

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

Edition Other Than the First

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

Edited Book (Editor as Author)

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

Book in a Foreign Language

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

Article in a Magazine

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

Article in a Newspaper

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

Article in a Journal

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

Electronic Sources

In APA style (7th edition), the words “Retrieved from” or “Accessed on” are no longer included in the citation.

Entire Book Online

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

Article with DOI

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

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

Internet Article or Website (Without DOI)

Lumsden, L. (1994). *Student motivation to learn*.
<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

Newspaper Article (Online)

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

Website of Organization or Governmental Agency

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

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

Article from Wikipedia

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

Thesis Retrieved Online

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

Unpublished Material

Unpublished Paper

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

Thesis/Dissertation

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

Missing Information

No Date

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

No Author

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

Not all of the APA style rules are given in this handbook. Students are encouraged to consult the *APA Publication Manual*, 7th edition, or in online materials to find other references rules, as needed. Three helpful online sites are

APA

<http://www.apastyle.org/index.aspx>
Active as of 11/26/2019

The Owl at Purdue: Online Writing Lab

<http://owl.english.purdue.edu/owl/section/2/10/>
Active as of 11/26/2019

APA Citation Guide in BibMe

<http://www.bibme.org/citation-guide/apa/>
Active as of 11/26/2019

CHAPTER 6

Computer Formatting Tips

Computer Formatting Tips

Even when a student is familiar with using a computer, writing a project/thesis/dissertation will likely take more time to finish. The style and format required by AUA may mean new computer skills need to be learned—and there are tips to make it easier and quicker to format the paper correctly. This chapter was added to help save your time and energy, but will not replace a basic knowledge of word processing computer usage. Since most students at AUA use *Microsoft Word*, many specific tips will be given for that software. If you use a Mac, it is possible some of the explanations will not work or be done in a different way on Mac. Many, however, can be used with any word processor.

A writing template for projects/theses/dissertations is available from the AUA Editor or Research Director. This template is correctly formatted and uses APA/SPS style so that errors are eliminated when used properly.

One major tip: Learn to use the help screens in *Microsoft Word* when you run into problems. It is also smart to use Google to get help when you cannot figure out what to do. There are many free online tutorials and YouTube videos, which are invaluable, on a variety of topics to teach computer skills. Give Wiki How a try for stepwise instructions in computer usages for style and formatting.

General Instructions

Spacing vs. Tabs

Many people try to use spaces to format lists, to align information inside tables, or for parallel columns. A general rule in electronic documents is to **avoid using spaces for aligning information at all times**. Use tabs. If there is no tab set in the position you desire, it can easily be adjusted on the ruler bar, or through the menu system (**Tabs** are under **Paragraph**, at the bottom left). Inside tables, use **Shift + Tab** to achieve the same result.

Many researchers also find it wiser to indent paragraphs using a tab (set at .5” or 1.25 cm) rather than using the automatic paragraph indent. Automatic indentation can cause problems with centered headings (they end up not really centered because of the additional tab).

Page Setup

Page layout is easiest when the correct page layout is set up before typing begins. If you are using *Word*, go to **Page Layout>Page Setup**. Set the paper size to A4, and set the margins at 1.5” (3.75 cm) for the left and 1” (2.5 cm) for the other three (the bottom one is often better at .8” (2 cm) in order to achieve text that comes 1” (2.5 cm) from the bottom of the page). Click the marker to the right of **Page Setup** and under **Layout** in the resulting dialog box, set the header and footer to .5” (1.25 cm). Also go to **Paragraph** and under **Indents and Spacing > Spacing Before and after Paragraph**, choose 0 pt before and after; under **Line Spacing**, set the line spacing to double space (2.0). Then choose **Set as Default**.

Consistency

Human beings are not by nature as consistent as is necessary for computer work. All headings need to be used in the same way in every chapter. Spacing, margins, fonts, etc., need to be consistent throughout the **entire** document. Research does not leave room for much creativity in the way it is displayed. There is **only one** font, and generally, **only one** font size. Spacing before and after headings, must be exactly the same throughout the document.

The easiest way to achieve this kind of consistency involves two steps.

1. Try to take note of the basic pattern to follow while you are writing the document, and follow it as well as you can. Write down the pattern so you can refer to it if you forget.
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. Check heading levels and spacing. Then 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.

Large Documents

Computers have many tools for working with a large document that are worth knowing about. Moving about in a document can be greatly facilitated by the following:

Effect	Command
Go to the last page of the document	Ctrl + end
Go to the first page of the document	Ctrl + home
Go to the beginning/end of the line	Home/end
Go to a specific part of the document	Ctrl + G
Find a specific word/phrase in the document	Ctrl + F
Highlight entire document	Ctrl + A
Find and replace words in a document	Ctrl + H

Quick Formatting

Keyboard shortcuts tend to be much faster than mouse/menu combinations, so learning some of them can save you a lot of time. Commonly used shortcuts for formatting include:

Effect	Command
Center	Ctrl + E
Left/right justify	Ctrl + L/R
Bold/italics/underline	Ctrl + B/I/U
Single/double line spacing	Ctrl + 1/Ctrl + 2
Undo	Ctrl + Z
Redo	Ctrl + Y
Copy/cut/paste	Ctrl + C/X/V
New page	Ctrl + Enter
Adjust spacing (table lines, tabs) more finely than a whole space at a time	Alt + mouse button on the item to adjust

Tips for Specific Problem Areas

Reference List

The Reference List uses the same technique as a numbered list. DO NOT use spaces or “enter” and then a tab to create the look where the first line sticks out further than the rest. Type many entries without formatting them, and then highlight them and format them at once (it is faster). Click on *Paragraph>Special>Hanging* and make sure it is set to .5” (1.25 cm).

Find and Replace

If you find an error you have made consistently throughout your document, and you wish to find each one and fix it, you can use the computer to help you search for all instances of something and fix it. On the **Home** menu, choose **Find** (on the top right-hand corner of the screen). On the left of your screen in the **Navigation Pane** that pops up, type what you want the computer to search for, and click on the magnifying glass, and it will find it for you. If you wish for it to replace one text with another text, rather than **Find**, choose **Replace**. This gives you the option of saying what you want to find, and what to replace it with. You can do this automatically, or manually, where you check each instance to be sure it is correct.

Formatting URLs

There are three common ways you will frequently need to format URLs.

1. If you paste the URL into your document, make sure that it is the SAME FONT as the rest of your text. If not, highlight it and change the font.
2. If the URL needs to break somewhere in the middle, to not leave a large blank space on the page, find an appropriate place for the break, BEFORE some punctuation mark in the URL. The new line of a divided URL should begin with punctuation. Once you have identified the place you wish to divide the URL, put your cursor on it, and type **Shift + Enter** (at the same time). **Enter** tells the computer to make a new line; **Shift** tells it NOT to make a new paragraph. Do NOT simply put a space in the middle of the URL, as this will cause the URL to no longer function if you are trying to find the website.
3. The URLs in your paper should have the hyperlinks removed. The easiest way to do this is to place your cursor at the end of the URL and to hit **Backspace**. Check to be sure this does not remove the last letter of the URL—if you have found the right place, it will not. It will, however, remove the blue font, and the underline.

Page Breaks

If you are finished on one page and wish to begin a new page, DO NOT simply hit several **Enters** until you have pushed the cursor to the new page. This makes for many problems later when you are formatting your text, because when you change things on one page, it affects the next page. Instead, hit **Control + Enter** (at the same time). 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 (¶) (under the **Home** menu, in the **Paragraph** group) and it will be visible. Then click again on the same icon to return to normal view.

Page Numbering

It is sometimes a struggle to adjust the page numbers in one part of a document without changing all the other page numbers in the document. The reason for this is that Word has the underlying philosophy that if you want something changed on page 45, you really meant to change it all the way back on page 1; therefore, it changes all the other page numbers automatically.

If you need to change page numbering (or insert a landscape page), you must insert a **Section Break** and make sure that footer is not connected to the others before you continue. This means that if you have introductory pages with no page numbers, pages with Roman numerals, then regular page numbers for the body text of your project, you will need 3 sections in order to paginate this properly. This will allow you to have several different format styles together in the same document.

To change pagination types, first, you must insert a **Section Break** anytime you wish to make a formatting change. Insert the section break at the end of the page preceding the page where you want to change numbering. Click on **Page Layout>Breaks>Section Breaks>Next Page**. If the new section is different from what follows, also insert a section break AFTER it. If you have inserted 2 breaks, you should now have 3 sections.

Before actually making the page number format change, however, you need to go to the footer (double click on it) and “disconnect” it from other footers, so it will not affect all the rest of the document toward the beginning, or forward to the end. To disconnect the footer, double click on the page number to enter the footer editing space. 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 orange-highlighted button **Link to Previous** (above, on the ribbon), and you will see that on your footer, it no longer says “Same as Previous.” Go to the footer for the next section, and also “disconnect” it from the section you wish to modify. Once this is done, any changes made to the numbering or page layout in this section will not affect the other sections.

Trouble shooting.

1. When you change the page numbers in one section, it changes them in the next section also. Either you have not inserted a section break between the two pages, or you have not “disconnected” the footers as described above.
2. The page has the wrong number. Click on **Insert>Page Number>Format Page Number**. Choose the correct number and tell it to start at that number.
3. The page number has the wrong font/size. Highlight the page number. From the **Home** menu, select the correct font and size. You will have to do this for each section, but doing it once should fix all the page numbers in that section.

4. The page numbers are too low on the page, or almost touching the bottom line of text. Click on **Page Layout>Page Setup>Layout** and make sure the footer is at .5” (1.25 cm). Another possible cause is that there are extra lines accidentally entered into the footer. From the **Home** menu, click on the ¶ button, then double-click on the footer space. Examine the footer area for any hard returns (they will appear as ¶) and remove them. When you are finished, click again on the ¶ button to return your screen to the normal view.

Viewing Section Breaks. If you wish to see what section you are in at all times, right click on the bottom gray or blue bar in Word, and choose **Section** as one of the options. This will now show you the section number at all times in the lower left corner of the screen.

If you wish to see your section breaks, click on the paragraph icon (¶). You will see the section break at the end of the text on the page. It can be deleted if need be.

Numbered Lists

To achieve nice-looking numbered lists, it is imperative to use tabs between the numbers and the text (not spaces). This means you should type the number and the dot, then insert a tab, then type the text. If the tab is not the right length, you can adjust it from the ruler bar (highlight the text and drag the tab to where you want it), or you can highlight the text and adjust the tab settings under **Paragraph**. When you have typed your list, highlight the entire section, and click on **Paragraph>Special>Hanging**. Make sure that the distance for the hanging indent is .5” (1.25 cm), which is the same as your paragraph indentation. Also make sure that the distance between the numbers and the text is the same if you have multiple lists in your document.

Numbered lists can be single- or double-spaced, depending on how they look best in your text. You can decide.

Trouble shooting.

1. If you did NOT insert tabs between the numbers and the text, they will not line up properly. Go back, remove the spaces, and insert a tab for each number.
2. If you ever need to adjust the space between the numbers and the text, be sure to highlight the entire list so it stays the same.

Tables

Formatting tables is tricky, and time-consuming. Consistency here is very important. The main computer tips are as follows:

1. Tables should not extend beyond the margins of the text. If the table is longer than text, an option is to landscape the page.
2. Remove as many lines as possible from the table, so that the table looks better when it is printed.
3. Tables should have ½ point lines (as a border) around them, not bigger.
4. Table content should NOT be double-spaced. Single-space it, then block the ENTIRE TABLE and select *Paragraph>Spacing>before and after* and set it to 3 points before, and 3 after. This will allow a bit of space, but not too much. Be consistent with all tables.
5. Table content can be as small as 10-point font, but if you do this, you should be consistent with all of the tables in the paper. The titles remain in 12-point font.
6. Table text can be centered, left, or right-justified, depending on what looks best. Usually, the left column is left-justified, and others are often centered.
7. If you have decimal places that need to line up, right-justify the numbers, then move the entire column over toward the center. Use *Paragraph>Indentation>Right* and choose .1” or .15” or .2” (.15 cm or .37 cm or .5 cm), depending on how far you need it to shift. You can type the number you want.
8. Do not use bold with table content, and note that the content is capitalized only on the first letter.
9. Maintain spacing before and after tables. It should be two double spaces (3 blank lines). If this leaves only 1-2 lines of text below the table, push them to the next page.
10. If you need to insert spacing inside a table, don’t use spaces. Change the margin, or use

Control + Tab if you wish to have tabs.

11. If a table fits on a page, it should NOT be split over two pages. Move it so that it is on the same page, but always AFTER the table was first mentioned in the text.
12. If table content does NOT fit on the page, you have two choices: split the table and put the rest on a second page, or create a landscape page and put the table sideways.

13. To create a landscape table, insert a blank page and insert section breaks before and after it, so that it is in its own section and the footer shows that it is not linked to the other sections (see instructions under *page numbering*). Then, under **Page Layout > Orientation**, choose **Landscape**. Format your table here, and when it is printed, turn it the same way as the other pages. You may skip the page numbering on this page, but remember that it is counted, even if not numbered, and make sure the numbering resumes properly on the next page.

Table of Contents

The Table of Contents contains the first 3 levels of headings *exactly* as they appear in your paper, and the page numbers on which they are found. There are two basic approaches to creating a Table of Contents: You can type the titles manually, or have the computer do them for you automatically.

Manual method. You can set up the formatting before or after typing the entries. If you do it afterward, be sure to highlight the entire Table of Contents text before setting the tabs. Use a tab with dot leaders to create the line of dots. Set the tab by using **Paragraph > Tabs**. Clear the other tab stops and set one at 5.6” (14 cm) with alignment **Left** and **Leader 2** (the one with dots). Add a second tab at 5.9” (15 cm) with alignment **Right** and **No Dot Leader** to make the blank space before the number. At the end of each Table of Contents entry, insert a tab, which should create the dot leader. Insert a second tab, which should make the space and right align the page numbers. Additional tab stops should be added at .3” (.75 cm) and .6” (1.5 cm)—left, no dot leader—for indenting the second and third level headings (see below).

Sample

Heading 1.....	13
Second Level	65
Third Level	134

Trouble shooting. If you have typed your Table of Contents before setting up the tabs, here are several suggestions.

1. Before you set up your tabs, highlight the ENTIRE Table of Contents. This way, the tabs will be set for the entire section you typed. Otherwise, you may need to re-enter the settings multiple times.
2. From the **Home** tab, click on the paragraph icon (¶). This is a toggle on/off, and will show you where you have spaces that may need to be erased, and other formatting features. You can turn it off again once you have seen what you need to.

3. Make sure that you remove all spaces, and format with tabs. Spaces will create an uneven line anywhere you use them.
4. Do NOT use the period with spaces between to try to make a dot leader (.....). It will never be evenly spaced.

Automatic method. A better way to achieve the needed consistency is to generate the Table of Contents automatically. This takes a bit of time to set up, but if any headings move to a different page, you can update the Table of Contents automatically.

To use the automatic method, you first must set up *Styles* so that the headings are formatted properly. These headings, once set, will be used for generating the Table of Contents. The easiest way to do this is to type a Level 1 entry heading correctly (with the correct spacing and capitalization, bold, etc.), and then *right click* on **Heading 1** using *Home>Styles>Heading 1*. Choose **Update Heading 1 to Match Selection**. This means that the computer will take your heading as the new “normal” for Heading 1. Do the same with headings for Levels 2 and 3. Once these are set correctly, you only need to highlight any new heading, and click on the correct style—heading 1, 2, or 3—and it will be formatted correctly, AND marked for the Table of Contents. The automatic Table of Contents does not yield a dotted line with a small space before the numbers, as illustrated above in the manual method. As long as the numbers are properly right justified, this space is not required. If you use automatic Table of Contents generation, you do not need a space between the dot leader and the page numbers.

Generating the Table of Contents. When you have marked all your headings (at least 3 levels), create a blank page where you want your Table of Contents, and select *References>Table of Contents>Automatic Table 2*. This should give you a complete Table of Contents, but ONLY IF you have marked all the headings properly. If you have missed some, they will be missing in the list. Check carefully.

Updating the Table of Contents. If you need to update the Table of Contents because you changed some things or made some mistakes, simply *right-click* on the table, and choose **Update Field**. Note that you can choose to update everything (this will destroy any formatting you have done), or just the page numbers (this will not destroy your formatting, but it will also not update the titles).

Trouble shooting. There are MANY things that can and will go wrong with the Table of Contents as you format it. *Microsoft Word* cannot do everything. Once you have finished generating your Table of Contents, there WILL be things you need to format manually.

Fortunately, the generated text can be edited just like any other text you typed. Here are some of the most common things you will need to do/problems you may experience.

1. ***The chapter titles are not formatted properly.*** Microsoft Word does not do these. You will need to enter the word “chapter” and put in the numbers, and delete the extra lines Word created.
2. ***The spacing is not correct for AUA standards.*** The spacing required for your Table of Contents will have to be done manually. Check where you need double-space, single space, etc.
3. ***The indentations for section headings are not right.*** Word should put in the 3 levels of headings with proper indentations for you. If not, you can do it manually. Set tabs at appropriate distances (often .3”, .6”, and .9” or .75 cm, 1.5 cm, and 2.25 cm).
4. ***I have moved my text around (or edited the titles), but the Table of Contents has not updated itself to match the changes.*** Solution: Right click on your Table of Contents, and ask it to update. If it is text that needs to be updated, it will destroy your formatting, and you will have to re-do it. If it is only numbering, you can just update the numbers.
5. ***When I update the Table of Contents, all the formatting changes I made disappear.*** The solution is to update ONLY the page numbers, NOT the entire Table of Contents.
6. ***When I generate the Table of Contents, there are several headings that don't belong there.*** This is because those headings were marked with the style of ***Heading 1, Heading 2***, etc. Go to that place in your document, highlight the text, and select ***Normal*** from the list of styles. When you regenerate the Table of Contents (or update it), this text will no longer show.
7. ***The title Table of Contents is not according to AUA standards.*** Just fix it. Type it as it should be, making sure to put it at 2” (5 cm) with the correct space (triple space, or 2 blank lines) after it. Make sure it is in the same font as the rest of your document.
8. ***There is formatting I don't like, but I can't see what it is actually doing.*** Click on the paragraph icon (¶) on the ***Home*** menu, and it will be visible, then you can edit it.

Track Changes

Track changes is a feature of Microsoft Word that allows another reader to make comments on your writing, or even to make changes, but keeps track of all those changes so that the original author can see exactly what was changed. It is a handy tool that most of you can/should use if your Advisor is at a distance and you need to send revisions back and forth via e-mail. Later, the original author can accept or reject the advice from the “editor” and can introduce new changes of his own, which will show up in a different color from the editor’s work.

Changes such as additions or deletions will be marked automatically if Track Changes is turned on, but additional comments can be made as well. These will show up in the margins, or in the text itself, and must be deleted by the author once they are no longer needed. Like any other document, however, if you do not save the file once you are done making the changes; you will lose your work.

To turn on Track Changes, go to **Review>Track Changes** on the menu bar in Word and click on it. Click in the same place again, and it will turn off. Under Review, you will see a menu bar showing the buttons needed for working with the changes—Accept, Reject, New Comment, etc. Note the Previous/Next buttons—these are very useful for finding comments in a large document, as they will take you from one comment or change to the next—you do not need to search for them page by page.

Tracking sometimes shows up in the right margin, and sometimes in the text itself. The problem with the in-text version (with strikethrough) is that it does not show the true page breaks. The version in “balloons” makes the entire page a little smaller (temporarily), but DOES NOT CHANGE the format, which means that your actual page breaks will be exactly the same as what you see on screen. Unfortunately, the Word default is NOT to put the changes in balloons, but in text. To change this, click on **Review>Show Markup>Balloons>Show Revisions in Balloons**.

Notice that you can accept each change one by one, or you may read a whole paragraph or two, highlight that section, and accept all the changes in that section by clicking on the arrow on the right side of the **Accept Change** button. You may even accept ALL the changes in the entire document, but unless you have blind faith in your editor, this option is not recommended. Accepting all changes will NOT remove all the comments—those must be removed one by one, as you are finished with them.

If you have removed all marks but your document still looks pushed to one side, as if there were still comments present, choose the **Accept all Changes in Document** button, and this will remove any last mark that might have remained by accident, and the formatting will go back to normal.

CHAPTER 7

Miscellaneous Helpful Items

Acceptable Abbreviations

African Countries are not abbreviated in APA Style

State Abbreviations for the United States

In reference lists and in-text citations, the names of the states in the United States are always abbreviated. Below are the two-letter abbreviations for each state.

<i>Location</i>	<i>Abbreviation</i>	<i>Location</i>	<i>Abbreviation</i>	<i>Location</i>	<i>Abbreviation</i>
Alabama	AL	Kentucky	KY	North Dakota	ND
Alaska	AK	Louisiana	LA	Ohio	OH
Arizona	AZ	Maine	ME	Oklahoma	OK
Arkansas	AR	Maryland	MD	Oregon	OR
California	CA	Massachusetts	MA	Pennsylvania	PA
Colorado	CO	Michigan	MI	Rhode Island	RI
Connecticut	CT	Minnesota	MN	South Carolina	SC
Delaware	DE	Mississippi	MS	South Dakota	SD
District of Columbia	DC	Missouri	MO	Tennessee	TN
Florida	FL	Montana	MT	Texas	TX
Georgia	GA	Nebraska	NE	Utah	UT
Hawaii	HI	Nevada	NV	Vermont	VT
Idaho	ID	New Hampshire	NH	Virginia	VA
Illinois	IL	New Jersey	NJ	Washington	WA
Indiana	IN	New Mexico	NM	West Virginia	WV
Iowa	IA	New York	NY	Wisconsin	WI
Kansas	KS	North Carolina	NC	Wyoming	WY

Biblical Book Abbreviations

Abbreviations for books of the Bible should be consistent throughout the paper. They are written with no periods. Abbreviations are used when specific chapter or chapter-and-verse references are given, not when the Bible book name alone is used. Do not use these abbreviations to begin a sentence or within a title.

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	

TIPS FOR MAKING STUDENT RESEARCH PUBLISHABLE

Turning a project/thesis/dissertation into a publishable journal article takes some additional thought and effort. Typically, a student research paper will have to be significantly shortened to be published in a peer-review journal—and the expectation is that the article will be focused, clear and succinct. The first step to preparing a publishable article is to decide which journal is appropriate for your paper to be submitted to.

Once you have settled on several journals that seem appropriate, study the guidelines for authors which the journal provides. The guidelines will give instruction regarding content, format, and submission. To get published, the guidelines must be followed exactly.

Even though a journal article is shorter than your paper, the basic parts must appear. These parts are shown below, along with suggestions for making the transition from academic paper to journal article. If the work seems daunting, don't let that deter you—it is worth the effort.

Student paper	Publishable paper	How to get there
Can tend to be wordy, unedited.	Tight, no wasted words, highly polished, edited well.	Write it, and then edit it repeatedly using other readers if possible, until output is high quality.
Can appear as if the student is trying to stretch the paper to meet the minimum length requirement.	General feeling that the author has more to say than what will fit and is trying to reduce the paper to meet the maximum length allowed.	Start with a slightly longer paper and reduce it. Think how to best communicate the research in the most word economical way possible. A published paper is approximately 10-12 pages long.
Often lengthy general introduction.	Introduction and Literature Review are usually combined and point to the need for the present study.	Keep introduction short. Write a paragraph or two, and move directly into your study. The introduction must convince readers of the timely relevance of your study and show its place in current research.
Literature Review is lengthy, contains a lot of general information, not many primary sources. Often does not give reasons for inclusion of information.	Literature review is focused and relatively brief. It contains mainly primary studies closely related to the research, not general, introductory sources or tangentially related past work.	Read the general introductory studies for your own information, if needed, but do not put them in the introduction. A project/thesis/dissertation contains a general literature review occupying a whole chapter which an article leaves out.
Frequent use of poor quality sources, such as general internet articles on a topic, textbook explanations, Wikipedia definitions, etc.	Sources must be recent, and closely related to the study. High quality sources, such as journals, recently published books, and primary studies are used. Review articles can be useful summaries or sources of expert opinion. Breadth is sought to include multiple perspectives.	Seek out high quality sources, especially primary studies that are directly related to your study. Ask more from your sources. Mediocre sources make a mediocre paper. There is plenty out there—make the effort to find the good stuff.

Student paper	Publishable paper	How to get there
Tends to use a lot of quotations, even lengthy ones.	Few quotations, but many references; often multiple ones in the same area reinforcing a point of view or line of research.	Make sure you understand what is being said, and summarize/reduce bulky ideas into smaller spaces using the support of multiple sources.
Tends to rely heavily on a few sources	Much more breadth of sources; not overly dependent on a chosen few.	Find out who are the key authors in a field and cite them, but seek breadth, as well as depth. One article per area discussed is not sufficient coverage.
Analysis is heavily tied to ideas found in the literature. Little original thought is evident.	Independent thinking is clearly demonstrated; ideas come from the author as well as the literature; value added by the author is clearly demonstrated.	Read more. Think more critically about what you read. When you have read more deeply and widely, you will begin to have your own expertise to write about. Be careful to link your own ideas to sources contributing to or sharing perspectives you develop.
Plagiarism is not always carefully avoided. Sometimes this is due to poor technique, sometimes because the student does not believe it is important.	Quotations and ideas of others are carefully referenced.	This is an area which must be carefully guarded in all papers. Reference carefully at all times; take special care with internet sites to acknowledge authorship correctly.
Personally created summaries, lists, tables or figures are rare; any found in the text are usually quoted.	Appropriate summaries, figures, tables, or lists are generated when analysis requires some creative form of synthesis to describe what was learned. Figures from others are almost never reproduced.	Seek opportunities to summarize, combine, create, construct, and share ideas in the form of personally created tables, figures, or graphs. Resist the temptation to quote other people's analyses in your paper—just reference them.
The referencing style is often followed mechanically, but not well understood.	Evidence is given of clear understanding of the referencing style, be it APA, MLA or another common style.	Follow carefully the style manual indicated by the journal in which you wish to publish. Thoroughly learn the reference style required. Have others who know it check your paper.
Headings are frequent, but not always meaningful.	Headings are carefully planned to divide a piece into sections and subsections. The purpose of headings is to help the reader and provide a "guide" through the article.	Edit your headings specifically. Don't overuse them. Consider the organization of your piece so that the headings help structure your article. Ask for expert opinions.
Quotations are often introduced in a wordy way that does not show true analysis of what was said.	Quotations are rare; ideas from sources are analyzed and compared with ideas from other sources. The referencing style shows source information, leaving the writer free to make analytical comments.	Make sure every word counts. Do not begin sentences with authors' names, but rather with ideas. Compare/contrast and synthesize relationship ideas adequately.

Student paper	Publishable paper	How to get there
Often repetitive, loosely organized.	Tightly organized by topic, with each topic being addressed once—no repetition.	Write an outline first; check the organization before you finish. Print the article and check its organization, making sure that all similar ideas are in the same place or are clearly associated by linking terms. Do not repeat yourself.
Method section tends to cover several pages.	Method is almost like a formula—it is concise, dense, and short—usually only a page or so. Ethical considerations are discussed briefly—more in-depth with vulnerable participants. Data collection details are summarized so the reader can assess them, but not explained in depth.	From the description of the methodology in your paper, create a more concise explanation, following the norms of the discipline. Give enough information to confirm to the reader that you are a careful researcher, but avoid going into fine detail that burdens the reader.
Analysis is often bulky and repetitive.	Analysis is as concise as possible. Tables and text overlap very little, but rather, complement each other. Comments and references to relevant literature are made when appropriate.	You may need to write out a bulkier data section at first and then reduce it. Do not repeat yourself or describe uninteresting data. Tell the important parts and say that the rest confirmed prior research, was insignificant, or contributed no new knowledge.
Analysis tends to be driven by numbers which are sometimes not interpreted adequately and are often awkward to read.	Analysis is written in as simple a language as possible, highlighting meaning, interpreting statistics to confirm trends or hypotheses and practical applications to the ideas of the research study.	Editing is needed here. Early drafts look more like plain SPSS output. Later drafts will read more like a reasoned explanation or expository story, with numbers for support.
Conclusion tends to repeat analysis, rather than bringing something new.	Conclusion puts together all the pieces found in the analysis (without necessarily restating them) and analyze 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, 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. Conclusions should be short and substantive.

CHAPTER 8

*SPS Research Protocol:
The Unabridged Complete Version*



ADVENTIST UNIVERSITY OF AFRICA

School of Postgraduate Studies

RESEARCH PROTOCOL

Students who graduate from the School of Postgraduate Studies (SPS) at AUA will have demonstrated proficiency in research through the selection and completion of a project, thesis or dissertation. Each of these has a scholarly definition:

A **project** is considered experimental in nature; in that the researcher establishes variables, designs interventions, and collects data to measure results of the intervention. Students in any SPS Master's degree programme can select to do a project, which requires a Proposal Defence, but not a Final Oral Defence. A project is supervised by a Primary Adviser and a Secondary Adviser. A project has an applied aspect to it and can include the production of a manual, handbook, training or workshop as part of the study process or outcome. For the Master of Science in Applied Computer Science, a project must lead to the implementation of a software product/tool that aims at solving a problem which is judged worthy of a research project.

Typical project length: 70-80 pages excluding appendixes

Typical Computer Science project length: 45-80 pages excluding appendixes

A **thesis** is research that is more theoretical in nature, in that the researcher seeks to establish a theory to explain an observed problem. Students who write a thesis may also collect data and measure variables. However, the thesis results in a theory are advanced to make a contribution to the field of study. A thesis must be defended at the proposal level and also defended before a three to six-member Final Oral Defence Panel at the end of the writing phase. A thesis is supervised by a Primary Adviser and a Secondary Adviser and has an External Examiner who reviews the paper then joins the panel for the Final Oral Defence.

Typical thesis length: 90-120 pages excluding appendixes

Typical Computer Science thesis length: 60-90 pages excluding appendixes

A **dissertation** is highly academic, comprehensive, and widely considered the most rigorous type of empirical research conducted by a student for a terminal degree. It is expected to contribute new knowledge and advance scholarship in the field of study. Students pursuing a PhD at AUA are eligible to write a dissertation. Before the dissertation writing commences, the student must have passed the Comprehensive Examination. The dissertation must be defended at the proposal level and also before a five to seven member Final Oral Defence Panel at the end of the writing phase. A dissertation committee comprises of a Primary Adviser and two Secondary Advisers. There is also an External Examiner who reviews the paper then joins the panel of the Final Oral Defence.

Typical dissertation length: 200-250 pages excluding appendixes

Typical Computer Science dissertation length: 90-180 pages excluding appendixes

The following Research Protocol guides the student step-by-step through the research writing process from the proposal stage to final approval by the Dean.

THE PROPOSAL STAGE: Process for Projects/Theses/Dissertations

1. After the designated research course is completed and passed, the student is assigned a Primary and a Secondary Adviser by the Programme Leader (PL) in consultation with the student, the Head of Department (HOD), and the Dean. In the case of a Project, the Secondary Adviser may be assigned later in the work.
2. The student, with the assistance of the Advisers, develops a Proposal by following the proposal and research design guidelines outlined in the *SPS Research Handbook*.
3. When the Advisers approve the Proposal and sign the Proposal Examination Form, a Proposal Defence Panel is formed by the PL, in consultation with the HOD and the Dean, for the Proposal Defence by the student.
 - For a Project or Thesis: The Proposal Defence Panel will consist of the two Advisers, designated programme faculty, the PL, HOD, and the Dean. Typically, the PL serves as the Chair.
 - For a Dissertation: The Proposal Defence Panel will consist of the Primary Adviser, two Secondary Advisers, designated programme faculty, the PL, HOD, and the Dean. Typically, the PL serves as the Chair.

4. A student will defend the Proposal only when the method of data collection is clearly described, the instrument(s) of data collection is presented, and Ethics Clearance has been obtained. To initiate Ethics Clearance, the student submits the paper, along with the Informed Consent and all research instruments to the IERC after these have been approved by the PA and the PL. The results of the Ethics Review will be communicated to the PL in writing by the IERC Chair and a copy of the Clearance will be given to the student for inclusion in the project/thesis/dissertation.
5. In conjunction with the Ethics Clearance process, the Proposal and research instruments will be reviewed by the AUA Editor for formatting and writing style as per the *SPS Research Handbook*. Comments from the Editor will be given to the PL so that they can be brought to the student's attention.
6. After the Proposal is assessed and approved by the Proposal Defence Panel, using the Research Proposal Evaluation Form, the student is informed of the outcome of the Proposal Defence by the PL in writing with the Proposal Evaluation Result Form. If no corrections are necessary, the student is authorized to collect data and continue the research process under the supervision of the Advisers.

If corrections are needed, the student cannot begin collecting data until the revisions are completed and approved. The student is expected to incorporate all the suggestions of the Proposal Defence Panel under the guidance of his/her Adviser (s). Submission of the revised proposal should not take longer than three (3) months after the Proposal Defence.

- After revision, the Advisors verify that all the corrections have been duly incorporated into the revised proposal, using the Correction Confirmation Form.
- The Primary Advisor then sends the revised proposal directly to the PL who confirms the revision and officially authorizes the student to collect data and continue the research process under the supervision of the Advisers.

Note that if, during the Proposal Defence, changes are recommended by the Panel that affects the ethics clearance, the student is not authorized to collect data. Instead, the student must re-submit the proposal to IERC and obtain a new ethical clearance.

THE WRITING STAGE: Process for Projects

All SPS students must ensure that their citations follow the American Psychological Association (APA) style and that their writing and formatting conform to the *SPS Research Handbook*.

7. The student submits each chapter of the Project to the Primary Adviser who assists the student to reach the highest level of research and writing quality, and also advises of areas that are incorrect, non-conforming to style, or are weak and need modification. When the student has corrected all indicated areas to the satisfaction of the Primary Adviser, the Primary Adviser provides written approval to the student. Approval from the Primary Adviser affirms that the Project adheres to academic research standards and *SPS Research Handbook*. The Primary Adviser should copy the PL on all correspondence to the student.
8. After the Primary Adviser approves the Project, it is returned to the PL. The PL then assigns the Project to the Secondary Adviser, who provides another critical reading of the work and recommends any additional modifications to the student. When this process is completed to the satisfaction of the Secondary Advisor, he/she gives the student written approval and completes the Project Examination Form. Then the Secondary Adviser sends the Project back to the Primary Adviser to check the changes. The Primary Adviser gives approval of the paper and completes Project Examination Form to submit to the PL, along with the Project.
9. When the Primary Adviser approves the paper, he/she sends it directly to the PL. Students should not submit approved Projects directly to the PL. Approved Projects are moved through the process by the PL.
10. The PL requests grades for the Project from the Primary and Secondary Advisers using the Grade Report for Advisers.
11. The PL gives the Project a final check, directs the student to fill the Printing and Binding Form, and completes the Printing and Binding Form by adding the grades. The PL submits the final grade to the Dean on the SPS Grade Sheet, as per protocol.
12. The PL sends the Project, along with the Printing and Binding Form, to the Research Office for review and editing. During this process, editorial changes may be made to the paper to improve the grammar and flow of the paper or to correct errors in style and format. Students and Advisers should not submit Projects directly to the Research Office—submission is made only by the PL.
13. If substantive concerns are observed that may compromise academic quality, such as plagiarism or ethics, the Research Director sends the Project back to the PL with a written explanation of the concerns. The PL can give input and/or return the Project to the student for corrections. If the Editor finds significant errors in style and formatting, the Editor will return the Project to the PL, who returns the paper to the student for corrections. Copies are also sent to the Advisers so they can provide assistance to the student, if necessary. The student sends the corrected paper back to the PL, who reviews the corrections made by the student for accuracy. The PL then returns the paper to the Editor/Research Director so that it continues through the process.

14. After the Research Office approves the Project, it is sent to the PL who then sends it to the Dean's Office for final approval signature. The following signature lines are authorized for the Approval Page:
 - Primary Adviser
 - Secondary Adviser
 - Programme Leader
 - Head of Department
 - Dean
15. When the Dean has given final approval, and signed the Approval Page, the Project is sent from the Dean's office for printing and binding. The Dean's office submits the student's name to the Registrar's Office, where eligibility for graduation is determined.
16. When the printing and binding are completed, one (1) copy of the Project is delivered to the Judith Thomas Library for display in the collection.

THE WRITING STAGE: Process for Theses

All SPS students must ensure that their citations follow the American Psychological Association (APA) style and that their writing and formatting conform to the *SPS Research Handbook*.

17. The student submits each chapter of the Thesis to the Primary Adviser who assists the student to reach the highest level of research and writing quality, and also advises of areas that are incorrect, non-conforming to style, or are weak and need modification. When the student has corrected all indicated areas to the satisfaction of the Primary Adviser, the Primary Adviser provides written approval to the student. Approval from the Primary Adviser affirms that the Thesis adheres to academic research standards and the *SPS Research Handbook*. The Primary Adviser should copy the PL on all correspondence to the student.
18. After the Primary Adviser approves the Thesis, it is returned to the PL. The PL then avails the Thesis to the Secondary Adviser, who provides another critical input to the work and recommends any additional modifications to the student. When this process is completed to the satisfaction of the Secondary Advisor, he/she gives the student written approval and completes the Thesis Examination Form. Then the Secondary Adviser sends the Thesis back to the Primary Adviser to check the changes. The Primary Adviser gives approval of the Thesis and completes the Thesis Examination Form and submits it to the PL, along with the Thesis.

19. When the Primary Adviser approves the paper, he/she sends it directly to the PL. Students should not submit an approved Thesis directly to the PL. Approved theses are moved through the process by the Primary Adviser.

THE WRITING STAGE: Process for Dissertations

All SPS students must ensure that their citations follow the American Psychological Association (APA) style and that their writing and formatting conform to the *SPS Research Handbook*.

20. The student submits each chapter of the Dissertation to the Primary Adviser who assists the student to reach the highest level of research and writing quality, and also advises of areas that are incorrect, non-conforming to style, or are weak and need modification. When the student has corrected all indicated areas to the satisfaction of the Primary Adviser, the Primary Adviser provides written approval to the student. Approval from the Primary Adviser affirms that the Dissertation adheres to academic research standards and the *SPS Research Handbook*. The Primary Adviser should copy the PL on all correspondence to the student. After the Primary Adviser approves the Dissertation, he/she returns it to the PL.
21. The PL then avails the Dissertation to the two Secondary Advisers, who provide additional critical input to the work and recommend modifications to the student. When this process is completed to the satisfaction of the Secondary Advisers, they both give the student written approval and complete the Dissertation Examination Form.
22. Then the Dissertation is sent back to the Primary Adviser to check the changes. The Primary Adviser gives approval of the Dissertation and completes the Dissertation Examination Form and submits it to the PL, along with the Dissertation. Students should not submit an approved Dissertation directly to the PL. Approved Dissertations are moved through the process by the Primary Adviser.

THE FINAL ORAL DEFENCE STAGE: Process for Theses

23. When the PL has the approved Thesis, he/she sends it to an External Examiner.
24. After the External Examiner has reviewed the thesis, the PL, in consultation with the HOD and the Dean, sets a date for the Final Oral Defence.
25. The PL informs the members of the Final Oral Defence Panel that the oral defence date has been set and assures the availability of members. The Final Oral Defence Panel consists of the:
 - Dean, Chair

- Head of Department
 - Programme Leader
 - Designated Faculty of the Program
 - Primary Adviser
 - Secondary Adviser
 - External Examiner
26. Attendance at the Final Oral Defence is open to the public. Those present may participate in directing questions to the student on the topic of his/her research, when invited by the Dean. The audience will not be provided with a copy of the student's paper.
 27. A Thesis defence shall normally be no longer than two hours and no shorter than one hour in duration. At the start of the Final Oral Defence, the student is given 20 minutes to present his/her Thesis. The presentation is followed by the examination of the Panel.
 28. At the conclusion of the defence and following an executive session of the Panel, the student is informed how the defence was scored:
 - Very Good - No corrections necessary.
 - Good- Minor corrections necessary; student may take up to one (1) month to make the corrections and submit the revised Thesis to the Primary Adviser through the PL.
 - Fair- Major corrections necessary; student may take up to two (2) months to make the corrections and submit the revised Thesis to the Primary Adviser through the PL.
 - Fail- Thesis is not accepted; the student must begin the process afresh.
 29. If revisions to the Thesis are necessary, the PL communicates them to the student and Primary Adviser, along with the timeframe given to finish revisions. This will be provided in writing and the student is expected to be diligent in making revisions. These revisions are done in consultation with the Primary Adviser, who then confirms that all the revisions have been done satisfactorily and submits the Final Thesis Correction Confirmation Form, along with the Thesis to the PL.
 30. The PL gives the Thesis a final check, directs the student to fill the Printing and Binding Form, and then completes the Printing and Binding Form by adding the grades. The PL submits the final grade to the Dean on the SPS Grade Sheet, as per protocol.

31. The PL sends the Thesis, along with the Printing and Binding Form, to the Research Office for review and editing. During this process, editorial changes may be made to the paper to improve the grammar and flow or to correct errors in style and format.
32. If there are substantive concerns about academic quality, such as plagiarism or ethics, the Research Director will direct the Thesis back to the PL with a written explanation of concerns. The PL can give input and/or return the paper to the student for corrections. If the Editor finds significant errors in style and formatting, the Editor will return the paper to the PL to be sent to the student for corrections. Copies are also sent to the Advisers so they can provide assistance to the student, if necessary. The student sends the corrected paper back to the PL, who reviews the corrections made by the student for accuracy. The PL then returns the paper to the Editor/Research Director so that it continues through the process.
33. After the Research Office approves the Thesis, it is sent to the PL who then sends it to the Dean for final approval and signature. The following signature lines are authorized for the Approval Page:
 - Primary Adviser
 - Secondary Adviser(s)
 - External Examiner
 - Programme Leader
 - Head of Department
 - Dean
34. When the Dean has given final approval, and signed the Approval Page, the Thesis is sent from the Dean's office for printing and binding. The Dean's office submits the student's name to the Registrar's Office, where eligibility for graduation is determined.
35. When printing and binding are completed, one (1) copy of the Thesis is delivered to the Judith Thomas Library for display in the collection.

THE FINAL ORAL DEFENCE STAGE: Process for Dissertations

36. When the PL has approved the Dissertation, he/she sends it to an External Examiner.
37. After the External Examiner has reviewed the dissertation, the PL, in consultation with the HOD and the Dean, sets a date for the Final Oral Defence.

38. The PL informs the members of the Final Oral Defence Panel that the oral defence date has been set and assures the availability of members. The Final Oral Defence Panel consists of the:
- Dean, Chair
 - Head of Department
 - Programme Leader
 - Designated Faculty of the Program
 - Primary Adviser
 - Two Secondary Advisers, one of whom is the methodologist
 - External Examiner
39. Attendance at the Final Oral Defence is open to the public. Those present may participate in directing questions to the student on the topic of his/her research, when invited by the Dean. The audience will not be provided with a copy of the student's paper.
40. A Dissertation defence shall normally be no longer than two and a half hours and no shorter than two hours in duration. At the start of the Final Oral Defence, the student is given 30 minutes to present his/her dissertation. The presentation is followed by the examination from the Panel.
41. At the conclusion of the defence and following an executive session of the Panel, the student is informed how the defence was scored:
- Very Good - No corrections necessary.
 - Good- Minor corrections necessary; student may take up to one (1) month to make the corrections and submit the revised Dissertation to the Primary Adviser through the PL.
 - Fair- Major corrections necessary; student may take up to two (2) months to make the corrections and submit the revised Dissertation to the Primary Adviser through the PL.
 - Fail- Dissertation is not accepted; the student must begin the process afresh.
42. If revisions to the Dissertation are necessary, the PL communicates them to the student and Primary Adviser, along with the timeframe given to finish revisions. This will be provided in writing and the student is expected to be diligent in making revisions. These revisions are done in consultation with the Primary Adviser, who then confirms that all the revisions have been done satisfactorily and submits the Final Dissertation Correction Confirmation Form, along with the Dissertation to the PL.

43. The PL gives the Dissertation a final check, directs the student to fill the Printing and Binding Form, and completes the Printing and Binding Form by adding the grades. The PL submits the final grade to the Dean on the SPS Grade Sheet, as per protocol.
44. The PL sends the Dissertation, along with the Printing and Binding Form, to the Research Office for review and editing. During this process, editorial changes may be made to the paper to improve the grammar and flow or to correct errors in style and format.
45. If there are substantive concerns about academic quality, such as plagiarism or ethics, the Research Director will direct the Dissertation back to the PL with a written explanation of concerns. The PL can give input and/or return the paper to the student for corrections. If the Editor finds significant errors in style and formatting, the Editor will return the paper to the PL to be sent to the student for corrections. Copies are also sent to the Advisers so they can provide assistance to the student, if necessary. The student sends the corrected paper back to the PL, who reviews the corrections made by the student for accuracy. The PL then returns the paper to the Editor/Research Director so that it continues through the process.
46. After the Research Office approves the Dissertation, it is sent to the PL who then sends it to the Dean for final approval and signature.

The following signature lines are authorized for the Approval Page:

- Primary Adviser
 - Both Secondary Advisers
 - External Examiner
 - Programme Leader
 - Head of Department
 - Dean
47. When the Dean has given final approval, and signed the Approval Page, the Dissertation is sent from the Dean's office for printing and binding. The Dean's office submits the student's name to the Registrar's Office, where eligibility for graduation is determined.
 48. When printing and binding are completed, one (1) copy of the Dissertation is delivered to the Judith Thomas Library for display in the collection.

Updated and voted by the SPS School Board: August 26, 2019

Update accepted by the Senate: September 12, 2019

CHAPTER 9

Sample Pages, Forms and Grading Assessments

Sample Pages for Written Project/Thesis/Dissertation

These pages demonstrate the format/style for pages in the project/thesis/dissertation proposal or final paper.

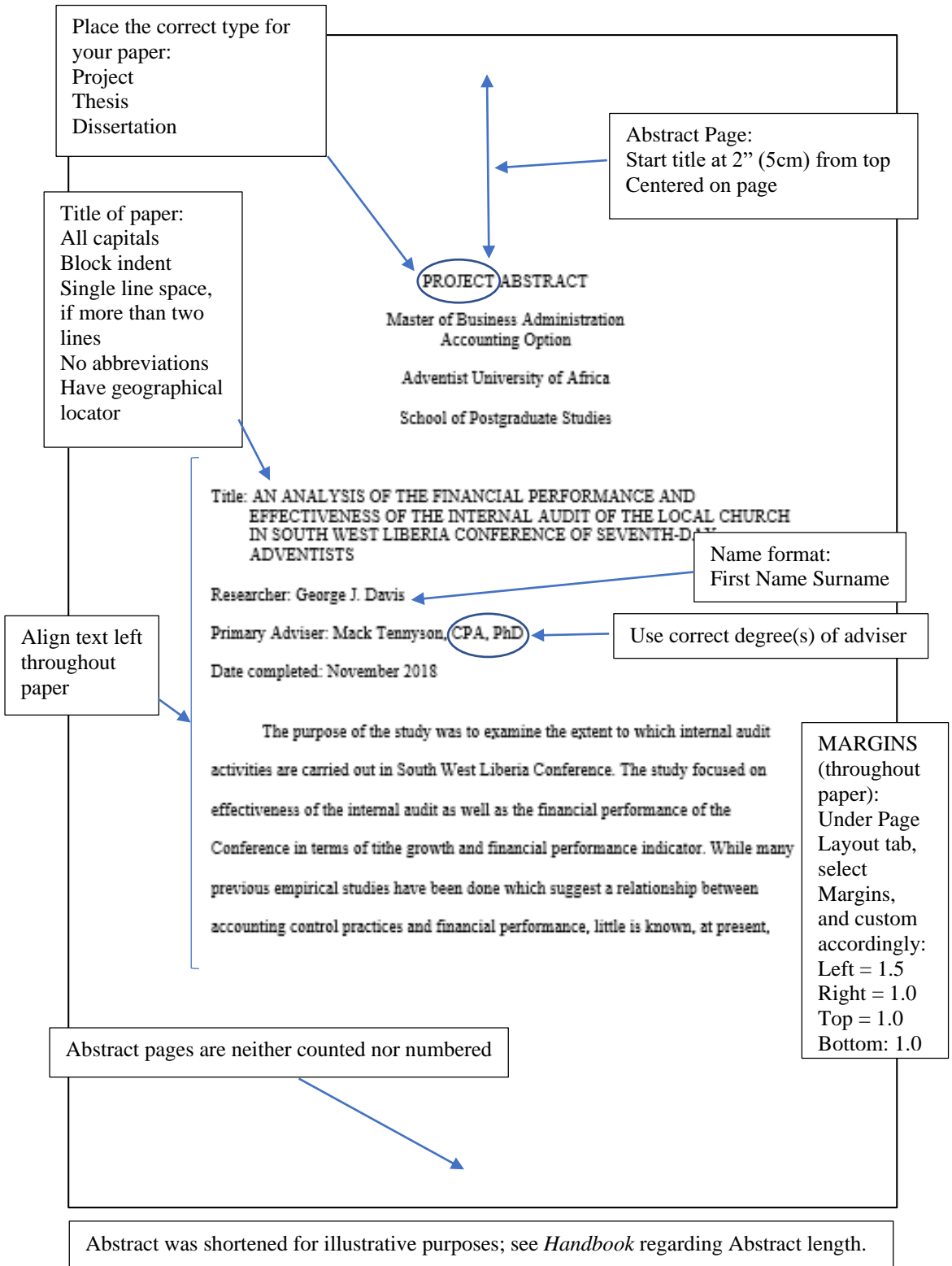
Instructions

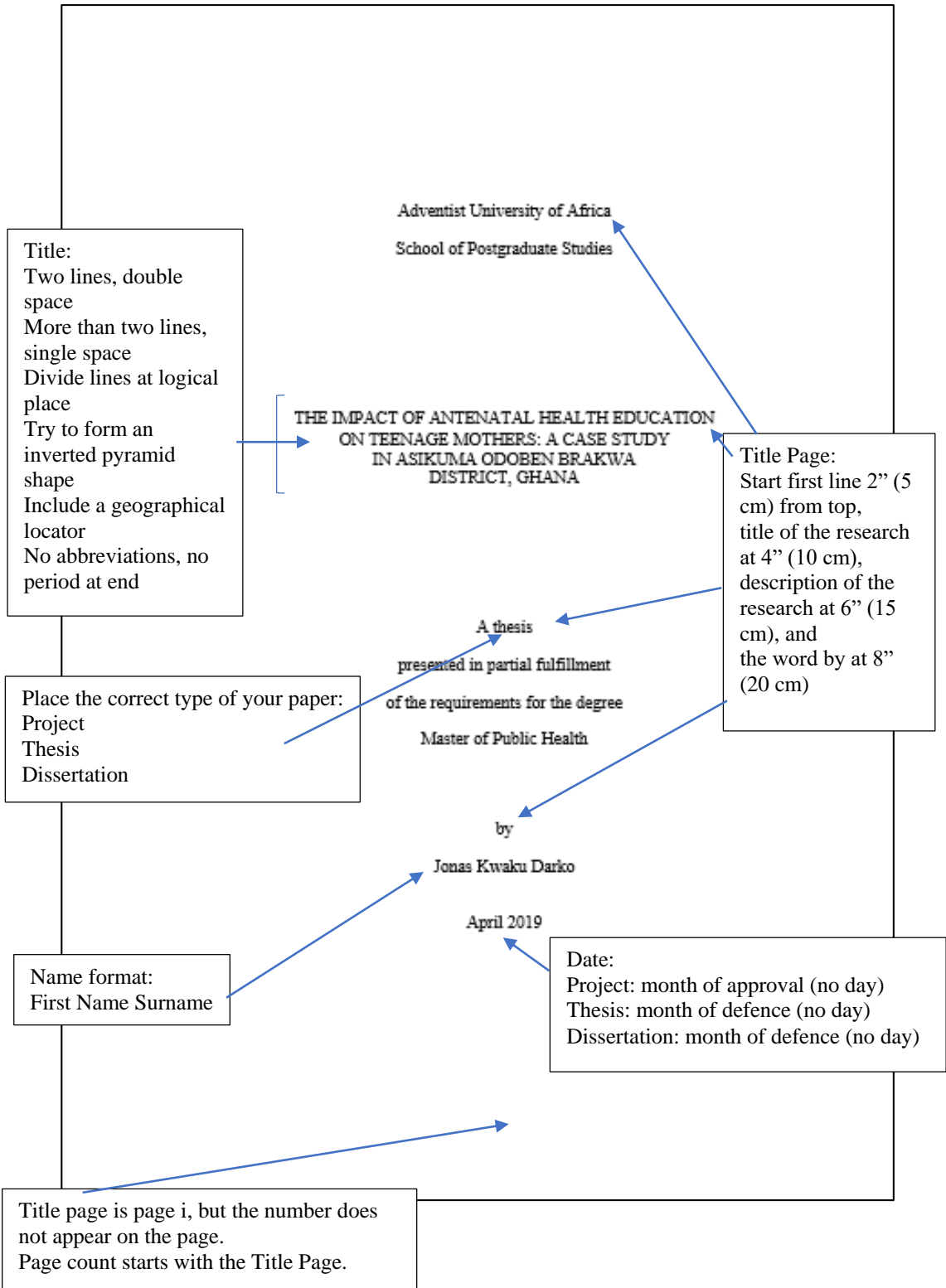
The boxes that look like the one above give instructions for how the page is to be formatted. Sometimes all instructions could not be included, so students must refer to detailed instructions in the appropriate chapter. These boxes are not to be placed on your paper—they only give you format/style instructions.

Follow the examples so that your pages conform to the proper style and format. The Sample Pages are titled to be used with a project, thesis or dissertation—use the one for your type of paper. If there is not a paper type on the Sample Page, it means that the sample page is used for all types of papers.

The Sample Pages follow the order that the pages should appear in your paper:

- Abstract
- Title Page
- Copyright
- Approval Page
- Dedication (optional)
- Table of Contents
- List of Tables (required if five or more tables appear in the paper)
- List of Figures (required if five or more figures appear in the paper)
- List of Abbreviations (required if five or more abbreviations are used at least three times each)
- Acknowledgements (optional)
- Chapters 1-5
- References
- Appendix(es)
- Curriculum Vitae





Copyright Page: not required, but encouraged.
Information is placed at bottom of page as shown.

No page number is shown, but page is counted.

Copyright 2018 © Joseph Adebomi
All Rights Reserved

Approval Page Project:
Format page to look like this and fit on one page.

Title:
Two lines, double space
More than two lines, single space
Divide lines at logical place
Try to form an inverted pyramid shape
Include a geographical locator
No abbreviations, no period at end

THE IMPACT OF DISABILITY ON THE WORSHIP EXPERIENCE AND
GENERAL PARTICIPATION BY VISUALLY CHALLENGED
SEVENTH-DAY ADVENTIST CHURCH MEMBERS
IN WEST ZIMBABWE

Approval Page:
Start title of the research 2" (5 cm) from top,
description of the research at 4" (10 cm),
the word by at 6" (15 cm), and
the word APPROVED BY at 7" (17.5 cm)

A project
presented in partial fulfillment
of the requirements for the degree
Master of Arts in Leadership

by
Ngabaite Muchinguri

Name format:
First Name Surname

APPROVED BY:

Primary Adviser
Kakule Kisunzu, DMin, PhD

Programme Director, MALead
Musa Nyakora, PhD

Secondary Adviser
Larry Evans, DMin

Head of Department, Social Sciences
Musa Nyakora, PhD

Date: _____

Dean, School of Postgraduate Studies
Daniel Gamu, DrPH

Date is filled by Dean when signed.
Add solid line after colon.

Approval Page has no page number
although it is counted as a page.

Approval Page Thesis:
Format page to look like this and fit on one page.

Title:
Two lines, double space
More than two lines,
single space
Divide lines at logical
place
Try to form an inverted
pyramid shape
Include a geographical
locator
No abbreviations, no
period at end

**DETERMINANTS OF BREAST CANCER AWARENESS
AND SCREENING PRACTICES OF WOMEN
IN TAMALE, GHANA**

Approval Page:
Start title of the
research 2" (5 cm)
from top,
description of the
research at 4" (10
cm),
the word by at 6"
(15 cm), and
the word
APPROVED BY at
7" (17.5 cm)

A thesis
presented in partial fulfillment
of the requirements for the degree
Master of Public Health

by

Patry Ago Adams

Name format:
First Name Surname

APPROVED BY:

Primary Adviser
Godwin Aja, DrPH

Programme Director, MPH
Daniel Gamu, DrPH

Secondary Adviser
Patrick Owili, PhD

Head of Department, Applied Sciences
Lossan Bonde, PhD

External Examiner
Rosebella Iseme, PhD

Dean, School of Postgraduate Studies
Daniel Gamu, DrPH

Date: _____

Date is filled by Dean when signed.
Add solid line after colon.

Approval Page has no page number
although it is counted as a page.

Approval Page Dissertation:
Format page to look like this and fit on one page

Title:
Two lines, double space
More than two lines,
single space
Divide lines at logical
place
Try to form an inverted
pyramid shape
Include a geographical
locator
No abbreviations, no
period at end

COMPARATIVE ANALYSIS OF CONFLICT MANAGEMENT
STRATEGIES AT SELECTED INSTITUTIONS OF HIGHER
EDUCATION IN ARUSHA, TANZANIA

Approval Page:
Start title of the
research 2" (5 cm)
from top,
description of the
research at 3.5" (9
cm),
the word by at 5.5"
(14 cm), and
the word
APPROVED BY at
6.5" (16.5 cm)

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

by

John Obioma

Name format:
First Name Surname

APPROVED BY:

Primary Adviser
Sunday Audu, PhD

Programme Director, PhDLead
Musa Nyakora, PhD

Secondary Adviser
Josephine Ganu, PhD

Head of Department, Social Sciences
Musa Nyakora, PhD

Secondary Adviser
Risper Awuor, PhD

Dean, School of Postgraduate Studies
Daniel Ganu, DrPH

External Examiner
Suya Simatale, PhD

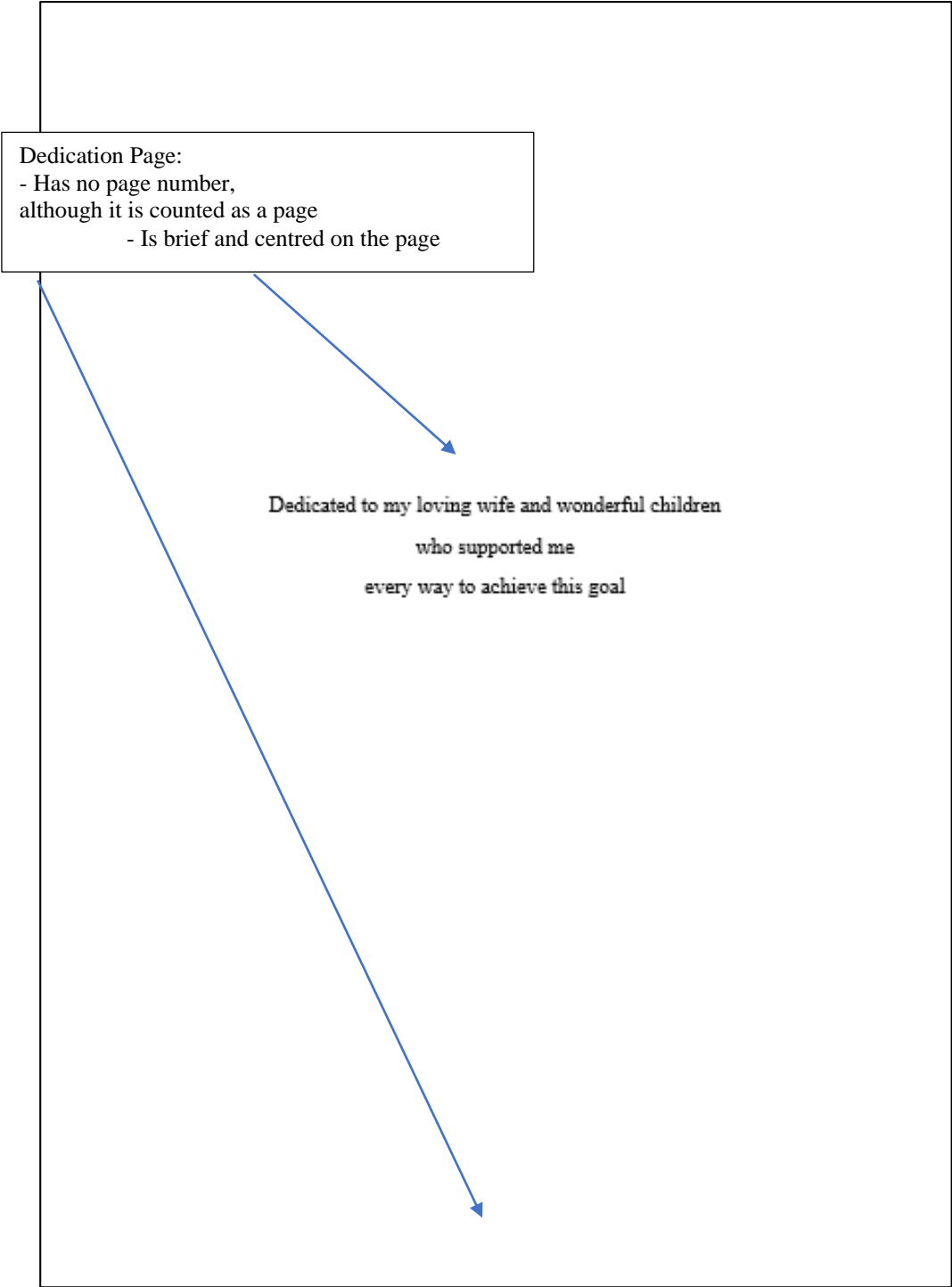
Date is filled by Dean when signed.
Add solid line after colon.

Date: _____

Approval Page has no page number
although it is counted as a page.

Dedication Page:

- Has no page number, although it is counted as a page
- Is brief and centred on the page



Dedicated to my loving wife and wonderful children
who supported me
every way to achieve this goal

Entries in the Table of Contents (TOC) must reconcile exactly with the headings and page numbers in the text.

Start with headings that come after the TOC.

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Leave a triple space after all chapter titles.

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Single space between subheading entries.

Each level is indented three spaces (.3" or .75 cm) further than the one before.

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Run-over lines should be indented three spaces (.3" or .75 cm).

Double space between appendix entries.

Numbers must be right-justified.

Continue page numbering on subsequent preliminary pages.

Required if you have five or more tables in your text.

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Leave a triple space after all chapter titles.

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Double space between list of tables entries.

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Numbers must be right-justified.

Required if you have five or more figures in your text.

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Leave a triple space after all chapter titles.

Double space between list of figures entries.

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Numbers must be right-justified.

Continue page numbering on subsequent preliminary pages.

Required if you used five or more abbreviations in your text at least three times each.

Abbreviations are in alphabetical order

LIST OF ABBREVIATIONS

BC	Breast Cancer
BSE	Breast Self-Examination
Ca	Cancer
CBE	Clinical Breast Examination
GHS	Ghana Health Service
MOH	Ministry of Health
WHO	World Health Organization

Leave a triple space after all chapter titles.

Use tabs, not spaces, to create the second column.

Continue page numbering on subsequent preliminary pages.

The acknowledgements section is appropriate, but not required. Acknowledgements should be focused and names spelled

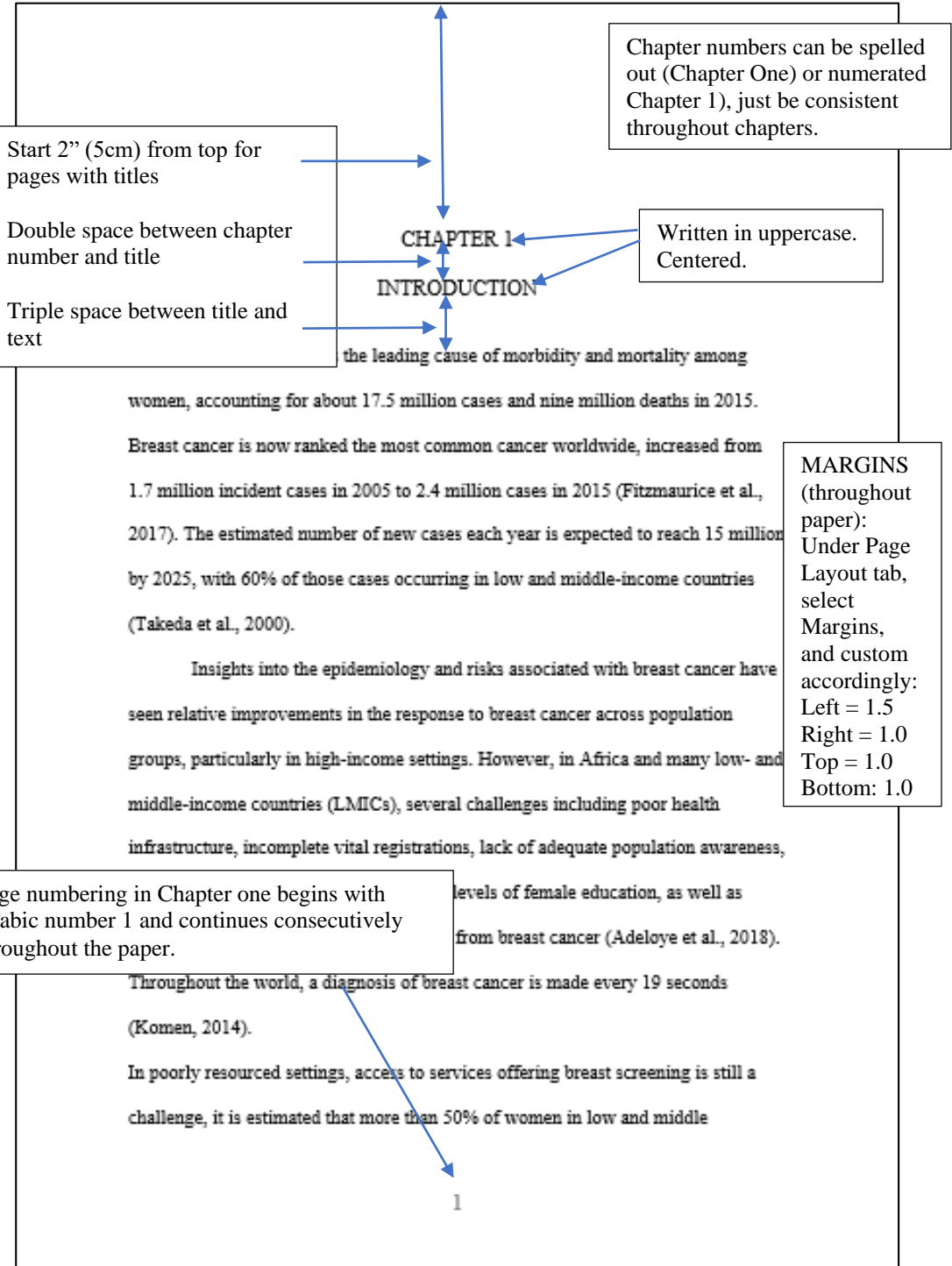
ACKNOWLEDGEMENTS

Leave a triple space after all chapter titles.

I thank my Creator God for availing me this priceless opportunity to further my education while serving in His vineyard. I also thank the East Zimbabwe Conference administration for making this venture possible. Special thanks go to my advisors, Drs. Josephine Ganu and Carmelita Troy, for their encouragement, guidance, constant follow-ups, and suggestions for the improvement of the paper. Further, I extend my gratitude to my lecturers and fellow students who added value not only to my studies but life in general. Special appreciation goes to Dr Susan Baker and her team of professionals for their intellectual expertise.

Finally, I extend my heartfelt gratitude to my close family members who gave me all the needed emotional and social support.

Continue page numbering on subsequent preliminary pages.



Level 1 heading:
centered, title case, bold

Conceptual Framework

Leave double space between heading and text.

Figure 1 presents the conceptual framework of the study. The dependent variable is the level of breast cancer awareness and screening. Both early detection and treatment have been shown to be the most effective methods to address the rapidly increasing global health burden (Liu et al., 2017). Breast screening is the primary way to diagnose or detect early any abnormality with the breast. However, closely connected to screening is awareness.

Figures and Tables must always be introduced by number before they are shown.

More so, the independent variables show that factors such as socio-demographic variables and the general perceptions of women regarding breast cancer affect the extent to which women are interested in becoming aware of the disease and also engaging in screening practices. Figure 1 shows the relationships among the variables in the study.

Leave two double spaces before and after tables and figures.

Independent Variables

Dependent Variables

- Socio-Demographic variables**
1. Age
 2. Religion
 3. Ethnicity
 4. Educational Level

- Breast Cancer Perceptions**
1. Risks
 2. Usefulness of screening
 3. Action taken upon detection of lump

Breast Cancer Awareness and Screening Practices

Figure 1. Conceptual Framework

Figure titles go below the figure, numbered consecutively with no decimals. Quantitative studies show variables. Qualitative studies do not have variables.

CHAPTER 2
LITERATURE REVIEW

Cancer

Cancer is an increasing problem in Africa due to several factors including aging populations and the increasing adoption of risk behavior such as unhealthy diets, lack of physical exercise, smoking, alcohol consumption, obesity, physical inactivity, and reproductive behaviors (Parkin, et al., 2018). Ferlay et al. (2013) predict that the number of new cancer cases per year will increase by 70% in Africa between 2012 and 2030 due to demographic changes alone. Also, Bray (2014) attributes the rise in cancer incidence to the increasing urbanization of Africa and the associated lifestyle changes.

According to the World Health Organization (WHO), Breast cancer is the most frequent cancer among women, impacting 2.1 million women each year, and also causes the greatest number of cancer-related deaths among women. In 2018, it was estimated that 627,000 women died from breast cancer – that is approximately 15% of all cancer deaths among women. While breast cancer rates are higher among women in higher-income regions, rates are increasing in nearly every region globally. Breast cancer is “the most common cancer among women in 26 of the 54 countries in

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

Breast Cancer Epidemiology and Incidence

It is said that the control and prevention of breast cancer have in Africa is basically limited, partly due to a lack of reliable epidemiologic risk factor data and

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

If the first section of a chapter serves as an introduction, it need not be labelled as such.

This chapter discusses the research design, the population and sampling procedure, the instrument for data collections, the ethical consideration, data collection procedures and the method of data analysis. The chapter presents the basic techniques and tools for data collection and analysis. It shows the methods used for how data were collected and subsequently analyzed.

Research Design

Type of Study

The research design is a descriptive, cross-sectional study aimed at the purpose of assessing the extent to which the internal audit is being practiced in local churches and determining the level of the financial performance.

Leave a double space between two successive headings. There can never be three successive headings.

Level 2 heading: left margin, title case, bold

Study Setting

This research was conducted in Monrovia which is the capital city of Liberia. Liberia is located on the West coast of Africa and share borders with Guinea, Ivory Coast and Sierra Leone on the North, East and West respectively.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the findings, the analysis and the interpretation of the data gathered through research questionnaire on the effect of employee motivation on the achievement of organisation goals, the case of Malawi Adventist University. The findings are presented according to the sequence of the research questions.

Use figures to express number 10 and above.

The Response Rate

The employees under study were 241. Out of the 241 employees, 181 was the sample size. 181 questionnaires were distributed to the respondents and 155 were retrieved representing 85.6% retrieval rate. Nine questionnaires were discarded as were not properly responded to leaving 146 questionnaires that were fully responded to and that represented 80.6% or 81% response rate. Therefore, the results presented and the conclusions made from this study are from the 81% response rate and the researcher felt adequate to draw conclusions out of this.

Demographic Characteristics of the Respondents

This section presents the demographic information of the respondents based on their age, gender, years of service, education level, job category and job status. These categories are shown on the frequency distribution tables.

Place table titles above the table.

Leave a single space between title and table.

Table 1. Socio-demographic Characteristics of Female Respondents

Characteristic	Category	Frequency	Percentage
Age	18 – 24	135	34.1
	25 – 29	85	21.5
	30 – 34	52	13.1
	35 – 39	27	6.8
	40 – 44	20	5.1
	45 – 49	40	10.1
	50 and Above	37	9.3
	Total	396	100
Marital Status	Single	122	30.8
	Married	251	63.4
	Separated	11	2.8
	Divorced	12	3.0
	Total	396	100
Religion	Christian	133	33.6
	Moslem	263	66.4
	Total	396	100
Educational Level	No formal education	131	33.1
	Primary	24	6.1
	JHS	95	24.0
	SHS	119	30.1
	Tertiary	27	6.8
	Total	396	100
Ethnicity	Akan	56	9.1
	Bissa	8	2.0
	Builsa	14	3.5
	Dagao	8	2.0
	Dagomba	246	62.1
	Frafra	31	7.8
	Ga	3	0.8
	Konkomba	9	2.3
	Mamprusi	31	7.8
	Moshie	10	2.5
	Total	396	100
Community/Area Council	Aboabo	32	8.1
	Bilpela	11	2.8
	Changli	35	8.8
	Dabokpa	30	7.6
	Gulpegu	29	7.3
	Gumbihini	33	8.3
	Kukuo	8	2.0
	Lamashegu	58	14.6
	Moshie Zongo	39	9.8
	Sabongida	30	7.6
	Sakasaka	12	3.0
	Tishegu	44	11.1
	Zogbeli	35	8.8
	Total	396	100

Source: Field Survey, 2018

Tables should fill the width of the page. To achieve this: Select the table (top left-hand corner). Then go to **TableTools > Layout** and under the **Cell Size** group, select **AutoFit > AutoFit Window**.

Show all headers at the tops of columns for convenience of the reader and keep columns and rows aligned as in first page.

Write *(continued)* after the table number on the following page, and *(table continues)* at the bottom of the first page of the table.

Table 10 (continued), Distribution of C

Church growth intervention	N	N*0	Y					
Providing leadership training systems and human resources for the departmental leaders who are kingdom minded on bi-annual basis.	175	0	45					
Teaching and lead the departmental leaders to understand and	180	0	40	40	220	40	0.18182	12
	0	35	35	220	35	0.15909	13	
	0	80	30	220	30	0.13636	14	
	0	25	25	220	25	0.11364	15	

Table 10. Distribution of Church Growth Intervention

Church growth intervention	N	N*0	Y	Y*1	Total response	Total score	RII	Rank
Are the leaders serving a big part of church culture?	120	0	100	100	220	100	0.45455	1
Does the church care for children and Youth?	120	0	100	100	220	100	0.45455	1
Are the Youth involved in church programs?	125	0	95	95	220	95	0.43182	3
Do the leaders utilize holistic stewardship practice?	150	0	90	90	220	90	0.40909	4
Do the church leaders have a genuine desire for church growth?	150	0	90	90	220	90	0.40909	4
Equipping and empowering the departmental leaders for a life of service within the God's church.	150	0	70	70	220	70	0.31818	6
Preparing the leaders to be responsible citizenship in the church, in this world and the world to come.	150	0	70	70	220	70	0.31818	6
Do the church leaders make visitation priority of church program?	150	0	70	70	220	70	0.31818	6
Do leaders confront issues lovingly?	160	0	60	60	220	60	0.27273	9
Developing leadership appraisal and further training opportunities for leaders.	170	0	50	50	220	50	0.22727	10

(table continues)

Tables should typically fit on one page. If they have to be continued, present as shown here.

Tables can be in landscape view if data set is large.
All table rules apply; title number/title are on left margin.

Table 12. Peer Pressure Levels and Socio-Demographic Characteristics

	Gender	Age	How long in SDA	Regular on Sabbath	Regular on weekdays	Dating	Partying friends	Betting and football	Hypocritical friends	Movies	Sexual relations	Camp polit
Year of study	.213**	-.044	.317**	-.004	.150*	.017	.083	.068	.017	.013	.003	.0
Gender	1.000	-.102	.626**	.045	.076	.039	.028	.074	.093	-.011	-.042	-.0
Age	1.000	-.313**	.005	-.021	-.021	-.010	.064	.079	.034	.055	.083	.0
How long in SDA	1.000	.174**	1.000	.074	.153*	.081	.128*	.099	.083	.068	.1	.0
Regular on Sabbath	1.000	-.147*	1.000	1.000	.157*	.127*	.284**	-.030	-.171**	-.088	-.074	.0
Regular weekdays	1.000	.427**	1.000	1.000	1.000	.427**	.356**	.310**	.461**	.271**	.34	.0
Dating	1.000	.452**	1.000	1.000	1.000	1.000	1.000	.452**	.353**	.473**	.320**	.46
Partying friends	1.000	.339**	1.000	1.000	1.000	1.000	1.000	.339**	.399**	.499**	.292**	.41
Betting and football	1.000	.1000	1.000	1.000	1.000	1.000	1.000	.1000	.1000	.481**	.349**	.35
Hypocritical friends	1.000	.1000	1.000	1.000	1.000	1.000	1.000	.1000	1.000	1.000	.391**	.46
Movies	1.000	.1000	1.000	1.000	1.000	1.000	1.000	.1000	1.000	1.000	1.000	.34
Sexual relations	1.000	.1000	1.000	1.000	1.000	1.000	1.000	.1000	1.000	1.000	1.000	.34

Page number is placed in same position as vertical pages.

Figures can also display data nicely.
Figures and Tables must always be introduced by number before they are shown.

The majority of respondents, 34 (56.7%) were within the age range of 26-45 years, 15 (25.0%) were aged between 15-25 years, and the least 11 (18.3%) were aged from 46 years and above, as seen in Figure 2. Age, it turns out, was an important factor based on the findings of this study.

It is a good idea to add the percentage amounts when using graphic data where they can be seen.

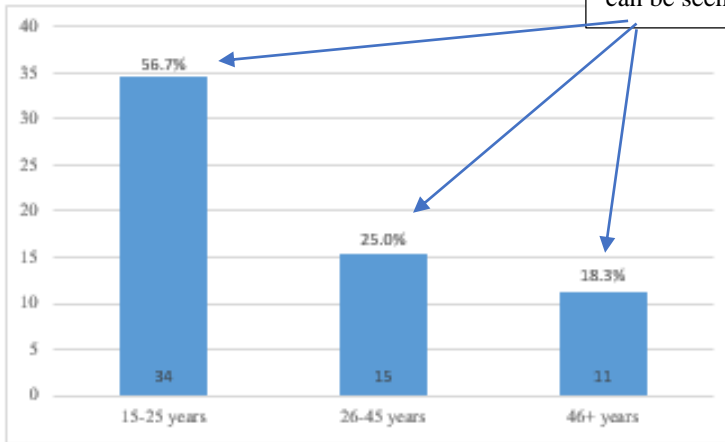


Figure 2. Age Distribution of Study Respondents

Your paper will be printed in black and white, so avoid color and make sure data is readable.

Displayed to follow the order that the pages should appear in your paper. All format rules apply.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

Stakeholders of Mbwalika schools cannot overcome the challenges of speaking English by chance, especially if they want to achieve excellence in spoken English by learners at the school. The practice of speaking English must become a more consciously and continuously habit by all the learners. Teachers and the administration must implement policies and programs which will inevitably empower and compel students to develop the culture of practicing speaking English. In so doing, most of them will have their skills of speaking English improved. Mbwalika should create systems that encourage, reward and support the motivation styles of English speaking at the school. All things being equal, teachers should be at the forefront of the program. Speaking English is needful in the inside as well as an outside classroom. Most learners hardly speak English while others seem to speak it occasionally.

To improve and overcome the challenges of speaking English, learners ought not to think of their EFL only. They should not have a pessimistic attitude because their native language is Chichewa," therefore, they cannot master another language." This mindset will not help them learn and know other languages like English. It would even cause English Speaking Difficulties (ESD). With such ESDs, one would suffer from lack of confidence, lack of understanding, forgetting vocabulary when speaking, and poor pronunciation. That is why learners must be encouraged to use English when speaking.

References follow the last chapter of your work immediately.

Format for books:
Author(s). (Year).
Title of the book
(ed. or vol. if any).
Publisher.

NB: You do not need to include the publisher location or databases where you retrieved the book.

Single space
References.

Leave double
space between
entries.

Use “hanging
indent” style
of paragraphs.
(Under *Page
Layout*, Click
the marker to
the right of
Paragraph.
Under
*Indentation>S
pecial* in the
resulting
dialogue box,
set hanging by
0.5”.)

Format for chapter in an
edited book:
Author(s). (Year). Title
of the chapter. In
Editor(s), Title of the
book (pp. xx-xx).
Publisher.

REFERENCES

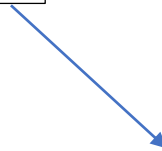
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Include in alphabetical order all sources cited in the paper. Do not add extra work.

Format for journal article:
Author(s). (Year).
Title of the article. *Title of the journal*,
Volume(Issue),
Page range. DOI.

NB: Both DOIs and URLs are presented as hyperlinks (i.e., beginning with “http:” or “https:”), and it is not necessary to include the words “Retrieved from” or “Accessed from” before them.

Initial appendix cover sheet



APPENDIXES

The cover sheet has no page number,
although it is counted as a page.



Appendixes usually appear in the order they are presented in the text.

Appendixes can be titled with numbers (Appendix 1), or alphabets (Appendix A). Just be consistent with use of one or the other throughout the document.

Questionnaires appear in the appendixes as they were presented to the respondents.

APPENDIX 1

QUESTIONNAIRE SECTION II

Please rank the following statements using this scale: (Check box)

Scale:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Not sure
- 4 = Agree
- 5 = Strongly agree

No	Statement	1 SD	2 D	3 NS	4 A	5 SA
1	Internal Audit staff conducts regular audit activities for the churches and companies.					
2	Internal audit staff perform local church audit with competence.					
3	Internal audit staff perform local church audit with integrity.					
4	Internal audit report addresses weakness in the internal control systems of the churches.					
5	The Conference internal auditor makes appropriate recommendations for local church financial records to improve.					
6	The internal auditor sends appropriate audit report to the local church after audit on a timely basis.					
7	The Internal Auditor expresses the appropriate audit opinion on the local church records without bias.					

If you have to include material that cannot be reformatted, make sure that the text is still visible after the scanning/cropping process.

APPENDIX 3
PERMISSION TO CONDUCT RESEARCH



Mbwatalika Secondary School

P O Box 1416

Lilongwe.

24th May 2016

Mbwatalika Secondary School

P O Box 14 16

Lilongwe

Dear Madam,

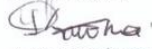
RE: ACCEPTANCE FOR YOUR RESEARCH PROJECT STUDY

According to your application that you showed interest to do your research study here at the school, we are pleased to tell you that the ADCOM of Mbwatalika schools accepted your application and that you can go ahead when you are ready.

Looking forward to seeing you prosper in your studies.

Yours Sincerely,

Y. Kawerama


Acting Registrar



This is only an example.
Refer to *Handbook* regarding
what to include in CV.

CV is not an appendix.

CURRICULUM VITAE

Personal Information

Surname: Finished
Name: Withdegree
Nationality: Liberian
Email: finishbedw@zuu.ac.ke

Education

Institution: William V.S. Tubman High School, 12th Street, Monrovia,
Liberia

Date: 1993 Senior High School Education

Degree High School & National Examination Certificates

Institution: University of Liberia, Capitol Hill, Monrovia, Liberia

Date: 1995 - 2001

Degree BBA – Accounting Major, Economic Minor

Institution: Adventist University of Africa

Date: 2013 - 2016

Degree MBA Accounting Candidate

Relevant Professional Experience

Date 01/01/2000 – Present

Location Monrovia, Liberia

Company/organisation West Africa Union Mission of Seventh-day Adventists

Position Treasurer

Date 01/01/2013 – 31/12/2015

Location Monrovia, Liberia

Company/organisation South West Liberia Conference of Seventh-day Adventists

Position Treasurer

CV has the last page number of the document.

Samples of Consent and Permission Forms

Use these pages for ethics requirements.

Informed Consent

Note to Researcher: Areas to be filled are shown by parentheses and italics. These should be completed before given to participants.

You are being asked to participate in a research study entitled: *(Title of your study)*.
The purpose of this study is *(give a BRIEF sentence about the purpose of your study)*.

In order to participate in the study, you will be asked to fill out a questionnaire that has *(number)* items. Finishing the questionnaire should take approximately *(amount of time for average person to complete)* minutes. *(Add other research instruments, if applicable, and state what participants have to do and how long their participation should take them to complete.)*

Your participation in this study is voluntary. If you sign the bottom of this Form, it means that you are giving your consent to be in the study. You will NOT write your name on the questionnaire and this Form is separate from the questionnaire—this ensures that your identity will not be revealed. No one other than the researcher(s) and advisers will have access to the data. All data will be kept on a password protected computer. *(If this statement is not true of your study, delete it and state how data will be protected.)*

If you do not want to participate in the study, do not begin filling the questionnaire or participating in other research activities. If you start to fill the questionnaire and decide you do not want to participate, stop filling it and give it to the researcher. There is no penalty for not participating and your questionnaire will not be used.

If you participate, you will contribute to knowledge about *(briefly state the benefits of this knowledge)*, which may help to *(give a brief statement of benefits)*. There are no identifiable risks in participation *(or, if there are risks, discuss them here)*.

The researcher will answer any questions that you have about the study and you should ask them now.

If you have complaints or concerns about this research, please contact the Chair of the AUA Institutional Ethics Review Committee:
(Give the name of the AUA IERC Chair and his/her email address here. You can get this information from your Programme Leader.)

Thank you.
(Include your name and programme)

By signing below, I agree to participate in this research.

Signature _____ Date _____

This study has been approved by the AUA Institutional Ethics Review Board. *(Only add this statement when approval has been given.)*

Parent or Guardian Permission Form for Research Involving a Minor

Note to Researcher: This is a sample. Your permission form does not need to be formatted exactly like this one, as long as it includes the necessary elements contained here.

For research involving minors, child assent should be sought whenever possible. At times, this may entail creating a separate consent document for parents and children (each written in age-appropriate language) and each must be signed. At other times, parents may be required to make the decision for the child. Please be aware that participants give consent, parents give permission, and minors give assent. Your documents should contain the appropriate terms.

Areas to be filled are shown by parentheses and italics. These should be completed before given to participants.

Title of Project: *(give title written in plain, non-jargon language; can be brief)*

Researcher: *(your name and email address or phone number)*

Your permission is being sought to have your child participate in this study. Please read the following information carefully before you decide whether or not to give your permission.

Purpose of the research: *(make a brief and clear statement)*

Procedure to be followed: *(state what child will have to do in the research)*

Discomforts/risks: *(This can be the following sentence or modified to meet the need of your study.)* There are no foreseeable discomforts or dangers to either you or your child in this study.

Incentives/benefits for participation: *(This can be the following sentence or modified to meet the need of your study.)* There are no direct benefits to your child from participating in this study. However, the results of this study will *(add the potential benefits of your study to humanity/society/community/church here)*.

Time duration of participation: *(state how long participation will take)*

Statement of confidentiality: All records are kept confidential and will be available only to the researcher. If the results of this study are published, the data will be presented in group form and individual children will not be identified.

Voluntary participation: Your child’s participation is voluntary. If you feel your child has in any way been coerced into participation, please inform the Chair of the AUA Institutional Ethics Review Committee, *(add the name of the Chair of the Committee here)* at the email address: *(add the Chair’s email address at AUA; your Programme Leader can give you this information)* or the phone number: *(add the phone number at AUA; your Programme Leader can give you this information)*. This letter can be read to your child, if age-appropriate, and inform your child that participation is voluntary. At the time of the study, your child will once again be reminded of this by the researcher.

Termination of participation: If at any point during the study you or your child wishes to terminate the session, we will do so. There is no penalty for ending participation.

Comments, concerns or complaints regarding the research should be directed to: The Chair of the AUA Institutional Ethics Review Committee, *(add the name here, as you did above)* at the email address: *(add the Chair’s email address at AUA, as you did above)* or the phone number *(add the phone number, as you did above)*.

This research has been reviewed and approved by the ethics committee at the Adventist University of Africa. If at any time before, during or after the study your child experiences any physical or emotional discomfort that is a result of his/her participation, contact the Chair of the Institutional Ethics Review Committee, *(add the name here, as above)*, using the email address: *(add email address here)* or phone number: *(add the phone number at AUA here.)*

Signing the form below will allow your child to participate in the study. If you do not sign and return this form, the researchers will understand that you do not wish to allow your child to participate.

Parent Signature

I, the parent or guardian of _____, a minor who is _____ years of age, give my permission for his/her participation in the research named above.

Parent/Guardian Signature Date

Printed name

Child/Minor Signature, if appropriate

I, _____, agree to participate in the research named above. I understand that this is voluntary and that any questions I have about this research have been answered.

Signature of Child/Minor Date

Non-Disclosure Agreement for Participants in Research Interviews or Focus Groups

Note to Researcher: If participants must sign an Informed Consent, the participant must read and sign the Informed Consent BEFORE being given this Form for completion.

Non-Disclosure Statement:

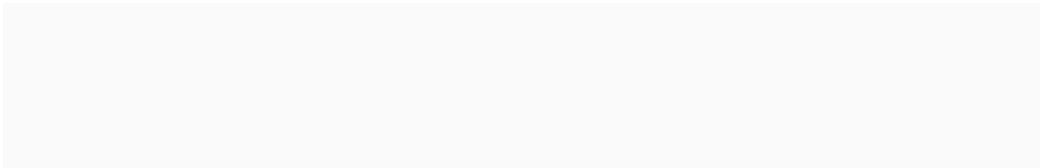
You are being asked to read and sign this Form because you are invited to be a participant in a focus group, an interview or a discussion. As a participant, you will be asked to voice your opinion and others will voice their opinions. You are asked to NOT disclose anything that was said during the focus group, interview or discussion. By agreeing to participate, you agree NOT to disclose to others outside this event anything said within the context of the focus group, interview, or discussion.

___ I agree to maintain the confidentiality of the information discussed by all participants and researchers during the focus group/interview/discussion session.

___ I do not agree to the confidentiality requirements of this study and decline to participate.

Name _____ Date: _____

Signature:



Permission to Use Direct Quotations for Participants in Research Interviews or Focus Groups

Note to Researcher: If participants must sign an Informed Consent, the participant must read and sign the Informed Consent BEFORE being given this Form for completion.

Permission to Quote:

I may wish to quote your words directly in reports and publications resulting from this interview, focus group or discussion. With regards to being quoted, please check yes or no for each of the following statements:

Researchers may publish documents that contain quotations by me under the following conditions:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	I agree to be quoted directly (my name can be used).
<input type="checkbox"/> Yes <input type="checkbox"/> No	I agree to be quoted directly if my name is not published (I remain anonymous).
<input type="checkbox"/> Yes <input type="checkbox"/> No	I agree to be quoted directly if a made-up name (pseudonym) is used.

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study.

Name _____ Date: _____

Signature: _____

Permission for Photography for Research Participants in Any Pictures Taken by Researcher

Note to Researcher: If participants must sign an Informed Consent, the participant must read and sign the Informed Consent BEFORE being given this Form for completion.

Permission to Use Photograph(s):

If any photographs or likenesses of you, a minor member of your family, or your property have been taken during this research, we request your permission to use them in a published document. Once the document is published, the photographs could appear in media, such as the internet.

Permission to use your photograph(s)/likeness is voluntary. You do not have to consent to participate in this study. You do not have to agree to have pictures taken or published.

In regard to publication of photographs/likenesses of me, a minor member of my family, or my property:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	I agree to be photographed and have the photographs used in a publication.
<input type="checkbox"/> Yes <input type="checkbox"/> No	I give permission for a minor member of my family to be photographed and the photograph used in a publication.
<input type="checkbox"/> Yes <input type="checkbox"/> No	I agree that my property can be photographed and the photograph used in a publication.
<input type="checkbox"/> Yes <input type="checkbox"/> No	I do not give permission for any of the above uses of my photograph, likeness, minor family member, or property.

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study.

Name _____ Date: _____

Signature: _____

Proposal and Proposal Defence Forms

Proposal Title Page

Adventist University of Africa
School of Postgraduate Studies

A MODEL SIMULATION OF ARTIFICIAL INTELLIGENCE
FOR USE IN THE HIGHER EDUCATION COMPUTER SCIENCE CLASSROOM

Insert the type of your paper:
Project
Thesis
Dissertation

A Thesis Proposal
for the degree
Master of Science in Applied Computer Science

Make sure
the name of
the degree
you are
getting is
correct

by
Emmanuel Owusu
January 2019

Name format:
First Name Surname

Date: month and year you
submit proposal with no
punctuation



Proposal Examination Form

To: _____ Date: _____
Programme Leader

This is to confirm that: _____
Student Name

Project Thesis Dissertation

Title:

has finalized his/her proposal, including research instrument(s) and is now ready for Proposal Defence and Panel examination.

Primary Adviser: _____ Signature _____ Date _____

Secondary Adviser: _____ Signature _____ Date _____

Secondary Adviser (*If applicable*): _____ Signature _____ Date _____

Programme Leader: _____ Signature _____ Date _____



Research Proposal Defence Evaluation Form

Name of Student:

Project Thesis Dissertation

Title:

Direction: *Please carefully read the attached proposal and evaluate each section of the proposal using the rating scale:*

- 1 Below average
- 2 Average
- 3 Above average

Where you've rated "Below average," specify the desired improvement in the space provided.

Evaluation Statement	Ratings (circle)			Comments
Title of the Study/Background Study				
1. The title of the study properly captures the main problem of the research.	1	2	3	
2. The background of the study gives adequate context to understand what the research is about.	1	2	3	

Evaluation Statement	Ratings (circle)			Comments
Problem Statement				
3. The problem is relevant to the needs of society and significant enough to add to existing knowledge.	1	2	3	
4. There is sufficient evidence in the problem statement to convince the reader that the problem is real and solvable.	1	2	3	
5. The problem is focused enough to be accomplished within a reasonable expenditure of time, money and effort.	1	2	3	
Research Questions/Hypotheses				
6. If the study is quantitative, the research questions/hypotheses align with the purpose and variables. If the study is qualitative, the research questions are aligned with selected phenomenon.	1	2	3	
7. The research questions/hypotheses taken together answer the research problem.	1	2	3	
8. There is a direct link between the research questions/hypotheses and the conceptual/theoretical framework.	1	2	3	
Theoretical/Conceptual Framework				
9. The theoretical/conceptual framework identifies the concepts/variables and the presumed relationships among them.	1	2	3	
10. The theoretical/conceptual framework demonstrates understanding of relevant reviewed literature.	1	2	3	
11. The theoretical/conceptual framework is linked to the research problem/questions/hypotheses.	1	2	3	
12. Key concepts/variables and terminologies in the study are defined according to how they are used in the study.	1	2	3	

Evaluation Statement	Ratings (circle)			Comments
Review of Related Literature				
13. There is adequate exploration of literature relevant to the research problem and questions.	1	2	3	
14. The reviewed literature identifies gaps and/or limitations in existing research, therefore providing a context for the study.	1	2	3	
15. The literature review is organized systematically and logically based on the key concepts/variables in the study.	1	2	3	
16. The literature review is coherent in a way which offers new insights into the topic.	1	2	3	
Research Methodology				
17. The study clearly identifies an appropriate research design.	1	2	3	
18. The study demonstrates why the chosen design and methods are well suited to the study.	1	2	3	
19. The study population and sample procedures are clearly identified and described.	1	2	3	
20. Sampling is clearly described according to the standards of the selected research design.	1	2	3	
21. The proposal identifies the appropriate data analysis techniques for addressing the research questions.	1	2	3	
22. The proposal discusses ethical issues that may arise from the study and how to safeguard the participants and data collected.	1	2	3	
Research Instruments (s)				
23. The instrument(s) for gathering data is/are clearly identified and described.	1	2	3	
24. The instrument(s) for data collection contain all the constructs and variables in the research questions.	1	2	3	
25. The instrument validation processes are indicated.	1	2	3	

Evaluation Statement	Ratings (circle)			Comments
	1	2	3	
26. The instrument reliability processes are indicated.				
References				
27. The proposal provides a list of cited references according to the APA reference style.				
28. The references are current and relevant.				
Other Considerations				
29. The proposal is free from typographical and grammatical errors.				
30. The student demonstrated a clear understanding of the study.				
31. Student's overall grasp of the subject of his/her research.				
Overall Score =				

Other General Remarks

Score	Interpretation
81- 93	Approved, with minor or no correction
61- 80	Approved, revise – no need to re-submit
41-60	Revise, must re-submit
Below 41	Denied, re-write proposal

Overall Evaluation: ___Approved, with minor or no correction
 ___Approved, revise – no need to re-submit
 ___Revise, must re-submit
 ___Denied, re-write proposal

Evaluator: _____ Signature: _____

Date: _____



**Research Proposal Defence Evaluation Form
for Computer Science**

Name of Student:

Project Thesis Dissertation

Title:

Direction: *Please carefully read the attached proposal and evaluate each section of the proposal using the rating scale below:*

- 1 Below average
- 2 Average
- 3 Above average

Where you've rated "Below Average," please specify the desired improvement in the space provided.

Evaluation Statement	Ratings (circle)			Comments
Title of the Study/Background Study				
1. The title of the study properly captures the main problem of the research.	1	2	3	
2. The background of the study gives adequate context to understand what the research is about.	1	2	3	
Problem Statement				
3. The problem is relevant to the needs of society and significant enough to add to existing knowledge.	1	2	3	
4. There is sufficient evidence in the problem statement to convince the reader that the problem is real and solvable.	1	2	3	
Evaluation Statement	Ratings (circle)			Comments
5. The problem is focused enough to be accomplished within a reasonable expenditure of time, money and effort.	1	2	3	
Research Questions/ Hypotheses				
6. The research questions/hypotheses align with the purpose and variables.	1	2	3	
7. The research questions/hypotheses are appropriate to answer the research problem.	1	2	3	
Review of Related Literature				
8. There is adequate exploration of literature relevant to the research problem and questions.	1	2	3	
9. The reviewed literature identifies gaps and/or limitations in existing research, therefore providing a context for the study.	1	2	3	
10. The literature review is organized in a logical way.	1	2	3	
11. The literature review is coherent in a way which offers new insights into the topic.	1	2	3	
Research Methodology				
12. The study clearly identifies an appropriate research design.	1	2	3	
13. The study demonstrates why the chosen design and methods are well suited to the study.	1	2	3	

14. The study population and sample procedures are clearly identified and described.	1	2	3	
15. Sampling is clearly described according to the standards of the selected research design.	1	2	3	
16. The proposal discusses ethical issues that may arise from the study.	1	2	3	
Oral Presentation				
17. The presentation is professional and attracted the audience's attention.	1	2	3	
18. The slides (visual aids) are well organized, clear, readable and relevant.	1	2	3	
19. The student has used the proper language and terms.	1	2	3	
20. The student showed clarity and completeness in responding to questions.	1	2	3	
Evaluation Statement	Ratings (circle)			Comments
References				
21. The proposal provides a list of cited references according to the IEEE Trans reference style.	1	2	3	
22. The references are current and relevant.	1	2	3	
Other Considerations				
23. The proposal is free from typographical and grammatical errors.	1	2	3	
24. The student demonstrated a clear understanding of the study.	1	2	3	
25. Student's overall grasp of the subject of his/her research.	1	2	3	
Overall Score =				

Other General Remarks

Score	Interpretation
66 - 75	Approved, with minor no correction
49 - 65	Approved, revise – no need to re-submit
33 - 48	Revise, must re-submit
Below 33	Denied, re-write proposal

Overall Evaluation: ___ Approved, with minor or no correction
 ___ Approved, revise – no need to re-submit
 ___ Revise, must re-submit
 ___ Denied, re-write proposal

Evaluator: _____ Signature: _____

Date: _____



Proposal Defence Evaluation Result Form

To: _____ Date: _____
Student Name

Project Thesis Dissertation

This is to inform you that your proposal entitled:

presented on (date) _____ has been assessed with the following result:

1. ____ Approved, with minor or no correction
2. ____ Approved, revise – no need to re-submit
3. ____ Revise, must re-submit proposal
4. ____ Denied, re-write proposal

Please revise the proposal according to the comments and suggestions of the Proposal Defence Panel under the guidance of your Primary Adviser and Secondary Adviser(s). If required to re-submit/re-write, submission of the revised proposal should not take more than three (3) months after the defence. Let me know if you have any questions.

Programme Leader: _____

Signature: _____

Date: _____



**Proposal Correction Confirmation Form
Final Oral Defence Correction Confirmation Form**

Student Name: _____

Project Thesis Dissertation

Title:

We, the undersigned, confirm that all the corrections suggested by the student’s panel of oral examiners and the suggestions given during the defence have been incorporated into the revised proposal/final oral project/thesis/dissertation.

Primary Adviser: _____ Signature _____ Date _____

Secondary Adviser: _____ Signature _____ Date _____

Secondary Adviser: *(If applicable)* _____ Signature _____ Date _____

Verified by: _____ Date: _____

Programme Leader

Other General Remarks

Oral Defence of Thesis/Dissertation Forms



Final Thesis Oral Defence Examination Form
Final Dissertation Oral Defence Examination Form

To: _____ Date: _____
Programme Leader

This is to confirm that: _____
Student Name

Thesis Dissertation

Title:

has finalized his/her paper and is now ready for the Final Oral Defence and panel examination.

Primary Adviser: _____ Signature _____ Date _____

Secondary Adviser: _____ Signature _____ Date _____

Secondary Adviser (*If applicable*): _____ Signature _____ Date _____

Programme Leader: _____ Signature _____ Date _____



**Proposal Correction Confirmation Form
Final Oral Defence Correction Confirmation Form**

Student Name: _____

Project Thesis Dissertation

Title: _____

We, the undersigned, confirm that all the corrections suggested by the student’s panel of oral examiners and the suggestions given during the defence have been incorporated into the revised proposal/final oral project/thesis/dissertation.

Primary Adviser: _____ Signature _____ Date _____

Secondary Adviser: _____ Signature _____ Date _____

Secondary Adviser (*If applicable*): _____ Signature _____ Date _____

Verified by: _____ Date: _____
Programme Leader

Other General Remarks

Assessment, Evaluation and Grade Forms

[Used by advisers and assessors. For student information only.]

Reviewing these Forms informs you of how research is evaluated/graded.



External Examiner Evaluation Form for the Final Oral Thesis Defence

Name of Student: _____

Thesis Title:

Direction: *Please carefully read the attached manuscript and evaluate each section using the rating scale below:*

1. Below Average
2. Average
3. Above average

Items	Rating Scales		
Abstract			
1. Abstract clearly conveys a focused overview of the research study.	1	2	3
Introduction			
2. The background of the study gives adequate context to understand what the research is about.	1	2	3
3. The problem is relevant to the needs of society and significant enough to add to existing knowledge.	1	2	3
4. If the study is quantitative, the research questions/hypotheses align with the purpose and variables. If the study is qualitative, the research questions are aligned with selected phenomenon.	1	2	3
5. The study is based on theories/concepts/principles.			
6. The conceptual framework identifies the concepts/variables and the presumed relationships among them.	1	2	3
7. Key concepts/variables and terminologies in the study are defined according to how they are used in the study.	1	2	3

Items	Rating Scales		
Review of Related Literature			
8. There is adequate exploration of literature relevant to the research problem and questions.	1	2	3
9. The literature review is organized systematically and logically based on the key concepts/variables in the study.	1	2	3
10. The literature review is coherent in a way which offers new insights into the topic.	1	2	3
Research Methodology			
11. The research design for the study is appropriate.	1	2	3
12. The study population and sample procedures are clearly identified and described.	1	2	3
13. The sample size is representative of the target population.	1	2	3
14. The instruments for gathering data are clearly described.	1	2	3
15. The validation/reliability processes or trustworthiness of the instruments are indicated.	1	2	3
16. The data analysis techniques for addressing the research questions are appropriate.	1	2	3
17. The study complies with the ethical principles of social research.	1	2	3
Results & Discussion			
18. The results are presented in relevant tables and/or figures based on the research questions/objectives/hypotheses.	1	2	3
19. Interpretations of the results/findings are based on data analyses.	1	2	3
20. The results are discussed and compared with similar studies and those found in the literature review.	1	2	3
Summary, Conclusions, & Recommendations			
21. The summary re-articulates the research problem, methodology, and findings of the study.	1	2	3
22. There is a clear link between the research questions and the conclusion which logically flows from the findings.	1	2	3
23. The strength and focus of the recommendations are supported by findings presented in the paper.	1	2	3
Other Considerations			
24. The paper is free from typographical and grammatical errors.	1	2	3
25. Student's overall grasp of the subject matter of his/her research.	1	2	3
26. Works cited in the thesis are in the list of References.	1	2	3
27. The references and citations are organized based on APA reference style.	1	2	3
28. The thesis is publishable.	1	2	3
Total Score:			

Overall Evaluation:

- Using the total score, indicate the evaluation of the thesis using the scale below.

Score	Interpretation	Evaluation (tick ✓ one)
80 - 84	Excellent	[]
73 - 79	Above average	[]
66 - 72	Average	[]
59 - 65	Below average	[]
58 and below	Poor	[]

Should the student make corrections before the Final Oral Defence is scheduled?

() Yes () No

Evaluator: _____

Signature: _____ Date: _____

External Examiner Evaluation Form for Computer Science



Adventist University of Africa School of Postgraduate Studies Evaluation Form for External Examiner

Name of Student:

Project Thesis

Title:

Direction: *Please carefully read the attached manuscript and evaluate each section using the rating scale below:*

- 1 Below average
- 2 Average
- 3 Above average

Items	Rating Scale		
Abstract			
1. The abstract clearly conveys a focused overview of the research study.	1	2	3
Introduction			
1. The background of the study gives adequate context to understand what the research is about.	1	2	3
2. The problem is relevant to the needs of society and significant enough to add to existing knowledge.	1	2	3
3. The research questions/hypotheses are measurable.	1	2	3
4. The study is based on theories/concepts/principles.			
5. Key concepts and terminologies in the study are defined according to how they are used in the study.	1	2	3

Review of Related Literature			
1. There is adequate exploration of literature relevant to the research problem and questions.	1	2	3
2. The literature review is organized systematically and logically.	1	2	3
3. The literature review is coherent in a way which offers new insights into the topic	1	2	3
Research Methodology			
1. The research design for the study is appropriate.	1	2	3
2. The evaluation methods and the results are clearly defined.	1	2	3
3. The approach to arrive to the results is clearly described, as to enable reproducibility of the research.	1	2	3
4. The study complies with ethical principles.	1	2	3
Results & Discussion			
1. The results are presented in relevant tables and/or figures based on the research questions/objectives/hypotheses.	1	2	3
2. Interpretations of the results/findings are validly based on the approach defined in the methodology.	1	2	3
3. The results are discussed and compared with similar studies and those found in the literature review.	1	2	3
Summary, Conclusions, & Recommendations			
1. The summary re-articulates the research problem, methodology, and findings of the study.	1	2	3
2. There is a clear link between the research questions and the conclusion which logically flow from the findings.	1	2	3
3. The direction and focus of the recommendations are supported by findings presented in the project/thesis.	1	2	3
4. The strength of the recommendations is supported by findings presented in the project/thesis.	1	2	3
Other Considerations			
1. The paper is free from typographical and grammatical errors.	1	2	3
2. The student's overall grasp of the subject matter of his/her research is sound.	1	2	3
3. The works cited in the project/thesis are in the list of References.	1	2	3
4. The references and citations are organized based on the IEEE Trans reference style.	1	2	3
5. The project/thesis is publishable.	1	2	3

Overall Evaluation:

- Add up all your rated scores of the Student from your evaluation above and indicate the overall score using the following scale. Please circle the score

Score	Interpretation
67 - 75	Very Satisfactory
63 - 66	Satisfactory
59 - 62	Major Changes
55- 58	Pass
Below 54	Failure

Should the student make the corrections before he/she finally defends?

() Yes () No

External Examiner: _____

Signature:

Date: _____



**External Examiner Evaluation Form
Final Oral Dissertation Defence**

Name of Student: _____

Dissertation Title:

Direction: *Please carefully read the attached manuscript and evaluate each section using the rating scale below:*

1. Below Average
2. Average
3. Above average

Items	Rating Scale		
Abstract			
1. Abstract clearly conveys a focused overview of the research study.	1	2	3
Introduction			
2. The background of the study gives adequate context to understand what the research is about.	1	2	3
3. The problem is relevant to the needs of society and significant enough to add to existing knowledge.	1	2	3
4. If the study is quantitative, the research questions/hypotheses align with the purpose and variables. If the study is qualitative, the research questions are aligned with selected phenomena.	1	2	3
5. The study is based on theories/concepts/principles.	1	2	3
6. The conceptual framework identifies the concepts/variables and the presumed relationships among them.	1	2	3
7. Key concepts/variables and terminologies in the study are defined according to how they are used in the study.	1	2	3
8. The underlying assumptions of the study are clearly discussed.	1	2	3
Items	Rating Scale		
Review of Related Literature			
9. There is adequate exploration of literature relevant to the research problem and questions.	1	2	3
10. The literature review is organized systematically and logically based on the key concepts/variables in the study.	1	2	3
11. The literature review is coherent in a way which offers new insights into the topic.	1	2	3
Research Methodology			
23. The research design of the study is appropriate.	1	2	3
24. The study population and sample procedures are clearly identified and described.	1	2	3
25. The sample size is representative of the target population.	1	2	3
26. The instruments for gathering data are clearly described.	1	2	3
27. The validation/reliability processes of the instruments are indicated.	1	2	3
28. Statistical/Analytical tools are appropriate for research methods.	1	2	3
29. The study conforms to ethical principles of social research.	1	2	3
Results & Discussion			
19. The results are presented in relevant tables and/or figures based on the research questions/objectives/hypotheses.	1	2	3
20. Interpretations of the results/findings are based on data analyses.	1	2	3
21. The results are discussed and compared with similar studies and those found in the literature review.	1	2	3

22. Data analysis (presentation, interpretation, discussion) is consistent with the research questions or hypotheses.	1	2	3
23. Data analysis (presentation, interpretation, discussion) is consistent with underlying theoretical/conceptual framework of the study.	1	2	3
24. Dissertation demonstrates mastery of the subject matter.	1	2	3
Summary, Conclusions, & Recommendations			
25. The summary re-articulates the research problem, methodology, and findings of the study.	1	2	3
26. There is a clear link between the research questions and the conclusion which logically flows from the findings.	1	2	3
27. Recommendations are insightful, appropriate and linked to the research findings/outcomes.	1	2	3
Research Contribution			
28. Dissertation contributes knowledge and advances scholarship in the field of study.	1	2	3
29. The dissertation contributes a theory/model/framework that is likely to have an impact on policy or practice.	1	2	3
30. The dissertation has reasonable potential for use by others either in application or in further research.	1	2	3
31. The dissertation is publishable in a peer reviewed journal.	1	2	3
Items	Rating Scale		
Other Considerations			
32. Dissertation is free from typographical and grammatical errors.	1	2	3
33. The references and citations are organized based on APA reference style.	1	2	3
Total Score:			

Overall Evaluation:

- Using the total score, indicate the evaluation of the dissertation using the scale below.

Score	Interpretation	Evaluation (tick ✓ one)
95 - 99	Excellent	[]
88 - 94	Above average	[]
80 - 87	Average	[]
70 - 79	Below average	[]
69 and below	Poor	[]

Should the student make corrections before the Final Oral Defence? () Yes () No

Evaluator: _____ Signature: _____ Date: _____



**Final Oral Thesis Defence Assessment Form
Final Oral Dissertation Defence Assessment Form**

Name of Student: _____ Programme: _____

Name of Assessor: _____

Title of Thesis/Dissertation:

Direction: The table below is a guide for assessing this oral defence. Rate each item using the scale provided and return the form to the Chair of the Oral Defence Panel.

	1 – Poor	2 – Fair	3 – Good	4 – Excellent
Category of Assessment	Rating Scale			
Introduction: Rationale of the Study	1	2	3	4
Adequacy of Background Information	1	2	3	4
Research Questions/Objectives	1	2	3	4
Methodology & Study Design	1	2	3	4
Analysis and Presentation of Results	1	2	3	4
Discussions/Implications	1	2	3	4
Conclusions & Recommendations	1	2	3	4
Clarity of Verbal (Oral) Presentation	1	2	3	4
Quality of Presentation	1	2	3	4
Content and Organization	1	2	3	4
Total Score:				

Comments:

Assessment Scale	Interpretation	Overall Assessment (tick ✓ one)
38 - 40	Excellent, passed with distinction. No corrections necessary.	[]
34 - 37	Good, passed. Minor corrections necessary.	[]
29 - 33	Fair, passed. Major corrections necessary.	[]
28 and below	Fail, work unacceptable as presented. Indicate reason(s) for failure & where revision should begin.	[]

Comments:

Assessor's Signature: _____ Date: _____

Adventist University of Africa
Grade Form for Advisers of SPS Students
 (Return this Form to the Programme Leader)

Name of Student	
------------------------	--

Programme	Research Type	Date

Role	Name of Adviser	Signature of Adviser*

**By signing and submitting this Grade Form, I certify that the work of this student is completed and approved by me. The work conforms to the requirements of the SPS Research Handbook in content, style and format. The AUA may affix my signature to the Approval Page.*

Please insert the letter grade **only** using the grading scale below. The appropriate grade points will be derived and the final grade will be automatically calculated for you.

Criterion	Letter Grade	Grade Points
Sentence and paragraph structure		
Format of headings, spacing, pagination		
Organization of ideas		
Clear introduction and relevant conclusions		
Critical thinking and originality		
Contribution to scholarship and profession		
Grammar, spelling, punctuation		
Use of quotations and referencing		
Appropriate research language		
Final Letter Grade		

Grading Scale			
Letter Grade	Definition	Honor Points	
A	Outstanding	0	4.00
A-	Excellent	7	3.67
B+	Above Average	3	3.33
B	Average	0	3.00
B-	Below Average	7	2.67
C+	Weak	3	2.33
C	Poor	0	2.00
C-	Failing	7	1.67
D	Failing	0	1.00
F	Failing	0	0.00

*Thank you for your advisement to this AUA student!
Your Adviser Honorarium will be paid within eight weeks of the student's graduation.*

Submission Form

Adventist University of Africa
Printing and Binding Form

Student

Surname: _____ First Name: _____

Type: Dissertation Thesis Project Programme: _____

Research Title:

Primary Adviser: _____ Secondary Adviser: _____

Declaration of Originality and Research Ethics

Read this statement carefully. Your signature below signifies that the following is true.
I hereby declare and signify that I know the AUA policies on plagiarism and have taken all caution to uphold the ethics of research and writing. Further, I submit that if it is found that I have violated the principles of research ethics, writing and academic integrity, the University shall nullify my research and also apply other appropriate sanctions.

Student Signature: _____ Date: _____

One (1) copy of your dissertation/thesis/project will be printed and bound for display in the collection of the Judith Thomas Library at AUA. Your account at AUA will be charged for the printing and binding of the book. The Editor will send you a soft copy of your approved paper and the printing instructions for the AUA binding format that you can use if you want to have a personal copy of your paper printed and bound by the printer of your choice.

Disclaimer: By submitting this Form, you accept the AUA policy that all research may be made available online through the Library. You should contact your Dean and request to be exempted if you feel your research is sensitive and should not be made available.

*******BELOW FOR OFFICE USE ONLY*******

Programme Leader to complete Grade Information before Submission of Form

Primary Adviser Grade: _____ Secondary Adviser Grade: _____
Defence Grade: _____ Final Grade _____ Grade submitted? Yes No

Project/Thesis/Dissertation Approval Signatures

<i>Title</i>	<i>Purpose</i>	<i>Signature</i>	<i>Date</i>
Programme Leader	Grade Record and Approval for Submission to Research Director		
Editor	Approval of Editing		
Research Director	Approval for Submission to Dean		
Dean	Final Approval of Project/Thesis/Dissertation		

Form Revision: September 2020

The End

Better is the end of a thing than the beginning thereof: and the patient in spirit is better than the proud in spirit. – *Ecclesiastes 7:8, KJV*