

# **Doctor of Education Dissertation Style Guide**



**Marshall University  
College of Education and Human Services**

**Fall, 2007 Edition**

## **Doctor of Education Dissertation Style Guide**

This manual is intended to serve as a guide for the preparation, submission, and acceptance of doctoral dissertations in the College of Education and Human Services (COEHS) at Marshall University. In order to provide an exemplar for students, the manual is presented as a model of a dissertation with samples of front matter (title page, abstract, dedication, acknowledgments, and table of contents), back matter (references, appendices, and index), and the body, including headings, citations, and references.

**A STYLE GUIDE WRITTEN TO ASSIST IN THE PLANNING AND  
COMPOSITION OF A DISSERTATION IN THE COLLEGE OF EDUCATION  
AND HUMAN SERVICES AT MARSHALL UNIVERSITY**

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Dissertation submitted to the Faculty of the  
Marshall University Graduate College  
in partial fulfillment of the  
requirements for the degree of

Doctor of Education  
in  
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## **ABSTRACT**

### **A Style Guide Written to Assist in the Planning and Composition of a Dissertation in the College of Education and Human Services at Marshall University**

The purpose of this style guide is to provide doctoral candidates in the Marshall University College of Education and Human Services a guide to much of the salient information that relates to writing dissertations. The guide incorporates and clarifies the standards of the 5<sup>th</sup> edition of the *Publication Manual of the American Psychological Association (APA)* and the requirements for the electronic submission of dissertations.

## **DEDICATION**

This style guide is dedicated to the doctoral students of Marshall University. Their commitment to excellence and to life-long learning will enhance education for the students of our public and private schools and our institutions of higher learning.

## **ACKNOWLEDGMENTS**

It is appropriate to acknowledge the work of the doctoral faculty of the College of Education and Human Services for their scholarship and their dedication to the success of each doctoral candidate. Special mention must be made of those professors who serve as chairs and members of dissertation committees.

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**A STYLE GUIDE WRITTEN TO ASSIST IN THE PLANNING AND  
COMPOSITION OF A DISSERTATION IN THE COLLEGE OF EDUCATION  
AND HUMAN SERVICES AT MARSHALL UNIVERSITY**

**CHAPTER ONE: INTRODUCTION TO THE DISSERTATION**

This manual is intended to serve as a guide for the preparation, submission, and acceptance of doctoral dissertations in the College of Education and Human Services (COEHS) at Marshall University. The purpose of the manual is to ensure consistency in format and appearance for all dissertations completed in the college. While it is expected that dissertations will be in accordance with instructions in this manual, academic departments and advisory committees may permit exceptions to this format.

The manual is presented as a model of a dissertation with front and back matter and the body, including headings, citations, and references, used as examples of the proper form in a dissertation. The first chapter is a discussion of the preparation and the process of writing a dissertation. The second chapter presents the proper procedures for organizing the manuscript, and the third chapter explains the proper format for the document. There is both a table of contents and index to assist students in using the guide and examples of pages that are not appropriate for this document (index of tables and curriculum vitae) are presented in Appendix A.

**The Dissertation**

Candidates for the doctoral degree are required to complete advanced, independent, scholarly research and present and defend a document that contributes to the field of knowledge about an important topic. While the type of research conducted will differ according to the area of study and the interests of the student, all dissertations will

“deal with a topic related to the major field of study; embody the results of individual research; possess a unity of theme;...show mastery of the literature on the subject; demonstrate mastery of appropriate research tools and technique;...provide evidence of originality and critical judgment; illustrate the development of broad capabilities, as well as an intensive focus on the subject of research;...[be] written in a creditable literary style; constitute a significant contribution to knowledge; and [be] worthy of publication” (Minkel, 1982, p. 6).

### **Style Manuals**

This style guide should be used to clarify and standardize format issues. In addition to this guide, students are expected to use the approved style manual which is the fifth edition of the *Publication Manual of the American Psychological Association* (APA), and the Marshall University format requirements for electronic dissertations (ETD). The format requirements for submission of electronic dissertations can be found at <https://www.marshall.edu/etd/arrangement.html>. When there is inconsistency between the guides, this style guide shall provide the rule.

### **Committee Approval**

Students are responsible for consistent and correct format in the dissertation. Any exceptions to the criteria in this manual, the APA manual, or the ETD requirements must be approved by the student’s dissertation committee. This approval is contingent upon the purpose and type of dissertation. For example, a student who is writing a historical study may be permitted to alter the required number of chapters in order to accommodate the purpose of the dissertation.

## **Student Responsibility**

The candidate is ultimately responsible for the dissertation. The author must present a document that is well-written, grammatically correct, properly organized, and in a format consistent with the requirements of this style guide and the APA manual. The faculty of the university reserve the right to refuse any manuscript that does not observe these guidelines.

## **Planning and Preparation**

### ***The Review Process***

While a dissertation is the product of individual research, the research process is by nature a collaborative one, with constant review to assure a high quality product. The review process begins with the topic selection and continues after the student has successfully defended the dissertation and is submitting manuscripts based on the work to peer-reviewed journals. Before beginning the process, it is important to understand that doctoral research and writing will be reviewed often and that the student will continually be revising and rewriting. The work will be reviewed by other students, by faculty other than the committee, by the Institutional Review Board, perhaps by a panel of experts interested in the topic, and certainly and finally, by the dissertation committee. To be successful, it is important to realize that this process of review and revision is designed to assist the candidate and to assure that the dissertation is one that contributes to the education knowledge base and that is a credit to the university and to the student as a member of the academic community.

### ***Approval Process***

In addition to the constant collaborative review of one's work, there are several formal points for approval. Each of these steps is explained in detail in the Doctoral Program in Education Student Faculty Handbook at <http://www.marshall.edu/gsepd/edd>.

***Topic selection.*** The topic for the dissertation should be one in which the student has a professional interest for he or she will be working with the topic for many months. It also must be one that will contribute to the knowledge base for the discipline. Generally, the student selects the topic after reviewing the literature and exploring recent studies related to the topic. Conversations with the chair are essential at this point. Once the student and the chair have agreed that a topic is worthy of study, a proposal for the study will be developed and presented to the full committee in order to gain approval to proceed with the work to develop a prospectus.

***Prospectus.*** The prospectus is essentially the first three chapters of the dissertation. Following the chair's review and approval, the prospectus will be submitted to the committee for review. A formal meeting with the committee will be scheduled and at that time, the student will present the prospectus—including the research questions, the literature to support interest in these questions, and the methods to be used to study the questions. During this meeting the committee will determine if the candidate has presented a reasonable plan for a research study. If the prospectus presents a reasonable study, the committee will provide advice and may recommend revisions. If these revisions are substantial, it may be necessary to adjourn or to reschedule the prospectus meeting until the revisions are made. If the revisions are less substantial, the committee

may approve the prospectus contingent on revisions being made, and the student may proceed with the work.

***Institutional Review Board (IRB)***. The next step in the approval process is review by the Marshall University IRB. This board reviews research proposals to assure that the research poses no danger to individuals and presents no liability to the university. Marshall faculty, staff, and students **MUST** present any research involving the use of human subjects to the IRB for review and approval **prior** to initiation of the project. A doctoral student may **NOT** request IRB approval until the prospectus has been approved by the student's committee. There are two steps in the IRB process:

1. Before applying for IRB approval, the student and the chair **must** successfully complete the IRB education/training program. Information and registration is available at <http://www.marshall.edu/research/ori/education.asp>
2. **After the prospectus and before beginning** any data collection, the student must apply for IRB approval. The details of this procedure and guidelines may be found at <http://www.marshall.edu/research/ori/>. A template for a sample survey consent letter may be found at <http://www.marshall.edu/research/ori/Template/Anonymous%20Survey%20Consent.pdf> and an informed consent template for other types of social science research may be found at <http://www.marshall.edu/research/ori/Template/ICTemplateIRB2.pdf>. Copies of these templates also may be found in Appendix B. These letters must be produced on Marshall University letterhead available from the Office of Doctoral Programs in Education.

*The defense.* After completing the research, writing, and revision of the document, the student will formally present it to the committee. With the consent of the chair and committee, the defense date will be established. There are several steps in this process:

1. Chair approves tentative date.
2. Clean copies of the document are provided to all committee members **at least three weeks prior** to the tentative date.
3. An application to establish a defense date is submitted to the Office of Doctoral Programs in Education **at least three weeks prior** to the tentative date. All committee members must sign this application.

The defense is a formal oral presentation of the work to the committee, other interested faculty, and guests. The committee will then question the candidate about the work and may suggest revisions. The committee then is required to approve both the written document and the oral defense. Usually, this approval is contingent on a final revision to be approved by the chair.

*Electronic Theses and Dissertations.* After final approval of the document by the chair, the student will submit the document to the university in an electronic format.

Guidelines for this process are found at <http://www.marshall.edu/etd/arrangement.html>

ETD submission consists of three steps:

1. Complete ETD training. Enrollment information is available at <http://www.marshall.edu/etd/workshops.html>
2. Convert the final, approved document to PDF.

3. Submit the document to be published electronically at

<http://www.marshall.edu/etd/submit-forms.html>

*Submission of final manuscript.* After all revisions have been made and approved, a final, clean copy may be submitted in a three ring binder with the title and the author on the spine to each committee member if they so request. The chair may request a bound copy for his or her files or for the college archives.

*Applying for graduation.* At the beginning of the semester in which the student anticipates graduating, the student should obtain from the Graduate Admissions Office an Application for the Ed.D. degree. This document with the appropriate fee is submitted to the Graduate Admissions office.

## CHAPTER TWO: MANUSCRIPT ORGANIZATION

Chapter Two explains the presentation of the content of the dissertation. It provides an explanation and examples for the order in which the content is presented, the format for the content, and other suggestions for the presentation of the candidate's research.

### Order

#### *Front Matter*

The front matter should be numbered at the center bottom with lower case Roman numerals and must be in this order:

Title page	( <b>required</b> , number i, number suppressed)
Abstract	( <b>required</b> , number ii, number suppressed)
Dedication	(optional, if present start at Roman numeral iii)
Acknowledgments	(optional, if present, lower-case Roman numeral)
Table of Contents	( <b>required</b> , lower-case Roman numeral)
List of Tables	(if present, lower-case Roman numeral)
List of Figures	(if present, lower-case Roman numeral)

#### *Body*

The body of the document must be numbered with consecutive Arabic numerals beginning with 1, and the chapters should be in this order unless a variation has been approved by the candidate's dissertation chair:

Chapter One:	Introduction, Overview, Problem Statement
Chapter Two:	Review of the Literature
Chapter Three:	Research Methods

Chapter Four: Findings (It should be noted that for a qualitative research project, the findings may be divided into several chapters.)

Chapter Five: Conclusions, Implications and Recommendations

### ***Back Matter***

The back matter of the paper must be numbered with consecutive Arabic numerals continuing from the body and should be in this order:

References	<b>(Required.</b> A complete list of works cited)
Appendix	(Optional)
Glossary	(Optional)
Index	(Optional)
Curriculum Vitae	<b>(Required.</b> A brief professional resume)

### **Content Format for Front Matter**

#### ***Title Page***

The title page must include the following information centered on the page (See example on page i):

1. the full title of the dissertation
2. the candidate's name as it appears in university records
3. the institution of record and the college or school (Marshall University

Graduate College)

4. degree statement
5. committee list
6. place of publication
7. year of publication

8. keywords listing
9. copyright statement

**Title.** Choose the title carefully. It should reflect accurately the content of the dissertation in order to inform scholars who may be interested in the topic, the methods, or the conclusions. There is no limit to the number of words in the title, but it should not be effusive. Be sure that the title is exactly the same on the title page, abstract, first page, and on all paperwork submitted.

**Candidate's name.** The candidate's name must be the same as it appears in university records and as the candidate plans to use professionally. If there is a disparity, be sure to correct the university records before submitting the dissertation. Use MA (or other appropriate degree for the candidate) on the copy submitted for the defense. Change it to EdD on the final copy and in the ETD submission.

**Institution of record.** The institution of record is Marshall University; the college is the Graduate College.

**Degree statement.** Use the following wording, inserting the field (either Educational Leadership or Curriculum and Instruction). Center the degree statement and type in inverted pyramid style.

Dissertation submitted to the Faculty of the  
Marshall University Graduate College  
in partial fulfillment of the  
requirements for the degree of  
  
Doctor of Education  
in  
Educational Leadership **or** Curriculum and Instruction

**Committee list.** List all members of the committee alphabetically, but with the chair, identified as such, first. Use the full name of all committee members followed by their appropriate titles or degrees.

**Place of publication.** The place of publication is Huntington, West Virginia.

**Year of publication.** The year of publication is the year in which you graduate.

**Keywords.** Electronic databases, citation indices, and bibliographies search by author's name, title, and keywords. Therefore, it is important to choose terms that accurately reflect the content of the dissertation and the discipline. The ERIC thesaurus with a list of suggested key words by academic discipline can be obtained from the reference desk at the Marshall University Library and from EBSCO's ERIC database or from

[http://www.eric.ed.gov/ERICWebPortal/Home.portal?\\_nfpb=true&\\_pageLabel=Thesaurus&\\_nfls=false](http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=Thesaurus&_nfls=false)

**Copyright statement.** Doctoral candidates should apply for a copyright. This can be done through the electronic submission process. To apply for a copyright follow the directions in the UMI Documents section on the ETD site when the document is submitted for electronic publishing.

### **Abstract**

The purpose of the abstract is to give a concise summary of the dissertation so that readers will be able to understand the essence of the paper in order to determine whether it is advisable to read the entire manuscript. The maximum length for the abstract is 350 words (2450 characters). The heading **ABSTRACT** should be centered at the top of the page; four lines below the heading, the exact title of the dissertation should

be centered with the proper capitalization (**The Exact Title**). The body of the abstract should be left-justified and single-spaced and should not exceed one page. The content should briefly summarize, without subheadings, the problem statement, methods, results, and conclusions. (See example on page ii).

### ***Dedication***

This page is optional. The author may want to dedicate the work professionally to a special mentor or personally to acknowledge a special relationship. If one chooses to do this, the wording should be brief and simple. The heading **DEDICATION** (in all capital letters) is centered at the top of the page; the text begins four lines below, with the page number in lower-case Roman numerals in the bottom center. (See example on page iii).

### ***Acknowledgments***

This page is optional. The author may want to acknowledge others' assistance and support. This may be for special academic assistance, for unusual permissions granted, or for special personal support. Again, one should avoid elaborate language and make the wording brief and simple. The heading **ACKNOWLEDGMENTS** (in all capital letters) is centered at the top of the page; the text begins four lines below, with the page number in lower-case Roman numerals in the bottom center. (See example on page iv).

### ***Table of Contents***

The table of contents is required in all dissertations. Microsoft Word, the recommended word processing software, allows you to mark each chapter heading and subsection in the text and then generate a table of contents with correct page numbers. It

is essential that the numbering of the entries in the table of contents be consistent with the numbering in the text. For ease of reading, use dot leaders in the table of contents. The heading **TABLE OF CONTENTS** (in all capital letters) is centered at the top of the page; the listing begins four lines below, with the page number in lower-case Roman numerals in the bottom center. (See **TABLE OF CONTENTS** on page v).

### ***List of Tables, Figures***

If the dissertation includes at least one figure or table, one must include an appropriate list including the title of the table or figure and the page on which it is located. Use the table and figure captions from the text and be sure all captions and numbering correspond to those within the text. The easiest way to generate these lists is to use the word processor to create a secondary table of contents. The appropriate heading (in all capital letters) is centered at the top of the page; the text begins four lines below, with the page number in lower-case Roman numerals in the bottom center. (See sample in Appendix A).

### **Content Format for the Body of the Paper**

For most dissertations, the body will have five chapters. However, this may not be true in a paper that presents qualitative research. In this instance, the nature of the research will determine the number of chapters. Students must discuss with their chair how best to present their work. Generally, in both traditions the first three chapters are similar. In the prospectus these three chapters are presented using the future tense. At the conclusion of the research, these chapters may be expanded and must be revised using the past tense.

In addition to general titles, like CHAPTER ONE, the chapters need descriptive titles as well (e.g. **CHAPTER FIVE: CONCLUSIONS AND IMPLICATIONS**). The chapter titles should be bold in all capitals and should be centered on the page with the chapter number on the first line followed by a colon and the descriptive title. Chapters should be numbered with the word spelled out.

### *Chapter One*

In both quantitative and qualitative work, the first chapter is an introduction to the research. While the order for the content is determined by the type of study, the student presents an overview of the work including the rationale for the study with supporting literature and the theory on which the study is grounded, the problem statement, the research questions, a definition of terms, including operational definitions of variables when appropriate, a brief summary of the methods used, a discussion of the limitations and assumptions of the study, and a presentation of the significance of the study.

### *Chapter Two*

In both quantitative and qualitative work, the second chapter is an exhaustive review of the professional literature related to the research topic. One will not only report what one has read, but one must “synthesize and critically analyze the literature” (Cone & Foster, 1997, p. 112). Cone and Foster identified these steps in reviewing the literature:

1. Locate relevant literature
  - a. Identify key authors and journals
  - b. Use bibliographic reference sources
  - c. Use computerized literature searches

- d. Write for reprints and preprints
  - e. Look at literature from other disciplines
  - f. Scan the tables of contents from other journals
  - g. Use reference lists
  - h. Use primary sources
  - j. Avoid the popular press
2. Critically read what you found
  3. Investigate length and format parameters for the literature review
  4. Make a preliminary outline
  5. Limit the scope of your review
  6. Organize the literature (Cones & Foster suggest these possible formats.)
    - a. by related independent variables
    - b. by related dependent variables
    - c. by type of design
    - d. by theoretical premises
    - e. general to specific to the study rationale
  7. Synthesize and critically analyze the literature
  8. Be careful not to plagiarize

### ***Chapter Three***

In both quantitative and qualitative work, the third chapter is an explanation of the methods used in conducting the research. Topics that may be included are the research design, the population and sample, instrumentation (source, validation, reliability,

scoring), data collection and analysis, statistics, time schedule, personnel included, and facilities used.

#### ***Chapter Four***

The purpose of the fourth chapter is to present the research findings. In a qualitative paper, the format for this chapter will vary. It may also be necessary to have more than one chapter to present the research findings. In a quantitative paper, the researcher will present the data collected and a statistical analysis of the data. The research will also summarize the findings for each of the research questions or hypotheses as well as any ancillary findings.

***Presentation of tables.*** The term “table” is used to designate tabulated numerical data used in the body of the dissertation or in the appendices. Tables consist of an arrangement of facts, figures, and values in an orderly sequence, usually in rows and columns. “A well-crafted table can assist readers immeasurably in understanding your results. Skill in constructing such tables takes a good deal of practice” (Cone & Foster, 1997, p. 224). Use the APA guidelines for the proper conventions in the preparation and presentation of tables. In order to present a table on one page, one may reduce the font if necessary or may place the table in landscape orientation.

***Presentation of figures.*** The term “figure” is used to designate any type of illustration other than a table used in the body of the dissertation and in the appendices. This includes material such as matrices, charts, graphs, maps, photographs, plates, drawings, diagrams, etc. All figures must be computer-generated or drawn in dark, opaque fashion and be of sufficient size to be readable. As with tables, use the APA guidelines for the preparation and presentation of figures.

## ***Chapter Five***

The purpose of the final chapter is to summarize the work and present the researcher's conclusions. The implications and limitations of the study and the recommendations for further study are presented here. The chapter generally is organized in this manner:

1. Purpose—restate the hypotheses or research questions and describe the results clearly.
2. Population/sample—briefly recapitulate the demographic data that describe the participants. Use prose, no tables.
3. Methods—briefly describe the procedures used.
4. Findings—clearly summarize the findings, including ancillary findings using prose and as little statistical jargon as possible.
5. Conclusions—relate the findings to the literature and interpret what the findings mean.
6. Implications—discuss the implications of the study in terms of professional practice and in relation to bodies of knowledge relevant to the study.
7. Recommendations—make recommendations for further study. These recommendations might include replication of the study, replication with other data sources or a different population, the addition of other variables, training or screening of subjects, or a deeper analysis of a finding.

## ***Language***

The dissertation must be written in standard English with attention to proper usage and grammar. The hallmark of a well-written document is clarity, and while the

tone may vary, it generally should be formal and scholarly. For example, in formal language one should not use contractions except in direct quotes. Be interesting, but avoid flowery language that may detract from the content of your research. Suggestions for assisting the student with language may be found in Appendix C.

***Bias in language.*** Avoid language that implies bias in gender, sexual orientation, racial or ethnic group, religion, disability, or age. The APA manual (2001) recommends that one should use language that shows respect both for the participants in the study and the readers of the study. (See Appendix D).

***Tense.*** Be consistent in the use of tense. Use past or past perfect tense to discuss the literature, methods, and results. It is permissible to use present tense to discuss the student's own results and the conclusions based on his or her results. In the prospectus, use the future tense, **but be sure to change it** to past or past perfect after the research is concluded.

***Voice.*** Generally one should use the active voice (The researcher found—rather than—it was found by the researcher.) The one exception is when the focus is on the work itself rather than the author (This style guide was developed...)

***Person.*** In formal writing one avoids the use of first person or second person pronouns except in direct quotations. However, in the qualitative research tradition the use of these pronouns is preferred.

## **Content Format for the Back Matter**

### ***References***

All scholarly references should be properly cited using inter-textual parenthetical notes with a complete list of references located at the end of the paper. The heading

**REFERENCES** (in all capital letters) is centered at the top of the page; the list of references begins four lines below, with the page number in the bottom center. (See **REFERENCES** this document). The alphabetical references should be double-spaced in hanging indent form and should include only references to cited sources.

### *Appendix*

Documents that support and explain the research methods should be included as appendices. These might include survey instruments, IRB letters, letters requesting participation, reference materials, transcripts of interviews, and other addenda that are not integrated in the text. If one has multiple appendices, they should be labeled consecutively (**APPENDIX A, APPENDIX B**, etc.) in all capital letters and should be arranged in the order in which they appear in the text. Each appendix should be preceded by an introductory page that gives the appendix label and the name of the item. All appendices should be included in the table of contents listed separately as a subdivision under the heading **APPENDICES**. Generally appendices should follow the margin and font guidelines for the paper, but if an original document was prepared in a typeface different from the dissertation, the original form should be used. It is important to note that no signatures should be reproduced on any document. (See Appendices in this document).

### *Glossary*

A glossary is not typically included, but if one chooses to use a glossary, the definitions should be single-spaced, with double-spacing between entries. Terms should be listed alphabetically. Proper nouns should be capitalized and foreign words should be

in italics. The heading **GLOSSARY** (in all capital letters) is centered at the top of the page; the glossary begins four lines below, with the page number in the bottom center.

### ***Index***

An index is not typically included, but if one chooses to use an index, the entries should be single-spaced, with double-spacing between entries. The heading **INDEX** (in all capital letters) is centered at the top of the page; the index begins four lines below, with the page number in the bottom center. (See Index in this document).

### ***Curriculum Vitae (C. V.)***

The curriculum vitae is a brief professional resume including the candidate's education, professional credentials, and work experience. It is the final page in the document and generally is limited to one page. One should not include personal contact information in the C. V. The heading **CURRICULUM VITAE** (in all capital letters) is centered at the top of the page; the resume begins four lines below, with the page number in the bottom center. (See sample in Appendix A).

## **CHAPTER THREE: FORMAT AND APPEARANCE OF THE DOCUMENT**

This chapter provides guidance to the student for the appearance of the paper. It includes information regarding layout and format, word processing recommendations, and proper form for citations and headings.

### **Copy Quality**

The document should be submitted to the committee on white, high-quality paper. The paper size must be 8 ½ inches by 11 inches. The manuscript must be printed on only one side of the paper. Paper and electronic copies must be clean, clear, and uniform with high contrast.

### **Word Processing Requirements**

The document must be prepared with a computer and an appropriate word processing program. At Marshall University, the supported word processing program is Microsoft Word. See Appendix E for assistance in word processing.

### **Spacing, Fonts, and Type Size**

The required font size is 12 characters per horizontal inch. The required font style is Times New Roman. If necessary, different font sizes or styles may be used within headings, tables, figures, and appendices or for commonly accepted symbols. All straight text should be double-spaced. Paragraph indentation should be by a tab set at seven spaces.

### **Page Format**

#### ***Margins***

Each page should have a 1.5” left hand margin, and at least a 1” margin on the top, bottom, and right side. Please note that all pages, including the title page,

illustrations, table, appendices, and curriculum vitae, must meet these requirements. The margins for the body of the paper should be left-justified, but exceptions may be made for special pages such as those previously mentioned.

### ***Page Numbers***

Page numbers must be placed at the bottom center of every page, including any blank pages. Pages should be numbered consecutively and students should not use a secondary number system within chapters. The page numbers for the front matter in the document should be lower-case Roman numerals; the body of the text and any back matter should be consecutive Arabic numerals beginning with Arabic numeral 1 on the first page of the body.

### ***Seriation***

When one is enumerating elements in a series, there are two formats: (a) within a paragraph or a sentence, use lowercase letters in parentheses, and (b) for separate items in series, use an Arabic numeral followed by a period (See page 9). In any enumerated series, the items should be parallel, both conceptually and structurally.

### ***Permission for Quoting Copyright Materials***

The U.S. Copyright Act of 1976 established the concept of “fair use” of copyright material in published work, but it does not provide absolute guidelines. However, the use of a complete unit (a photograph, map, poem, etc.) or of quoted material that exceeds 200 words requires the author’s permission. When in doubt, seek permission. It is usually granted. Copies of written permissions should be included in an appendix.

### ***Citations***

APA style (5th edition) uses the author-date inter-textual method of citation; that is, the surname of the author and the year of publication are inserted in the text at the

appropriate point. For example, Sisco (2000) found.... **Or** In a recent study (Sisco, 2000) it was discovered..... (See Appendix D). Of course, one must cite the source for any idea, organizational strategy or concept to which one refers. If one uses the exact words or closely paraphrases the work, cite it with the author's name, the year of publication, and the page number from whence the quotation came. If the quotation is less than 40 words, use quotation marks and cite it in the text. If it is more than 40 words, use a block quote and do not use quotation marks. Block quotes should be indented seven spaces and double-spaced.

### ***Headings***

Headings and subheadings show how the paper is organized. They are like an outline in that they establish a hierarchy and help readers understand the relationships of the parts of the paper. As in an outline, at any level one does not divide a topic unless there are at least two subdivisions. The faculty strongly suggest outlining the paper using the headings as topics. This process is a useful tool to help the author be sure the relationships among topics are clear. Although the outline topics and the headings will be parallel, do not use numbers or letters with the headings in the paper. COEHS also does not use "running heads" in a dissertation. Students are reminded that Microsoft Word, the recommended word processing program, uses headings to create the table of contents and by defining the headings in the Styles and Format section, one can easily create the table of contents in the document.

APA provides for five levels of headings (p. 113), but COEHS has adopted a simpler guide with four headings. Most dissertations use only four headings, although one should use as many levels of headings as needed. If more than four levels are needed,

see the APA manual and Appendix D. This field guide has used four levels of headings as an example for the student to follow. **Use bold print for all headings.**

The four levels of headings are:

**CENTERED UPPERCASE HEADING (HEADING ONE)**

**Centered Uppercase and Lowercase Heading (Heading Two)**

*Flush Left, Italicized, Uppercase and Lowercase Side Heading (Heading Three)*

*Indented, italicized, lowercase paragraph heading ending with a period (Heading four4).*

**Heading one.** Heading one is used for the title of a major section or chapter. Begin each chapter or section on a new page with the section name or chapter number and name centered in all capitals. For example,

**CHAPTER ONE: HEADING ONE**

**Heading two.** Do not use a heading for the introduction to the chapter (see page 21), but for each of the main topics that follow, use heading two. Use heading two only if there are at least two main topics in the chapter. Each heading two is centered and the primary words are capitalized. Double-space after the heading. The text following a heading two is left-justified and indented. For example,

**Main Topic (Heading Two)**

**Heading three.** If under any heading two, it is necessary to subdivide to clarify the relationship of ideas, use heading three. Use heading three only if there are at least two divisions in a main topic. A heading three is italicized and left-justified and the primary words are capitalized. Double-space after the headings. The text following a heading three is left-justified and indented. For example,

*Subheading (Heading Three)*

***Heading four.*** If under any heading three, it is necessary to subdivide to clarify the relationship of ideas, use heading four. Use heading four only if there are at least two subtopics in the chapter. A heading four is indented and italicized and, unless it is a proper noun, only the initial word is capitalized. A heading four is followed by a period and the text begins after the period. For example,

***Subheading (heading four).*** Text follows.

If it is necessary to use an additional level of heading, see the APA manual for guidance. Remember, the purpose of headings is to assist the reader in understanding the organization of the document and the relationship of ideas in the work.

## REFERENCES

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.) Washington, DC: Author.
- Cone, J.D., & Foster, S.L. (1997). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.
- Minkel, C.W. (1982, October 22). Observations on the control of quality in theses and dissertations. *Council of Graduate Schools Communicator*, XV(9), 6-8.
- Marshall University Doctoral Program in Education Student Faculty Handbook. (2004, July). Retrieved February 9, 2006 from [http://www.marshall.edu/gsepd/edd/GSEPD\\_Doc\\_Program\\_Handbook\\_July\\_2004.pdf](http://www.marshall.edu/gsepd/edd/GSEPD_Doc_Program_Handbook_July_2004.pdf)
- Marshall University Guidelines for Electronic Theses and Dissertations. (2005, June 11). Retrieved February 9, 2006 from <https://www.marshall.edu/etd/arrangement.html>.
- Marshall University Office of Research Integrity. (2002). Retrieved February 9, 2006 from <http://www.marshall.edu/research/ori/>

## **APPENDICES**

### **Appendix A: Sample pages**

**List of Tables**

**Curriculum Vitae**

### **Appendix B: Institution Review Board Sample Letters**

### **Appendix C: Diversified Styles for Dissertation/Project Writing**

### **Appendix D: Excerpts from Writing Manuscripts Using APA Style (5<sup>th</sup> Edition)**

### **Appendix E: Dissertation Formatting Tips—Using Microsoft Word**

*(Note: The appendices in your document will vary based on the specific needs of your research. This page is intended only to demonstrate the general format for presenting your appendices.)*

## **APPENDIX A: SAMPLE PAGES**

### **LIST OF TABLES CURRICULUM VITAE**

*(Note: These are sample pages to be used as you prepare the specific items for your document. In your document they will NOT be located in the appendices. See Chapter Two in this document for appropriate placement.)*

## LIST OF TABLES

Table 1	<i>Delphi Study Participation Record</i>	Page 105
Table 2	<i>Consensus Results of Expert Principals' Opinions Concerning Contemporary Changes in the Role of the Secondary Principal</i>	
Table 3	<i>Consensus Results of Expert Principals' Opinions Concerning the Current Role of the Secondary Principal</i>	Page 111
Table 4	<i>Consensus Results of Expert Principals' Opinions Concerning the Preferred Future of the Secondary Principal</i>	Page 109
Table 5	<i>Results of Sample Principals' Opinions Concerning Contemporary Changes in the Role of the Secondary Principal</i>	Page 116
Table 6	<i>Results of Sample Principals' Opinions Concerning the Current Role of the Secondary Principal</i>	Page 118
Table 7	<i>Results of Sample Principals' Opinions Concerning the Preferred Future of the Secondary Principal</i>	Page 120
Table 8	<i>Comparison of Results of Expert and Sample Principals' Opinions Concerning Contemporary Changes in the Role of the Secondary Principal</i>	Page 123
Table 9	<i>Comparison of Results of Expert and Sample Principals' Opinions Concerning the Current Role of the Secondary Principal</i>	Page 125
Table 10	<i>Comparison of Results of Expert and Sample Principals' Opinions Concerning the Preferred Future of the Secondary Principal</i>	Page 127
Table 11	<i>One-Way Analysis of Variance Relationship Between Identified Demographic Factors and the Sample Principals' Level of Confidence in the Descriptors of the Contemporary Changes in the Secondary Principalship</i>	Page 129
Table 12	<i>One-Way Analysis of Variance Relationship Between Identified Demographic Factors and the Sample Principals' Level of Confidence in the Descriptors of the Current Role of the Secondary Principal</i>	Page 130
Table 13	<i>One-Way Analysis of Variance Relationship Between Identified Demographic Factors and the Sample Principals' Level of Confidence in the Descriptors of the Preferred Future of the Secondary Principal</i>	Page 131
Table 14	<i>One-Way Analysis of Variance Relationship Between Medium of Response (Electronic or Postal) and the Sample Principals' Level of Confidence in the Descriptors of the Contemporary Changes in the Role of the Secondary Principal</i>	Page 132
Table 15	<i>One-Way Analysis of Variance Relationship Between Medium of Response (Electronic or Postal) and the Sample Principals' Level of Confidence in the Descriptors of the Current Role of the Secondary Principal</i>	Page 133

**CURRICULUM VITAE  
ANN EDD CANDIDATE**

**EDUCATION**

Marshall University

**Doctor of Education in Educational Leadership, 2006**

West Virginia College of Graduate Studies

**Master of Arts in School Administration, 1995**

West Virginia University

**Bachelor of Arts in English, 1990**

**Honors: Magna Cum Laude**

**CERTIFICATION**

State of West Virginia, Secondary Teacher, 7-12, Permanent

Specializations: English and Mathematics

Additional Endorsement: Middle Level Education

State of West Virginia, Secondary School Administrator, Permanent

State of West Virginia, Superintendent, Permanent

**PROFESSIONAL EXPERIENCE**

1990-1995     Teacher, Kanawha County Schools, Charleston, West Virginia

1995-1998     Vice-Principal, Cabell County Schools, Huntington, West Virginia

1998-2003     Principal, Putnam County Schools, Winfield, West Virginia

2003-2005     Assistant Superintendent, Kanawha County Schools, Charleston, WV

2005-Present    Superintendent, Lincoln County Schools, Hamlin, West Virginia

**HONORS AND RECOGNITION**

1994            West Virginia Teacher of the Year

1996            Chair, West Virginia Vice-principals' Conference

1998            West Virginia Association of Secondary School Principals Executive Board

1999`          Principal West Virginia School of Excellence

2004            Kanawha County Schools Educator of the Year

**APPENDIX B: INSTITUTIONAL REVIEW BOARD**

**Informed Consent to Participate in a Research Study Template**

**Anonymous Survey Consent Template**

Marshall University  
Informed Consent Template  
IRB#2

Instructions:

- This template is designed to provide assistance and guidance in the construction of research informed consent documents. While it addresses many issues, it does not address every possible situation or issue that may arise. Investigators should use this document for what it is, a template. Investigators must include all study specific information that a potential research subject should be aware of in order to make an informed, voluntary decision about taking part in the study.
  - The goal of the informed consent process is to provide people with sufficient information for making informed choices. The informed consent form provides a summary of the clinical study and the individual's rights as a research participant. This template for the informed consent form is only one part of the larger process of informed consent.
  - The descriptions and information should be in lay language, defined as language understandable to the people being asked to participate (usually 6th to 8th grade). The final version should be checked for reading level.
  - Individuals involved in the study should be referred to as subjects or participants not patients.
  - The use of second person (e.g., "You will receive...") is preferred; the use of the first person (e.g., "I understand that...") is discouraged.
  - It is a good idea to insert a section for the subject to initial at the bottom of each page that does not have signatures on it (i.e. "Initial \_\_\_\_\_"). This way they can know that changes cannot be made to any page with out their knowledge.
  - The contents of this template were derived from the Code of Federal Regulations (Title 45, Part 46) Section 46.116 General Requirements for Informed Consent.
- Revised: March 19, 2004

Initial \_\_\_\_\_

**Informed Consent to Participate in a Research Study**

**Study Title**

**First Name Last Name, Degree, Principal Investigator**

**Introduction**

You are invited to be in a research study. Research studies are designed to gain scientific knowledge that may help other people in the future. You may or may not receive any benefit from being part of the study. There may also be risks associated with being part of research studies. Your participation is voluntary. Please take your time to make your decision, and ask your research investigator or research staff to explain any words or information that you do not understand.

**Why Is This Study Being Done?**

The purpose of this study is to...[Give brief explanation as to why study is being done.]

**How Many People Will Take Part In The Study?**

About [state total accrual goal here] people will take part in this study. A total of [enter maximum number] subjects are the most that would be able to enter the study.

**What Is Involved In This Research Study?**

[Provide a simplified description of what will be required of them to participate in this study and what will happen during the study.]

**How Long Will I Be In The Study?**

You will be in the study for about [months/weeks, until a certain event]  
[Where appropriate state the duration of long-term follow up.]

You can decide to stop participating at any time. If you decide to stop participating in the study we encourage you to talk to the study investigator or study staff as soon as possible.

The study investigator may stop you from taking part in this study at any time if he/she believes it is in your best interest; if you do not follow the study rules; or if the study is stopped.

Initial \_\_\_\_\_

### What Are The Risks Of The Study?

[Use whichever statement is applicable:]

There are no known risks to those who take part in this study.

[Or] There may be these risks:

- [List and explain the physical, psychological, and social risks/discomforts and when known indicate the relative chances for each.]
- [When applicable, explain any risks that might be associated with a breach of confidentiality, including risks to employability, insurability, and/or criminal and civil liabilities.]

There may also be other side effects that we cannot predict. You should tell the researchers if any of these risks bother or worry you.

### Are There Benefits To Taking Part In The Study?

If you agree to take part in this study, there may or may not be direct benefit to you. We hope the information learned from this study will benefit other people in the future. The benefits of participating in this study may be: [Describe the benefits an individual subject could reasonably expect from participating in the study.]

### What About Confidentiality?

We will do our best to make sure that your personal information is kept confidential. However, we cannot guarantee absolute confidentiality. Federal law says we must keep your study records private. Nevertheless, under unforeseen and rare circumstances, we may be required by law to allow certain agencies to view your records. Those agencies would include the Marshall University IRB, Office of Research Integrity (ORI) and the federal Office of Human Research Protection (OHRP). This is to make sure that we are protecting your rights and your safety. If we publish the information we learn from this study, you will not be identified by name or in any other way.

### What Are The Costs Of Taking Part In This Study?

[Use one of the following paragraphs as appropriate:]

There are no costs to you for taking part in this study. All the study costs, including any study tests, supplies and procedures related directly to the study, will be paid for by the study.

Or

Initial \_\_\_\_\_

There will be some cost to you for taking part in this study. You will have to pay about \$[amount] for these study tests, supplies and procedures.

#### Will I Be Paid For Participating?

[If compensation for participation is available, list conditions, such as dollar amount per visit or payment upon study completion.]

You will be paid \$[amount] if you complete all the scheduled study visits. If you withdraw for any reason from the study before completion you will be paid \$[amount] for each complete study visit.

[If no payment for participation is available, you could use the following:]

You will receive no payment or other compensation for taking part in this study.

#### Who Is Sponsoring This Study?

[If there is no sponsor, then omit this section. If there is a sponsor then:]

This study is being sponsored by [Name of sponsor]. The sponsor is providing money or other support to help conduct this study. The researchers do not, however, hold a direct financial interest in the sponsor or the product being studied.

#### What Are My Rights As A Research Study Participant?

Taking part in this study is voluntary. You may choose not to take part or you may leave the study at any time. Refusing to participate or leaving the study will not result in any penalty or loss of benefits to which you are entitled. If you decide to stop participating in the study we encourage you to talk to the investigators or study staff first.

#### Whom Do I Call If I Have Questions Or Problems?

For questions about the study or in the event of a research-related injury, contact the study investigator, Name at Telephone number (also include after hours number).

For questions about your rights as a research participant, contact the Marshall University IRB#2 Chairman Dr.Stephen Cooper or ORI at (304) 696-7320.

You will be given a copy of this consent form.

**SIGNATURES** (*Note: Actual signatures should NOT be included in the document submitted electronically*)

Initial \_\_\_\_\_

Page 5 of 5

I agree to take part in this study and I confirm that I am 18 years of age or older. I have had a chance to ask questions about being in this study and have those questions answered. By signing this consent form I have not given up any legal rights to which I am entitled.

Subject Name (Printed)

Subject Signature Date

Person Obtaining Consent (Printed)

Person Obtaining Consent Signature Date

Initial \_\_\_\_\_

### **Anonymous Survey Consent (SAMPLE)**

You are invited to participate in a research project entitled “*(title)*” designed to analyze *(What will the study be about)*. The study is being conducted by *(principal investigator)* and *(List other investigator, if applicable)* from *(insert institution)*. This research is being conducted as part of the *(thesis/dissertation/class requirements)* for *(student investigator)*.

This survey is comprised of *(state what the surveyor will be expected to complete and how long it will take the participant to complete the survey)*. Your replies will be anonymous, so do not put your name anywhere on the form. You may choose to not answer any question by simply leaving it blank. If you choose to not participate in this survey, you may either return the blank survey or you may discard it. Returning the survey *(provide return instructions)* indicates your consent for use of the answers you supply.

If you have any questions about the study, you may contact *(principal investigator)* at *(phone number)*, *(student investigator)* at *(phone number)*. If you have any questions concerning your rights as a research participant you may contact the Marshall University Office of Research Integrity at (304) 696-7320.

By completing this survey and returning it you are also confirming that you are **18** years of age or older.

Please keep this page for your records.

**APPENDIX C: WRITING GUIDE**

**DIVERSIFIED STYLES FOR DISSERTATION/PROJECT WRITING**

Used with the permission of Dr. Wayne B. James  
Adult, Career, and Higher Education, University of South Florida

**DIVERSIFIED STYLES  
FOR DISSERTATION/PROJECT WRITING  
Wayne B. James**

When citing sources such as (Smith, 2006), try to vary your style of writing. The following examples may give you some ideas.

Smith (2006) accepted  
“ “ accounted for  
“ “ acknowledged  
“ “ admitted  
“ “ administered  
“ “ agreed  
“ “ approached  
“ “ argued that  
“ “ ascertained  
“ “ asserted  
“ “ believed  
” “ calculated  
“ “ catalogued  
“ “ cautioned  
“ “ characterized  
“ “ checked  
“ “ cited  
“ “ chided  
” “ clarified  
” “ compared the mean scores of  
“ “ compiled  
“ “ complained  
“ “ concluded  
“ “ conceived of  
“ “ conducted a study that  
“ “ considered  
“ “ contended  
“ “ crafted  
“ “ created  
“ “ demonstrated  
“ “ denoted  
“ “ described  
“ “ designated  
“ “ disclosed

Smith (2006) found that

“ “ distinguished between  
“ “ evaluated  
“ “ examined  
“ “ exhibited  
“ “ experimented with  
“ “ extended the notion  
“ “ felt  
“ “ filed  
“ “ formulated  
“ “ fostered  
“ “ further showed  
“ “ generated the  
“ “ has shown  
“ “ held that since  
“ “ hinted that  
“ “ implied that  
“ “ indexed  
“ “ indicated  
“ “ initiated  
“ “ intimated  
“ “ inventoried  
“ “ investigated  
“ “ investigated the relationships that  
“ “ judged  
“ “ listed  
“ “ looked at (into)  
“ “ made the distinction  
“ “ manifested  
“ “ named  
“ “ noted  
“ “ noticed that  
“ “ observed that  
“ “ pointed out  
“ “ presented  
“ “ proposed  
“ “ questioned  
“ “ quoted  
“ “ raised the question about  
“ “ recorded  
“ “ referred to  
“ “ researched  
“ “ responded to  
“ “ revealed

Smith (2006) reviewed  
“ “ scheduled  
“ “ scrutinized  
“ “ showed that  
“ “ signified  
“ “ specified  
“ “ stated  
“ “ submitted  
“ “ supported  
“ “ surmised that  
“ “ tabulated  
“ “ tallied  
“ “ theorized  
“ “ thought  
“ “ warned  
“ “ wrote

When referring to tables in the dissertation, you may want to use the following:

In Table 1, data are presented. . . .

According to the data in Table 2 . . .

The studies that had been conducted are summarized in Table 3. . .

A comparison of. . . is presented in Table 4.

The results of the five ANOVAS are presented in Table 5.

The data cited in Table 6 reveal that. . . .

The data in Table 7 indicate that. . . .

On the basis of the data in Table 8, the. . . .

A study of Table 9 indicates. . . .

Table 10 represents an attempt to. . . .

An inspection of the data in Table 11 allows the generalization that.

. . . .

According to the findings in Table 12, the. . . .

The ratios listed in Table 13 provide a basis for making the statement that. . . .

A Mann-Whitney U analysis of the data in Table 14 shows a. . . .  
Table 15 contains the data which were taken from. . . .

Four of the  $F$  ratios which are listed in Table 16 are in the region of rejection.

A review of the data listed in Table 17 (Appendix 4) indicates that. . . .

Five significant differences were calculated and reported as  $t$  values in Table 18.

A study of the ratios in Table 19 suggests that seven  $t$ 's are associated with the region of rejection.

An inspection of Table 20's  $F$  ratios reveals four values which exceed the critical values of  $F$ .

None of the  $t$  ratios in Table 21 exceed the critical value of  $t$  (2.09) at the .05 level of significance.

A review of Table 22's entries suggests. . . .

A study related to the  $F$  values which are enumerated in Table 23. . . .

A review of the correlation coefficients which are listed in Table 24 reveals three significant relationships: . . . .

The responses to Question 2 "How many hours of course work did you take?" are presented in Table 25.

See Table 26 for. . . .

**NEVER** write: Table 27 shows. . . .

Tables are inanimate objects; therefore, they cannot "do" things (i.e., show, present, etc.)

Developed by W. James,  
Adult, Career, and Higher Education  
University of South Florida

**APPENDIX D: APA STYLE**

**EXCERPTS FROM WRITING MANUSCRIPTS USING APA STYLE (5<sup>TH</sup> EDITION)**

## **APPENDIX D**

Used with the permission of Dr. Michael W. Galbraith,  
Marshall University Graduate College,  
School of Education and Professional Development,  
South Charleston, WV 25303

### **WRITING MANUSCRIPTS USING APA STYLE (5th Edition)**

#### **Abstract**

The purpose of these guidelines is to provide to you a brief description of the most salient information as it relates to writing manuscripts using the *Publication Manual of the American Psychological Association (APA) (5th edition)*. For our purpose, information on the title page, abstract, spacing, margins, page numbers, quotations, headings, citations, and references will be provided, as well as some brief comments on being sensitive in your writing process. If other questions arise as you write your manuscript, you should refer to the manual that addresses those specific concerns.

**EXERPTS FROM**  
**WRITING MANUSCRIPTS USING APA STYLE (5th Edition)**

***Headings***

Headings indicate the organization of a manuscript and establish the importance of each topic. The APA (2001) manual suggests that there are one to five levels of headings. Examples of the five levels of headings are provided below:

**CENTERED UPPERCASE HEADING (level 5)**

**Centered Uppercase and Lowercase Heading (level 1)**

***Centered, Italicized, Uppercase and Lowercase Heading (level 2)***

***Flush Left, Italicized, Uppercase and Lowercase Side Heading (level 3)***

***Indented, italicized, lowercase paragraph heading ending with a period. (level 4)***

For a level 4 heading, you leave two spaces after the period and begin typing your text.

Please note that for the majority of manuscripts you will write, two levels of headings meet the requirements. In most cases you will use level 1 and level 3 headings. Refer to the APA (2001) manual pages 114-115, section 3.32 on selecting the levels of headings.

***Reference Citations in Text***

APA style (5th edition) uses the author-date method of citation; that is, the surname of the author and the year of publication are inserted in the text at the appropriate point. For example, Sisco (2000) found.... **Or** In a recent study (Sisco, 2000) it was discovered.....

When a work has two authors, always cite both names every time the reference occurs in the text. When a work has more than three, four, or five authors, cite all authors, the first time the reference occurs; in subsequent citations include only the surname of the first author followed by *et al.* (not italicized and with a period after *al*) and the year if it is the first citation of the reference within a paragraph. (*American Psychological Association*, 2001, p. 208)

When a work has six or more authors, cite only the surname of the first author followed by *et al.* and the year for the first and subsequent citations (In the reference list, however, provide the initials and surnames of each author.)

In the running text, join the names in a multiple-author by the word **and**. In parenthetical material, in tables, and in the reference list, join the names by an ampersand (&) symbol:

as Smith and Jones (2001) demonstrated

as has been demonstrated (Smith & Jones, 2001)

You should refer to the manual for other specific questions concerning reference citations in text (see pages 208-214).

### **The Reference List**

Manuscripts require a complete reference list of all citations noted in the text. Do not include references not cited. The reference list should begin on a new page, appear in alphabetical order at the end of your manuscript and have the word **References** centered at top of the page. For more detailed information concerning the **Reference List** see chapter 4. Below are some examples of APA style references.

***Journal Article (one author)***

Galbraith, M. W. (2001). Philosophy and the instructional process. *Adult Learning, 11*, 11-13.

**NOTE:** Give the volume number of journals, magazines, and newsletters. Do not use "Vol." before the number. If, and only if, each issue of a journal begins on page 1, give the issue number in parentheses immediately after the volume number (see the following example below).

***Journal Article (two authors)***

Galbraith, M.W., & Sisco, B. R. (1994). Wrestling with controversies in adult and continuing education: A model for taking action. *Journal of Adult Education, 22(3)*, 3-10.

***Journal Article (three to five authors)***

Holland, B., Roberts, K., Stewart, A., & Wright, J. (1994). Life span geriatric interdisciplinary curriculum for preparing future health care professionals. *Educational Gerontology, 20*, 231-239.

***Magazine Article***

Kandell, E. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science, 262*, 1113-1120.

***Newsletter Article***

Brown, L. S. (1993, Spring). Antidomination training as a central component of diversity in clinical psychology education. *The Clinical Psychologist, 46*, 83-87.

### ***Daily Newspaper Article (no author)***

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.

### ***Book***

Galbraith, M. W., Sisco, B. R., & Guglielmino, L. (1997). *Administering successful programs for adults*. Malabar, FL: Krieger

### ***Edited Book***

Galbraith, M. W., & Cohen, N. H. (Eds.). (1995). *Mentoring: New strategies and challenges*. San Francisco: Jossey-Bass.

### ***Chapter in an Edited Book***

Galbraith, M. (1998). Becoming an effective teacher of adults. In M. W. Galbraith (Ed.), *Adult learning methods* (pp. 3-19). Malabar, FL: Krieger.

### ***Monograph***

Galbraith, M., & Gilley, J. (1986). *Professional certification: Implications for adult education and HRD* (Information series No. 307). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

### ***Conference Proceedings***

Gironi, R.A., & Galbraith, M. W. (1992). Assessment of instructional styles in postsecondary proprietary schools. In A. Blunt (Ed.), *Proceedings of the 33rd Annual Adult Education Research Conference* (pp. 88-93). Saskatoon: University of Saskatchewan.

### ***Author as Publisher***

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

### ***Unpublished Paper Presented at a Meeting***

Galbraith, M. W., & Sisco, B. R. (1994). *Improving teaching and learning practice: Understanding thinking styles*. Paper presented at the annual meeting of the American Association for Adult and Continuing Education, Nashville, TN.

### ***Doctoral Dissertation Abstracted in Dissertation Abstracts International (DAI)***

Bower, D. L. (1993). Employee assistant programs supervisory referrals: Characteristics of referring and nonreferring supervisors. *Dissertation Abstracts International*, 54), 534B. (University Microfilms No. AAD93-15947).

### ***Unpublished Doctoral Dissertation***

Siler, C. R. (1985). *A content analysis of selected United States history textbooks concerning World War II*. Unpublished doctoral dissertation, Ball State University, Muncie, IN.

### ***Electronic Media***

A variety of material is available on the World Wide Web. This material can be useful to you in your search for additional information and references. The APA manual suggests that authors who use and cite Internet sources should observe the following two guidelines:

1. Direct readers as closely as possible to the information being cited----whenever possible, reference specific documents rather than home or menu pages.

2. Provide addresses that work (APA, 2001, p. 269).

The APA manual states that:

At a minimum, a reference of an Internet source should provide a document title or description, a date (either the date of publication or update or the date of retrieval), and an address (in Internet terms, a uniform resource locator, or URL). When possible, identify the authors of a document as well. (2001, p. 269)

Below are some examples for your review taken directly from the APA manual. Since there are many different kinds of reference materials, not all listed here, and because there are some very specific notes associated with most of the Internet citations, I suggest you read pages 271-281 of the manual for such specifics.

***Internet Articles Based on a Print Source***

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research*, 5, 117-123.

***Article in an Internet-only Journal***

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

***Multipage Document Created by Private Organization, No Date***

Greater New Milford (Ct) Area Healthy Community 2000, Task Force on Teen and Adolescent Issues (n.d.). *Who has time for a family meal? You do!* Retrieved October 5, 2000, from <http://www.familymealtime.org>

**Chapter or Section in an Internet Document**

Benton Foundation. (1998, July7). Barriers to closing the gap. In *Losing ground bit by bit: Low-income communities in the information age* (chap. 2.).

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**Report from a University, Available on Private Organization Web Site**

University of California, San Francisco, Institute for Health and Aging. (1996, November). *Chronic care in America: A 21<sup>st</sup> century challenge*. Retrieved September 9, 2000, from Robert Wood Foundation Web site:

<http://www.rwjf.org/library/chrcare/>

**U.S. Government Report Available on Government Agency Web Site, No Publication Date Indicated**

United States Sentencing Commission (n.d.). *1997 sourcebook of federal sentencing statistics*. Retrieved December 8, 1999, from

<http://www.ussc.gov/annrpt/1997sbtoc97.htm>

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Canarie, Inc. (1997, September 27). *Towards a Canadian health IWAY: Vision, opportunities and future steps*. Retrieved November 8, 2000 from

<http://www.canarie.ca/press/publications/pdf/health/healthvision.doc>

**Abstract of a Technical Report Retrieved from University Web Site**

Kruschke, J. K., & Bradley, A. L. (1995). *Extensions to the delta rule of associative learning* (Indiana University Cognitive Science Research Report No. 14). Abstract retrieved October 21, 2000, from

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***Paper Presented at a Symposium, Abstract Retrieved from University Web Site***

Cutler, L. D., Frolich, B., & Hanrahan, P. (1997, January 16). *Two-handed manipulation on the responsive workbench*. Paper presented at the 1997 Symposium on Interactive 3D Graphics. Abstract retrieved June 12, 2000, from <http://www.graphics.stanford.edu/papers/twohanded/>

***Daily Newspaper Article, Electronic Version Available by Search***

Hilts, P. J. (1999, February 16). In forecasting their emotions, most people flunk out. *New York Times*. Retrieved November 21, 2000, from <http://www.nytimes.com>

**Being Sensitive in Your Writing**

Good writing is committed to the fair treatment of individuals and groups. It is important to avoid perpetuating demeaning attitudes and biased assumptions about people in your writing. The APA (2001) manual suggests that "Constructions that might imply bias against persons on the basis of gender, sexual orientation, racial and ethnic group, disability, or age should be avoided" (p. 61).

**Gender**

The APA (2001) manual indicates that "Gender is cultural and is the term to use when referring to men and women as social groups" (p. 63). You can avoid ambiguity in sex identity or sex role by choosing nouns, pronouns, and adjectives that specifically describe participants. The APA (2001) manual states, "Sexist bias can occur when pronouns are used carelessly, as when the masculine

pronoun *he* is used to refer to both sexes, or when the masculine or feminine pronoun is used exclusively to define roles by sex (e.g., “the nurse...she” (p. 66).

### ***Sexual Orientation***

***Sexual orientation*** is not the same as ***sexual preference***. According to the APA (2001) manual,

The terms ***lesbians and gay men*** are preferred to ***homosexual*** when referring to specific groups. ***Lesbian*** and ***gay*** refer primarily to identities and to the culture and communities that have developed among people who share those identities... Also the term ***homosexual*** is ambiguous because some believe it refers only to men... The clearest way to refer inclusively to people whose orientation is not heterosexual is to write ***lesbians, gay men, and bisexual women or men***--- although somewhat long, the phrase is accurate. (p. 67)

### ***Racial and Ethnic Identity***

The APA (2001) manual states that "Preferences for terms referring to racial and ethnic groups change often. One reason for this is simply personal preference...and another reason is that over time, designations can become dated and sometimes negative" (pp. 67-68). In your writing it is acceptable to use the terms *Black* and *African American*; *Negro* and *Afro-American* have become dated terms of identity. Other correct and acceptable terms are *Hispanic*, *Latino*, *Chicano*, *American Indian and Native American*, *Asian* or *Asian American*.

## **Disabilities**

The guiding principle for "nonhandicapping" language is to maintain the integrity of individuals as human beings. Avoid language that equates persons with their conditions (e.g. *neurotics*, *the disabled*); that has superfluous, negative overtones (e.g. stroke *victim*); or that is regarded as a slur (e.g., *cripple*).

(American Psychological Association, 2001, p. 69)

Use **disability** to refer to an attribute of a person and a **handicap** to refer to the source of limitations, which may include attitudinal, legal, and architectural barriers as well as the disability itself (e.g. steps and curbs handicap people who require the use of a ramp).

## **Age**

Several terms, as they relate to **age**, are preferred in writing using APA style (5th ed.). For example, **boy** and **girl** are correct terms for referring to people of high school age and younger, while **young man** and **young woman** and **male adolescent** and **female adolescent** may be used as appropriate. **Elderly** is not acceptable as a noun and is considered pejorative by some as an adjective.

"Older person is preferred" (p. 69).

## **Final Comment**

The *Publication Manual of the American Psychological Association* (2001) is a valuable resource and aid in your writing process. By reviewing the manual carefully, you will gain additional insights into the information presented above as well as in-depth information on topics such as expressing your ideas, grammar, reducing bias in language, punctuation, spelling, capitalization, abbreviations,

headings and series, quotations, numbers, tables and figures, manuscript preparation for publication, electronic media, and much more. Because APA style is the most widely preferred style by the majority of professional journals, it is imperative that you gain mastery of this style as you work through your writing assignments as a graduate student, and then on into professional roles that require publication production. **Good luck!**

**APPENDIX E: USING MS WORD**

**DISSERTATION FORMATTING TIPS—USING MS WORD**

Used with the permission of Dr. Lisa A. Heaton  
Marshall University Graduate College  
School of Education and Professional Development  
South Charleston, WV 25303

## **Dissertation Formatting Tips - Using MS Word**

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### **1. Online Resources**

MU Electronic Theses and Dissertations @  
<http://www.marshall.edu/etd/>

### **2. Important Documents** (save multiple electronic copies)

### **3. MU Dissertation Template**

### **4. Formatting Tips**

Please note that specific formatting requirements vary from institution to institution. Your dissertation committee may have preferences that differ from the information provided. A lot depends on how closely APA is followed.

- **Page margins** (File > Page Setup) – at least 1" margins on all sides with a 1.5" margin on the left side.
- **Font** (Format > Font) - Times New Roman, 12 pt. is standard.  
**Style Sheet Setup** (Format > Styles and Formatting > mouse over desired heading > click arrow > Modify) – Style sheets allow you to setup common formatting that will be used repeatedly within your document. Using style sheets will also allow you to utilize built-in program features for automatically generating the table of contents for your document.
  - Normal text (12 pt.)
  - Heading 1 (center, all caps, 12 pt., bold) – for major sections, like Table of Contents, Chapters, etc.
  - Heading 2 (center, title case, 12 pt., bold) – for main sections in a chapter
  - Heading 3 (center, italics, title case, 12 pt.) – for subdivisions within a section.
  - Heading 4 (left, italics, initial word capitalized, 12 pt.) – for subtopics within a subtopic
  - Blockquotes (increased 0.5" left margin)

- **Section breaks** (Insert > Break > Section Break Types > Next Page) – insert section breaks to start a new page between each major section of the dissertation.
- **Table of Contents** (Insert > Reference > Index and Tables > Table of Contents (explore Formats, Options, etc.)) – considered front matter, the Table of Contents should list all front matter (except the title page and abstract) the body, including headings 1-4, and the back matter. As you make changes to your document, you may update the table of contents ... right-click > Update Field > Update Entire Table.
- A section (page) for each of the following should be included, as appropriate: **List of Tables**; **List of Figures**; **List of Symbols, Abbreviations, or Nomenclature**; and **List of Multimedia Objects or Files**, considered front matter numbered with a lower case Roman numeral.
  - Setup a Word generated List of Tables or Figures: Insert > Reference > Index and Tables > Table of Figures > Caption Label (select from drop down menu) > OK. If new tables or figures are added to the document, right-click > Update Table... to update the list and page numbers.
  - To create a Figure/Chart in the body of your document: Insert > Picture > Chart, enter the desired data, close (X) the window when finished, click off the chart to deselect its contents.
  - To create a Table in the body of your document: Table > Insert > Table (enter the desired number of columns/rows > OK).
  - To add a Caption: select the table or figure that needs a caption by highlighting or clicking. Go to Insert > Reference > Caption > Label Type (select from drop down menu) > type caption > OK.
- **References** – considered back matter, each source should be typed using a **hanging indent** (Format > Paragraph > Special > Hanging)
- **Page numbers**
  - Should appear in the bottom center of the page.
  - Preliminaries (front matter) should be numbered using Roman numerals (i, ii, iii)
  - Title page counts as page i, the i should not appear on the actual page (in the header, go to Format Page Number >

- select "i, ii, iii" as the Number Format > OK > Show Next to move to the next page)
- Abstract page counts as page ii, the ii should not appear on the actual page (in the header, go to Format Page Number > select "i, ii, iii" as the Number Format > OK > Show Next to move to the next page))
  - All remaining front matter should be numbered using Roman Numerals that appear on the page (in the header, click Link to Previous to remove Same as Previous notation, go to Format Page Number > select "i, ii, iii" as the Number Format > OK > Insert Page Number > Show Next to move to the next page))
  - Remaining pages (body and back matter) should be numbered consecutively using Arabic numerals (1, 2, 3...). In the header, go to Format Page Number to confirm that "1, 2, 3" is the selected Number Format > under Page Numbering select Start at: 1 > OK > use Show Previous/Show Next options to check each page before closing the Header and Footer toolbar)

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