AIIAS Research Standards and Writing Manual

Second Edition

Requirements and Recommendations for
the Theological Seminary and the Graduate School

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From the Author: While you are free to adapt this work to the needs of your school, contacting AIIAS for permission to do so would allow AIIAS to be aware of who is using the work, as well as to share the electronic files, and any future updates that might be made available. If you find errors or places where this document could be improved, please write me at svyhmeister@aiias.edu.

Contents

Foreword

A book like this cannot be written in isolation. While most of the text found in this manual is original, dozens of similar books and experts were consulted, and many colleagues and friends provided information, feedback, and suggestions. My greatest thanks goes to Nancy Vyhmeister, author of the first AIIAS writing manual, for her willingness to share original content and ideas from her work. Chapter 1 is taken largely from her prior work. She was also instrumental as a consultant for the Turabian chapter and in overall editing of this book. Thanks also to Juanita Bissell, for contributing the basis for the Turabian chapter from her earlier AIIAS Turabian manual. This has been revised, updated, and shortened, but her work is still the basis for Chapter 6. Thanks to Elsie dela Cruz, Prema Gaikwad, and Esther Papaioannou for their substantial contributions to the APA explanations in Chapter 7. Thanks also to Bonnie Proctor, the editor at Andrews University, for her willingness to share ideas, resources, and materials. By now it is difficult to tell where her ideas end and mine begin, but some of her work is included especially in the introduction, and in the chapters on academic writing conventions, mechanics, APA and Turabian. Her support has been much appreciated.

Thanks also to my colleagues in the Graduate School and the Seminary for their support and ideas. Special thanks to Elsie dela Cruz, the AIIAS editor, for her suggestions and consultations. Thanks also to David Tasker, Woodrow Whidden, Reuel Almocera, Richard Sabuin, Prema Gaikwad, Carol Tasker, Aecio Cairus, and many others for their contributions and suggestions. Heartfelt thanks to my editorial assistants, Sharon Azcuna, who designed the samples used in Chapter 8, and Kathleen Bienes, without whose support this book never would have been finished. Thanks also to Jill Cabansag and Jesin Kollabathula, who assisted particularly with the computer tips chapter.

Finally, my thanks to the AIIAS administration, particularly in the person of Dolf Oberholster, for his encouragement and support for this project. It is my hope and prayer that this book will make the research experience easier, clearer, more enjoyable, and shorter for the AIIAS research students who use it. The ideas found in this book clearly come from many sources, yet they are distinctly designed for and adapted to the AIIAS research process. Any errors, of course, are entirely my own.

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Introduction
Academic Writing, Style, and Format

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

Since every institution has its own research traditions and practices, each school has its own guidelines that detail how research should be designed, conducted, approved, formatted, and edited. This manual documents the **research procedures and format rules at AIIAS**, for both the Seminary and the Graduate School. It is intended as a guide for any written work connected with degree requirements, including term papers, research projects, theses, or dissertations. Departments of the Seminary and the Graduate School may have additional requirements or may specify requirements in greater detail. Students should ask their program director and/or research advisor concerning any additional departmental requirements that may apply.

Style Guidelines vs. *AIIAS Research Standards*

The difference between *style* and *format* is important in order to understand how one *Research Standards* document can be used for both the Seminary and the Graduate School, given the Seminary uses Turabian, and the Graduate School uses APA style.

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

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

Before writing, you should acquire the style guide recommended by your school (the division is not strictly school-based: Seminary students doing Applied Theology may use APA style—check with your committee). In matters of format *not* specified in *AIIAS Research Standards*, follow the specifications of the style guide prescribed by your school.

Seminary Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. Revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago, IL: University of Chicago Press, 2013.

Graduate American Psychological Association. *Publication manual of the American*
School   *Psychological Association* (6th ed.). Washington, DC: Author, 2010.

Chapter 1
Types of Academic Writing

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

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

Typical AIIAS Coursework Papers

1. **Essay** A class paper, from one to ten pages. The essay explores a topic without the rigor of a research paper. The opinions of the writer may be prominent. References/footnotes are needed for all quotations, citations, or allusions. A reference list/bibliography (see definition p. 13) is usually required. An introductory paragraph/section charts the direction of the paper. Summary and conclusions appear at the end. The essay is typically judged on the following criteria:

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

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

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

3. **Term Paper.** A major research paper (usually without primary data) written for a class assignment, from 15 to 25 pages, enough to cover well the problem being considered. An introduction, containing statement of the problem, purpose, delimitations, and/or presuppositions is obligatory. The paper must end with a summary of the major findings and the

conclusions derived from them. References are needed for all quotations, citations, and allusions. A bibliography or reference list is required. The research paper is usually judged by the following criteria:

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

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

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

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

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

6. **Research Experience/Thesis Equivalent**. A course/research paper that replaces the thesis and covers the learning that would normally take place while writing a thesis. This course may be done for credit by master's students wishing to learn more about the research process or as a prerequisite for doctoral students who did not write a thesis. The process of writing a Thesis Equivalent (Seminary) includes a research paper that requires approval (for more information, check *The PhD Student's Guide*). The major output of Research Experience (Graduate School) is a publishable primary study, usually 15-25 pages long. The process of arriving at a polished, publishable paper includes multiple revisions. The grade for this course is given once the paper has been submitted for publication to a reputable journal. For suggestions as to how to write a publishable paper, see Appendix A. Criteria used to judge a publishable paper include

Well-chosen problem, clearly stated in introduction
Clear purpose of study
Specific review of related studies (not a general literature review)
Original thought that contributes to academic discussion
Carefully considered conclusions
Highly polished document worthy of submission to a journal

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

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

8. **Exegesis.** A major research paper based upon primary and secondary data written for a class assignment in biblical studies, typically from 20 to 25 pages. The purpose of an exegetical paper is to investigate the biblical text in its primary language (Hebrew, Aramaic, Greek) and demonstrate an understanding of the text through analysis and discussion of the main segment/s or the major theme/s in the text. For an example of an outline of an exegetical paper, see Appendix C. Criteria for evaluation include

> *Accurate analysis of the text (ancient backgrounds and literature, literary*
> *context and structure, biblical language, intertextuality, theology)*
> *Coherence (construction of argument, reasoning, logical flow)*
> *Creativity and originality (originality of thoughts, concepts, connections)*
> *Expertise in secondary literature (interaction with secondary literature)*
> *Relevance (implications relating to personal, life, church, community, etc.)*
> *Style (clarity and style of writing, spelling, footnotes, bibliography)*

Culminating Phase Writing at AIIAS

Culminating Projects

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

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

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

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

Program development. If you do a project that uses the program development method, you will go through several steps. The following list is for a program that is implemented and evaluated (Appendix B contains a proposal for a program development project at the MA level):

> *Define the problem*
> *Determine and describe the population*
> *Set goals and objectives*
> *Review the literature*
> *Design the program*
> *Prepare materials and resources*
> *Implement the program*
> *Evaluate the program*
> *Write the paper*

Materials preparation. A book/brochure might have chapters as follows:

> ***Chapter 1: Introduction.*** Why this material is needed and the method used to prepare it
> ***Chapter 2: Review of literature.*** Discuss similar programs and how materials were used
> ***Chapter 3: People for whom the material was prepared***
> ***Chapter 4: The book/brochure.*** Ready to print. Includes instructions on how to use it
> ***Chapter 5: Summary and Conclusions***

DMin project. The culminating paper for DMin studies is typically approximately 125 pages long, excluding appendixes. It must apply theory and research to some area of ministry. The preferred type is the "in-ministry" project, which applies a program to benefit the church. Acceptable types of DMin projects include case studies, church growth studies, church planting projects, program development, strategies for evangelism, youth or small group activities, and theological issues in ministry. DMin projects may include fieldwork and/or the use of questionnaires and statistics. Evaluation criteria include

> *Well-chosen problem, clearly stated in introduction*
> *Clear purpose of study*
> *Demonstration of knowledge of related literature*
> *Creative application of theory to pastoral situation*
> *Careful design and implementation of program*
> *Precise reporting and conscientious evaluation of program*
> *Control of personal bias*
> *Clear conclusions, reflecting problem and purpose*

Theses/Dissertations

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

Thesis. A major paper, containing primary data and theoretical implications, for the completion of a master's degree. The length of an MA thesis is generally 70-120 pages (80+ for MA in Religion), excluding appendixes. The thesis must be concerned with some problem in the student's area of concentration. It should be a contribution to the existing body of research and

furnish knowledge in which the scholarly community is interested. The substantive content follows the ideas outlined in the proposal and includes the results, conclusions, and recommendations yielded by the study. The criteria for judging a thesis are

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

Dissertation. A major study, longer and more complex (usually investigating more variables) than a thesis. A dissertation consists of original research designed to contribute *new knowledge* to the scholarly community, and is usually 150-250 pages (200-250 pages for PhD in Religion) long. It seeks to answer a question, develop theory, or advance a position and sustain it by argument. The literature must be thoroughly searched in order to construct a well-grounded theory to support the hypotheses (for a quantitative study) and to insure that the topic has not been previously researched. Evaluation criteria include

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

Chapter 2
Academic Writing Conventions

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

Organization

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

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

Paragraphs
A paragraph is the basic unit of organization in a paper, consisting of sentences that support the topic (usually the first) sentence. The first line is indented 0.5 inch, and paragraphs typically contain five to eight sentences, but must have a minimum of three sentences.

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

Writing Style

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

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

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

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

Avoidance of Bias

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

Linking Words

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

Format

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

Referring to Yourself

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

Appropriate Verb Tenses for Research

1. **Active Verbs:** Use the active rather than passive voice: e.g., Passive: A study was conducted by Johnson (2004). Active: Johnson (2004) conducted a study.

2. **Maintaining Tense:** Generally, one should maintain the tense unless there is a good reason to change it. Choose a tense and stick with it for at least an entire paragraph. Do not alternate between past and present unless there is a specific reason to do so. Exceptions to this rule are common, but they are exceptions.

3. **Reporting Results:** Research results of a specific study (including yours) are reported in the past: e.g., "Jones *determined* that . . ." "Table 5 shows that most people *liked* oranges." The discussion that interprets data presented, extending the results beyond the sample and identifying principles, however, is usually in the present tense: e.g., "Jones (1963) *found* that children *do not like* interacting with hostile parents."

4. **Reporting Ideas:** Ideas are often considered living, or timeless, and therefore are referred to in the present tense: e.g., "Collins *suggests* that . . ." For that reason present tense is often used when discussing ideas, or generally accepted facts in the literature review. This is not always the case, however. Sometimes the idea has been replaced by something else, or the researcher has at some point changed opinions. If you discuss an idea that is dated, there is a need to use past tense: e.g., "In 1885 Baker *concluded* that . . ." Present, present perfect, or past tense are all possible for discussing ideas, depending on situation, and the sense that the writer wishes to convey.

5. **Keeping the Historical Perspective:** When you are writing, keep in mind your reader who will be reading your work in the future. For example, if you write "Today's educators promote . . . ," consider how your statement may be understood in the year 2050. It is better to clarify such a statement with "Educators in 2009 promote . . ."

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

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

Electronic Sources

Until recently, electronic sources have been considered less academic or less trustworthy than other sources. Today this is less true than before. Yet, not all Internet sources are of equal standing. *Wikipedia* may be a good starting point for information on a topic, but it should generally be used with restraint as an academic source. For Turabian papers, however, it is not considered a reliable source.

Some peer-reviewed journals exist in print and online. Cite them as you would the print edition. Other equally valuable journals are only online. They must be documented as online materials.

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

Finding Quality Sources

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

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

Crediting Sources

Introducing Quotations

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

Discussing Quotations

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

Dealing With Secondary Sources

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

Citing Abstracts

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

Avoiding Plagiarism

Plagiarism is a serious research fault. In many educational institutions, plagiarism is cause for giving a failing grade in a class or even expulsion from a program. Plagiarism is an elegant name for using someone else's words or ideas as one's own. It is equivalent to intellectual thievery. For those who espouse a biblical point of view, plagiarism is condemned by the eighth commandment: "You shall not steal" (Exod 20:15, English Standard Version). At AIIAS, plagiarism has been considered sufficiently important for the faculty to take a public stand against it. The following document was voted as part of AIIAS academic policy many years ago, and was updated for this publication. Also note the plagiarism form (see Chapter 10) that must be attached to new submissions to the editor.

AIIAS Plagiarism Definition

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

Plagiarism takes various forms:

1. Having someone write or editorially rewrite a paper, even if the student provides some of the key references.

2. Taking words from a written source exactly as they were found (a direct quotation) without enclosing them in quotation marks or giving credit to the original author in a footnote or in-text reference.

3. Creating a paraphrase in which the student expresses the author's ideas in his or her own words without giving proper credit.

4. Taking words from a written source, and changing one or two words to claim that it is a paraphrase rather than a direct quotation, thus making it appear that the words and ideas were the student's own. This is plagiarism even if a reference is given.

Leading the reader to believe that words and ideas written are one's own when they are not is against the principles of good scholarship, and is not permitted at AIIAS. All words and ideas borrowed from a written source must be given credit in a footnote or in-text reference, depending on the style approved by the school for which the student is writing. Quoted words must be reproduced exactly as found and enclosed in quotation marks. In order to qualify as a paraphrase, the ideas of the original author must be accurately preserved, but using different words and expressions, not dependent on the sentence structure and vocabulary of the original author. Changing a few words in a sentence or paragraph is not sufficient to constitute a paraphrase. For those whose facility with the English language is limited, it is generally safer to quote exactly and enclose in quotation marks.

A research paper, however, should not be a string of quotations joined back-to-back. It is the student's responsibility to make the main flow of the text consist of his or her own expressions. Unless the professor announces differently, not more than one-third of the paper should be made up of other people's words. Students should be sufficiently familiar with the topic, after doing the requisite reading and research, to summarize the main points of the paper in their own words, reserving quotations for support and authority to back up assertions made. Thus the student will demonstrate individual learning and independent thought, which are marks of graduate scholarship (*Voted by AIIAS Faculty, February 2010*).

Chapter 3
The Mechanics of Academic Writing

Mechanics has to do with all the little rules of writing, such as punctuation, spelling, capitalization, fonts, spacing, abbreviations, numbers, and such. The rules in this chapter will be especially useful for those writing a thesis or dissertation, but most also apply to research papers for coursework. Many specific format rules are revisited in Chapter 8 under AIIAS Standards.

Spell-Checker and Grammar-Checker

Computers provide tools for correcting typing and grammar errors, as well as levels of formality. Watch the green lines under words or phrases given by the grammar checker and the red lines under words given by the spell checker. Clear these up **before** you hand in your paper (make sure your dictionary is set to either American or British English—both may be accepted, but check with your advisor). There are many optional settings for the grammar checker: in Microsoft Word, go to ***Review/Spelling and Grammar/Options***. Check the things you want the computer to do (check them all if you wish). The grammar checker can be wrong, but it tends to be right more often than the language learner, so do not ignore it.

Format

Page Layout

Margins. For theses and dissertations, the left-hand margin must be 1.5 inches. All other margins must be 1.0 inch (the page number can be slightly below this—see *page numbers*, below). For term papers, margins are 1.0 inch on all sides.

Justification. Use a left justified, ragged right margin rather than a justified margin.

Font. A proportional, serif font is required for research like *Times New Roman*. *Proportional* means that a narrow letter like *l* takes up less space on a line than a wider letter, like *m. Serif* means that the letters have little lines added, like at the base and the top of the *N* or the bottom of the *p*. While not helpful for projection, these lines make printed text easier to read.

Page numbers. All pages are numbered at the bottom center of the page, approximately 0.75 inch from the bottom edge of the paper. Placement of numbers must be consistent. Pages that have landscape material have the page number in the same position and direction as all other pages. Pages in the appendix that *already carry numbers*, such as tests or instruments, are also numbered in accordance with the paging of your paper, but this number is placed just inside the margin in the bottom right-hand corner, within square brackets.

Line spacing. Research text is double spaced, and indented five spaces (0.5 inch) at the beginning of each paragraph, with **no** additional space between paragraphs. Numbered lists and tables can be single spaced if it improves readability. Further details relating to spacing are found in Chapter 8.

Block quotations. A block quotation is a direct quote of five or more lines (Turabian) or 40 or more words (APA). Block quotations are single spaced (Turabian) or double spaced (APA). Block quotations are indented 0.5 inch from the left, the same as the first lines of paragraphs. Indent the first line 0.5 inch further if more than one paragraph. No blank line is added before or after (or between paragraphs of) a block quotation. Block quotations do not carry quotation marks before and after the quotation. If there are materials in double quotation marks in the original, put them in single quotation marks to show they were quoted in the original. If the quotation is in the middle of a paragraph, do not indent the first line of the text following the block quotation.

Line and Page Breaks

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

Word division. In general, words at the ends of lines should be divided only when absolutely necessary, and then according to syllabication as shown in the dictionary. Turabian (8th ed.) has an excellent section on line breaks (20.4).

Widows/orphans. The first or last line of a paragraph should not appear alone at the bottom or top of a page (widow/orphan). A subheading at the bottom of a page must have at least two lines of text below it, otherwise, the subheading should begin at the top of the next page. You may allow more than 1.0 inch at the bottom of a page in order to avoid "widow" and "orphan" lines.

Lists/enumerations

Parallel construction. Use parallel grammatical construction for items in a list.

Punctuation. In an enumeration within a sentence, use a comma to separate items unless items in the list contain commas; in that case, use semicolons. An identifying element (letter or number) should **always** be on the <u>**same line**</u> as the item.

Bullets. Numbers are commonly used for vertical lists, but if you wish to avoid the appearance of order in a truly unranked list, using bullet points is acceptable to most professors.

Numbering format. To identify enumerated items in separate paragraphs, use arabic numbers followed by a period (if enumeration is part of a direct quotation, the original identifying element should be used); the numbers should be indented one tab position (or 0.5 inch) and run-over lines aligned with the first word (hanging indentation). The periods after numerals must be aligned. To identify enumerated items within a paragraph, use arabic numerals enclosed in parentheses (lowercase letters may be used, but numbering format must be consistent). If the items are complete sentences, capitalize the first letter and end each item with a period.

Spacing. Enumerations in separate paragraphs, just like the body text, are usually double-spaced; they may be single spaced, if this would enhance readability, but aim for consistency.

Referencing

Every quotation, idea, or information taken from another source must have a reference to show its origin. In APA this is done using an in-text reference; Turabian uses footnotes.

Bibliography vs. Reference List

APA and Turabian have different ways of dealing with the list of sources at the end of the research paper. Turabian uses a *bibliography*, which includes all source materials used during a research study, whether cited or not. APA uses a *reference list,* which includes **only works** cited in the research paper. In either case, it is important that all cited works be included in the bibliographic entries at the end of the paper, and Turabian users may add sources used which were not cited specifically. For specific instructions on Turabian and APA styles, see Chapters 6 and 7.

Quoting and Referencing

Copy carefully. Direct quotations from another author's work should be reproduced word for word, including internal punctuation of the original source. Enclose quoted material in double quotation marks (except in a block quotation). Always check direct quotations against the original to ensure that there are no discrepancies. If something is wrong in the original, copy it faithfully, and put [*sic*] after it, to show that you found it like that in the original document. If you add emphasis (bold or italics) to the original, add (emphasis/italics mine) after the closing quotation mark. If it is already there, say (emphasis/italics in original) after the closing quotation mark.

Referencing. Every time more than three words from another source are used in your paper, they must be enclosed in quotation marks and a reference given, including page or paragraph number. If the source is from another person's work and you cannot find the original, cite it as a secondary source.

Capitalization. The first letter of the first word of a quotation may be upper or lower case. If you weave the quotation into the syntax of your sentence, begin it with a lowercase letter even if the original began with a capital letter (no need to mark this change). If the quotation is set off syntactically by a comma, period, or colon, and is a complete sentence, begin it with a capital letter even if the original is lowercase.

Word not in original. Use square brackets to enclose material inserted in a quotation by some person other than the original writer: e.g., Jones (2003) reported that "malnutrition is one of the [most] prevalent problems in the area" (p. 8).

Mechanics

Punctuation

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

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

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

Parentheses. Use parentheses (not square brackets) if you wish to explain something that does not fit with the grammar of your sentence. If it is a complex explanation, put it in a footnote. Parenthetical material within parentheses is placed in square brackets, but this is not common. Do not use parentheses back to back; rather, use a semicolon to separate the statements and enclose them in a single set of parentheses: e.g., (38.2%; Covey, 1987).

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

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

Ellipsis points. Three dots indicate omitted words in direct quotations within a sentence. Leave spaces before and after the dots: e.g., "An author said that 'this is the highest degree . . . ever known to man'." For omitted words between sentences or paragraphs, use four dots; the first serves

as the period for the first sentence (so it has no space before it): e.g., "Heaven would be to him a place of torture. . . . The glory of God . . . [is] a consuming fire." Do not use ellipses at the beginning or end of a quotation, only when text is removed from the middle.

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

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

- In the text of a paper, use quotation marks to set off the title of a study, an article, or a chapter. Use italics for book and periodical titles. Follow specific style rules for reference list or bibliography.
- Use quotation marks to introduce a word or phrase used as an ironic comment (first time only; e.g., the "home-schooled" children).
- Use quotation marks to mark material from a survey item or verbatim instructions to participants (e.g., The item "parents influenced my decision to take up nursing" ranked least among the factors.)
- **Do not use double quotation marks** to cite a letter, word, or phrase as a linguistic example, or to introduce a key or technical term; instead, italicize them (see Italics section below).
- **Do not use double quotation marks** to show possible disagreement with a statement: do not use any punctuation with such expressions (e.g., the teacher rewarded the class; **not**, the teacher "rewarded" the class).
- **Do not use double quotation marks** to identify anchors of a scale; instead, italicize them. Ex.: Answers were ranged from 1 (*strongly agree*) to 5 (*strongly disagree*).
- **Commas and periods** are always placed inside quotation marks; place other punctuation marks inside quotation marks only if they are part of the quoted material.

Spacing After Punctuation

General spacing. Use only one space between words, after commas, colons, semicolons. There is no space before or after a colon in the expression of ratios.

Periods. Current usage puts only one space after a period (full stop). Abbreviations do not have any space after internal periods (e.g., p.m., etc., U.S.A.). Only one space after periods that separate parts of a reference citation and after periods in name initials.

Do not use a period after a statistical or metric symbol.
Hyphen. No space is used before or after the hyphen in hyphenated compound words.
Dash. No space is used before or after a dash.
Negative value (-). Use a hyphen with a space before but not after it (e.g., the total is -2.76).
Equals (=). Use a space before and after the equal sign: e.g., $SD = 1.43$.

Italics

Emphasis/clarity. In general, italics, particularly for emphasis, should be used sparingly. Italicize a new, technical, foreign, or key term or label (***do not italicize the term in subsequent use***); a letter, word, or phrase used as a linguistic example (e.g., the word *leverage* here is used to mean . . .).; and words that could be misread.

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

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

Scales and scores. Italicize test scores and anchors of a scale: e.g., MMPI scales: *Hs, Pd*; answers ranged from 1 (*strongly agree*) to 5 (*strongly disagree*).

Bold

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

Capitalization

Capitalize proper nouns (see Appendix F for capitalization rules for religious terms).

Titles. Use title case for subheadings (Levels 1 and 2), table titles, subheading entries in table of contents, and title entries in list of tables and figures. Use full caps for chapter/section headings.

Title case. Title case means capitalizing all nouns, pronouns, verbs, adjectives, adverbs, and other words of four letters or more, **except** short prepositions, articles, or conjunctions. In titles (but not in the reference list), when a capitalized word has a hyphen, capitalize both words; in titles, also capitalize the first word after a colon or dash.

References to literature. In body text, capitalize references to **titles of sections** within the same paper (e.g., see Chapter 3, Table 8, or Research Question 3), or references to titles of books, periodicals, etc. Do not capitalize nouns that indicate common parts of books followed by numbers or letters and nouns that precede a variable: e.g., column 5, page 45 of this thesis; trial n or item b.

Academic references. Capitalize names of university departments if they refer to a specific department within a specific university and academic courses if they refer to a specific course: e.g., *Department of Public Health*, *Adventist International Institute of Advanced Studies*, or *Foundations of Curriculum*; but do not capitalize generic titles: *any department wishing to participate*, or *curriculum and instruction courses*, or *any education course*.

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

Reference list/bibliography. For APA style, use sentence case in reference lists, i.e., capitalize the first word of titles of books and articles, proper nouns, and the first word after a colon or dash. For Turabian style, use title case for these same items. In both APA and Turabian, titles of periodicals are in title case.

Tables/figures. Use sentence case for figure titles and headings or text within tables and figures (also for heading levels 3, 4, and 5). Use title case for table titles.

Foreign Language in Text

A direct quotation in a modern foreign language is treated differently under different circumstances, depending on the complexity of the material. For example, in a class research paper at the master's level, the quotation is translated into English and the original is placed in a footnote (in APA style, it may be placed in parentheses). In a dissertation heavily dependent on foreign languages (notably French and German), it may be left in its original form, without translation. It is understood that scholars reading this complex material understand those languages.

Biblical languages are written in their own alphabets. Other ancient Near Eastern languages are transliterated according to agreed-upon schemes (see *SBL Handbook of Style* for details). The method chosen must be consistent throughout the text. For biblical languages, an English translation may be provided following the foreign script. Make specific arrangements with your advisor. If a

word or phrase is repeated many times within a few pages, only its first mention needs translation. Biblical language phrases or words in the title of a thesis or dissertation **must** use transliteration.

Numbers

Write out small numbers. The general rule is to use figures to express numbers 10 and above (APA) or 20 and above (Turabian). Use words to express numbers smaller than these (there are exceptions).

Figures. Use figures for exact numbers for time (8:15) and measurements of time (3 days), dates (May 14), ages (2-year-olds), weights or measures (2.5 kilos, 5 cm), mathematical/ statistical functions (divided by 6, 5 times as many), and items in a numbered series (Level 2, Grade 5). Also, use numerals in the abstract of a paper, in tables, and in parentheses. For decades or other plurals, the correct form does not require an apostrophe (1970s, 10s, fifteens, sixes).

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

Statistics and Metrication

Statistics can be presented in text, in tables, and in figures. A general rule is that if you have three or fewer numbers, use a sentence; if you have from 4 to 20 numbers, use a table; and if you have more than 20 numbers, consider using a graph or figure rather than a table.
- Do not give a reference or a formula for statistics in common use
- In tables and parenthetical elements, use a capital, italicized N to specify the number of members in a total sample; use lowercase, italicized n to specify the number of members in a limited portion of the total sample. **Do not use the statistical symbol** of the term in the text; use the spelled-out form.
- Use lowercase Greek letters (not italicized) to represent population statistics; use italicized Latin to express sample statistics.
- Use the percent symbol (%) only when preceded by a number (APA) or in tables. For Turabian, write out the word unless it is in a table or in parentheses.

Abbreviations/acronyms

Acronyms should be used sparingly. Do not switch between an abbreviation and the spelled-out form. (For rules regarding the list of abbreviations in a thesis/dissertation, see p. 78.)

Introducing an abbreviation. Explain the term on its first appearance, with the acronym/ abbreviation in parentheses. Do not introduce an abbreviation if it will not be used at least three times. Add the abbreviation to the list at the beginning of the paper. An exception to this rule would be biblical books, which should follow the list in Table 2, and statistical symbols.

Plural forms. To form the plural of an abbreviation, add s without an apostrophe (SDs, vols.).

Latin abbreviations. The abbreviations *etc.*, *e.g.*, *i.e.*, *viz.*, and *vs.* may be used inside parenthetical information or in footnotes or in tables/figures, but not in the text. *Ibid.* is not used at all in APA style, but is common in Turabian. *Et al.* is acceptable for use in parentheses or in text. Note that e.g., i.e., and viz. are followed by a comma, and et al. is followed by a period.

Restrictions. Never begin a sentence with a lowercase abbreviation, statistical symbol, or a numeral. Never use abbreviations in headings/main titles or as entries in a bibliography/reference list. Never abbreviate the term "United States" when it is used as a noun.

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

Abbreviating state names. Use the two-letter postal abbreviations (no periods) for U.S. state names in reference/bibliography entries (for a complete list of the correct abbreviations, see Table 1). If the state name is part of the text, write the whole word.

Some Useful Abbreviations

State Abbreviations for the United States

In footnotes and reference lists/bibliographies, the names of the states in the United States are always abbreviated. Table 1 contains the two-letter abbreviations for each state.

Table 1

United States Two-Letter State Abbreviations

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

Biblical Book Abbreviations

Both the Seminary and the Graduate School should use the biblical book abbreviations found in Table 2. They are written with no periods. Abbreviations are used when specific chapter or chapter-and-verse references are given, not when the Bible book name alone is used. Do not use these abbreviations to begin a sentence, or within a title.

Table 2

Biblical Book Abbreviations

Gen	1 Kgs	Eccl	Obad	Matt	Phil	1 Pet
Exod	2 Kgs	Song	Jonah	Mark	Col	2 Pet
Lev	1 Chr	Isa	Mic	Luke	1 Thess	1 John
Num	2 Chr	Jer	Nah	John	2 Thess	2 John
Deut	Ezra	Lam	Hab	Acts	1 Tim	3 John
Josh	Neh	Ezek	Zeph	Rom	2 Tim	Jude
Judg	Esth	Dan	Hag	1 Cor	Titus	Rev
Ruth	Job	Hos	Zech	2 Cor	Phlm	
1 Sam	Ps (Pss)	Joel	Mal	Gal	Heb	
2 Sam	Prov	Amos		Eph	Jas	

Chapter 4
Research Roles and Responsibilities

This chapter deals with policies and procedures regarding the formation of research committees and the roles of each member of the team.

Research Committee Formation

The following policies govern the formation of research committees.

1. The thesis/dissertation advisor will normally be an AIIAS faculty member and a member of the department/program in which the student is studying. Recommendations which do not follow this norm need the approval of the dean.
2. Advisors need an academic preparation and qualification that is suitable for the research to be performed (this qualification includes having a doctoral degree if one is to chair a doctoral dissertation, and having been a member of at least two research committees before chairing one).
3. The committee composition may include members from another department (or from off campus), but at least two members of the committee must be members of the department/program in which the student is studying. Students desiring to include an external member/advisor need to realize that this may have financial implications involving travel expenses that they are responsible to pay for.
4. A thesis/dissertation committee of three should not include more than one person from the same family. If this is unavoidable, a fourth committee member should be added.

Research Roles and Responsibilities

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

Student

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

1. **Initiate and continue communication with all members of the committee.** Do not wait for them to come to you. Do not try to do the work, especially design, analysis or strategy, without advice. If you have questions, ask.

2. **Schedule your work wisely.** AIIAS professors may be required to travel at times that are not convenient for research students. There are times of the semester when the editor and professors are very busy. Plan with your advisor how to make progress in spite of these potential obstacles. Agree with your research advisor on a schedule, put it in writing, and keep it. Make sure that you always have something to do while your professors are traveling or reading your work, so that you can advance while waiting for feedback.

3. **Be reasonable.** Professors ideally have 2 weeks to read and return your work. If you have planned your work, you will not hand a chapter to a professor on the day before his departure for a DLC and expect to have it back by flight time. Plan ahead! Agree on the time you will

hand in the paper and when you can expect it back. Keep your part of the agreement and negotiate with the professor about his/hers. If a professor fails to keep an agreement to return your work by a certain date, it is appropriate to ask when you may expect to see it. You may also enlist help from your research advisor or department chair.

4. **Be responsible.** If you have not done what you agreed to do, do not make matters worse by skipping your appointment with your advisor. If you are having difficulties or do not understand something, **say so**! Do not, however, expect the committee to do your statistics, analysis, or editing for you. **You** are the researcher—they are only guiding you.

5. **Use your committee wisely.** Your research advisor will advise you when to send documents on to other committee members. There are good reasons for following this advice. If committee members disagree about research procedures, or give you conflicting advice, let your advisor sort it out—this is not your problem.

6. **Be respectful of lines of authority within the committee.** Even if a dissertation committee member is a great friend and very willing to help, the advisor is still the advisor.

7. **Be realistic.** Most students take 2 to 4 hours of study and writing time for every finished page. Budget your time carefully. Editing always takes longer than expected (see sample time lines in Chapter 5). Do not expect your committee to work harder just because you did not carefully check your English, or took longer than expected to write something.

8. **Be persistent.** Once you have begun your research, you are required to register every term and to finish within 4 years. Stay in touch with your research advisor constantly, whether you are on campus or away. If you are discouraged or have a problem, talk to your advisor.

Program Director

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

1. **Academic advising.** Help students who plan to write a thesis/dissertation choose courses that will prepare them for their intended topic, in consultation with the respective department chair.

2. **Mentor the research process.** Encourage students to think about research topics from the very beginning of their coursework. Help them focus their ideas, and begin to write a short document to share with potential thesis/dissertation committee members.

3. **Let go.** Encourage the student to discuss research ideas with a variety of professors. Guide the student to those who might be interested in the topic. Once the committee has been approved, the program director checks the stage of the research and dissertation progress, and for Seminary students, the program director still registers the student. For Graduate School doctoral candidates, the research advisor becomes the academic advisor.

Research Advisor

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

1. **Direct the project/thesis/dissertation committee.** The research advisor chairs the committee and facilitates communication among the members, calling for meetings as needed. The advisor directs the student to share drafts of the research with specific committee members at the appropriate times. The advisor calls a meeting of the committee

before a proposal approval or defense to be sure there is agreement that the candidate is ready. The advisor and the candidate (in consultation with the committee) recommend to the dean possible dates, and suggested names for the external examiner for a doctoral defense.

2. **Provide quality control/editing.** The advisor is primarily responsible for quality control of the content, methodology, editing, grammar, and format of the student's document. The advisor does not pass on the student's research to the other members of the committee (even the methodologist) without reading and editing it first until fully satisfied with the quality of the work. The advisor works with the student and the editor throughout the study but especially at the end, to achieve a polished final product.

3. **Manage students' time.** The research advisor should make contact periodically if the student does not "check in" voluntarily. Advisors should keep a written record of dates of meetings and tasks assigned, in case of complaints about lack of progress from either students or sponsors. They should set regular appointments, give assignments and dates, and help students plan and use their time wisely.

4. **Be familiar with policy and procedures relating to theses/dissertations.** Empirical studies need Ethics Review Board approval. If AIIAS is the subject of the study, it also needs AdCom approval. Policies include time limits for graduation, steps in the process, required sections of the thesis/dissertation, and APA/Turabian format. For additional information, please check with the AIIAS editor, the Writing Center, or directors of research centers at AIIAS (Asia-Pacific Research Center, Ellen G. White Research Center, and Asian Studies Center).

5. **Be transparent about your schedule.** Let students know when you will and will not be on campus and available to them. If you cannot give the needed feedback in a timely fashion, negotiate with other committee members who may be willing to help.

6. **Provide feedback within a reasonable time.** Ideally, the corrected work should be returned to the student within 2 weeks, but students should also be reasonable and not ask for feedback before one week. Let the student know when to expect your feedback. Be sure the student has something else to work on while waiting.

7. **Make sure students are registered.** Students in the research phase of their program must be registered continuously, or they should request a leave of absence.

Project/Thesis/Dissertation Methodologist

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

Project/Thesis/Dissertation Committee Member

The research committee member is usually selected to lend expertise in some aspect of the topic being researched. While this person may not read the proposal until shortly before it is submitted for approval, and will not usually see the final chapters until the advisor and methodologist are satisfied with them, the different perspective and support offered by this individual can be extremely useful.

Fourth Reader

Seminary dissertation committees have typically included a fourth reader (internal examiner), while Graduate School committees typically do not. The fourth reader is chosen for his or her expertise in an area related to the research and to give the finished product a measure of interaction with related disciplines. The fourth reader is not directly involved in the production of the study and is, therefore, able to be more objective and see possible problems which might have been overlooked by those already very familiar with the study.

External Examiner

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

Institutional Editor

The institutional editor must approve a student's research before it is sent to the external examiner and before copying and binding. The editor is accessed through the research advisor, and any concerns about the editor's requested modifications should be discussed with the student's research advisor. The editor's role in working with student research is primarily to **check** that the work was well done, **not to correct all the student's mistakes**. For this reason, if the work has many errors, the editor will return it and wait for a revised copy before continuing to read. It is wise to work with the editor early, to make sure this step does not cause delay in the completion process.

Chapter 5
Procedures and Timelines

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

Types of Research

At AIIAS, there are three basic types of research—projects, documentary/historical studies, and empirical studies. The research process may vary based on the type of research being done.

Projects

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

Documentary Research

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

Empirical Research

Empirical research is usually done in the Graduate School and in applied theology; it includes the collection and analysis of data. Because this process involves the selection/ development of instruments and may involve human subjects, certain ethical controls are necessary that are not required for documentary research. The nature of empirical research also recommends a more complete proposal before data is collected.

Types of Additional Approval

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

Administrative Committee

Any research that involves data collected on or about the AIIAS campus must secure AdCom approval. This can be requested any time after topic approval. It is, however, to your advantage to seek counsel from the administration as to the wisdom of conducting your study at AIIAS as early as possible in the research design process. Work with your research advisor to prepare a short (not more than one page) but complete statement on purpose of the study, research questions, the nature and extent of the involvement of AIIAS personnel or students, the nature of the data to be collected, and the reason why you feel this is advantageous for AIIAS, or at least not detrimental. Indicate

how you will protect the privacy of those involved. The research advisor should submit this request via the office of the Vice President for Academic Administration.

Ethics Review Board

Any study from Applied Theology or the Graduate School must be presented to the Ethics Review Board (ERB) for approval before data can be collected. This is normally done at proposal approval time. Once the committee has agreed the document is ready for approval, it may be submitted for ERB checking. If any change is made to the methodology, an amended ERB document must be filed. ERB approval must be secured *before* data is collected.

Steps in the Research Process

The process outlined in Table 3 is for research done at AIIAS. Where empirical research and documentary research vary in the procedures, they are described separately. Where Graduate School and Seminary procedures differ, these are also described separately. Table 4 summarizes the major steps in the research approval process for each different type of study.

Table 3

Steps in the Research Process

Step	Details
Choosing a topic	Student should read widely, talk informally with professors and friends, and experiment with multiple ideas before settling on one.
Choosing an advisor	The committee advisor should be knowledgeable on the topic, interested in the research, and willing to serve. The student may write 1-2 pages about the envisioned research to share with potential candidates for advisor, and make sure they can work well together.
Topic request	Student develops a topic request with proposed research advisor and committee. This document is 5-10 pages long and details the scope of the study, methodology, and evidence that it will contribute new knowledge to the field. The structure of the topic request may differ depending on methodology; work with your advisor. Topic request is initially presented to the Department/Program Committee and forwarded if further approval is needed.
	Graduate School. Committee is approved by the Department and study design by a Research Committee made up of the approved committee, the Research Director, and the Dean.
	Seminary. Committee and topic are approved by the Program Committee.
Administrative Committee approval (for research done at/about AIIAS)	If the study is about AIIAS or if data from AIIAS is required, permission must be obtained from AdCom. This is true for class-based research, faculty research, and projects/theses/dissertations. The need for AdCom approval will be determined at topic approval. Work with your advisor to make a request to AdCom if needed.
Writing phase	Once the approval phase is accomplished the student works chapter by chapter, first with the advisor, then with the other members of the committee, as directed by the advisor. Once approved and formatted or edited, it is wise to submit two or three chapters to the editor so that mistakes are corrected early, before they become habits.

Step	Details
Ethics Review Board (ERB) approval (empirical research)	All empirical research done by AIIAS faculty, as part of an academic program at AIIAS, or on behalf of AIIAS must be reviewed by the ERB. If it will not include human subjects, a waiver may be requested. The application is made after committee consensus that the document is ready for proposal approval. ERB approval must be secured before data is collected. If changes are made to the design, an amendment must be filed.
Proposal	All research requires a proposal approval, but the form is different for empirical and documentary research. The committee will meet to agree when a study is ready for proposal approval. The student presents and the committee asks questions (the public is not invited).
	Empirical: The proposal consists of the complete first three chapters of the thesis/dissertation. Permission to collect data is given by the advisor and methodologist after the proposal approval, once instruments are perfected. At least a week is allowed for the Dean to read the document presented.
	Documentary: The first complete chapter, an outline and a working bibliography must be presented.
	DMin: A DMin proposal contains the problem to be solved, justification, rationale, approach, and end result. It will be partly documentary, but may include empirical data as well. After proposal, DMin students are given candidate status.
Editing	The advisor must approve all work that goes to the editor, and both the student and the advisor must sign the checklist (see Chapter 9) that must accompany it. As each chapter is completed and approved by the advisor, it should also be read by the editor. A date for the defense is not fixed until the work has been fully edited.
Pre-defense steps	The student's committee will meet when the work is nearing its conclusion to discuss its readiness for defense and possible external examiners. Once fully edited, the defense date can be set. The paper goes to all the examiners. In the case of a dissertation, this includes the external examiner, who is given 3 weeks to read it and prepare for the defense.
Defense	At the defense, the completed work is presented to the *defense committee* (the public may be invited to witness this event). Examiners ask questions and usually suggest revisions. Minor revisions are supervised by the advisor; major revisions require the entire committee to review the document.
Editing/copying/binding/ electronic submission	The advisor indicates when the work should be sent to the editor for the final check, but does not sign the approval sheet until editorial approval is gained. The dean signs last, and this signature indicates approval for copying and binding, and electronic submission.

Table 4

Research Approval Comparison Chart

	Topic Request Approval	Research Committee Approval	Ethics Review Board*	Proposal Contents	Proposal Approval	Defense Examiners**	Signatures on Approval Sheet
Seminary/Documentary Research*							
MA	Program Committee	Program Committee	If data is collected	First chapter (+/-30 pp.) plus bibliography	Program Committee	3 + 1	4
MTh	Program Committee	Program Committee	If data is collected	First chapter (+/-30 pp.) plus bibliography	Program Committee	3 + 1	4
DMin Proj	Program Committee	Program Committee	If data is collected	Depends on the project	Program Committee	3 + 3	6
PhD in Theology	Program Committee	Program Committee	If data is collected	First chapter (+/-30 pp.) plus bibliography	Program Committee	3 + 3	6
Thesis equivalent	Only w/2 profs			6 cred, 2 prof	N/A	2 + prog dir	N/A
Graduate School/Empirical Research*							
MA Project	Department	Dept→Dean's Council	Yes	N/A unless data will be collected	Department, if needed	N/A	3
MA Thesis (all)	Res Com + APRC Advisor + Dean	Dept→Dean's Council	Yes	First 3 chapters	Res Com + Dean	3 + 1	4
MPH Project Report	Department	Dept→Dean's Council	Yes	Intervention plan and research component	Department	N/A	3
EdS Project	Department	Dept→Dean's Council	Yes	N/A unless data will be collected	Department, if needed	N/A	3
PhD Educ Dissertation	Res Com + APRC Advisor + Dean	Dept→Dean's Council	Yes	First 3 chapters	Res Com + Dean	3 + 2	5
PhD in Business	Res Com + APRC Advisor + Dean	Dept→Dean's Council	Yes	First 3 chapters	Res Com + Dean	3 + 3	6
Research Experience	Department	Dept→Dean's Council	Yes	Plans to receive permission to collect data	Committee of 2	N/A	N/A

*This step includes AdCom permission where necessary. ** This number includes the presider. ***Documentary research in the Graduate School requires a proposal more like that in the Seminary. Empirical research in the Seminary requires a Methodology chapter and Ethics Review.

The Editing Process

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

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

1. **Academic writing/research classes**. They include courses such as Academic Writing, Documentary Research and Writing, Applied Theology Research and Writing, Academic Composition, and Dissertation Proposal Seminar. This is the place to **learn** how to organize, reference, and format your writing.

2. *AIIAS Research Standards* **manual.** This is the final word for format.

3. **APA or Turabian style manual.** These have more detail than the *AIIAS Research Standards* manual.

4. **AIIAS Writing Center.** This peer-tutoring facility has students who are talented in writing and editing, who can help you **for free** with organization, referencing, computer formatting tips, and other advice.

5. **Research advisor.** Your advisor may help you with issues of grammar and format, as well as organization and content. The document may not go to the editor until you and your advisor have made it as clean as you can.

6. **Format checklist.** Before the document goes to the editor, you and your advisor need to check it against the checklist of common errors (see p. 114) and sign that you do not find these errors in the paper. It is faster to do this yourself than to wait 2 weeks for the editor to tell you the same thing.

7. **AIIAS editor.** This is the final check to make sure that you have an error-free document. The editor's office should be seen as a final check, not a place to send your document for formatting. If the editor finds more than 20 errors in your document, it will be returned to you for further editing. If you want to finish sooner, make your paper as perfect as possible *before* sending it to the editor!

Deadlines and Requirements

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

Advancement to candidacy. A doctoral student applies for candidacy when all coursework is finished with a satisfactory GPA and he or she has passed the comprehensive exam. DMin students must have an accepted proposal, in lieu of comprehensives.

Continuous registration and leaves of absence. Students in the research phase are expected to remain registered continuously, whether they are on or off campus. A leave of absence, of no more than 15 months, may be requested through the student's program committee. Students on

leave do not have access to AIIAS faculty support or AIIAS Library services. See the bulletin for details and other options, such as the one-time extended registration policy.

Time to read and return a document to a student. Professors ideally have up to 2 weeks to read and return a document. If a professor does not meet this deadline, the student should check with the professor about the state of his/her work, or request advice/assistance from the Department Chair or the Dean.

Editing. By policy, the editor does not have to read a student's document if she finds more than 20 errors in the paper. The editor is expected to return a student's document after 2 or 3 weeks. If the editor has fewer papers to read, the turn-around time may be shorter, but students must count on the 2-3 weeks. This is for **every time** a document goes to the editor. Thus, if the paper goes to the editor 3 times before it is approved, 6 or 9 weeks will pass. For this reason, the document should be as nearly perfect as possible before the editor sees it.

Application for graduation. Application for graduation is the student's responsibility, and must be done 4 months before graduation, even if the student is uncertain whether he or she will complete in time for graduation. The *Bulletin* gives the deadlines for application. If students cannot graduate on the date requested, they must reapply for a different date, but they will not be charged any additional fees.

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

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

Final editing. Projects must go through the same editing process as a thesis/dissertation. Once thesis or dissertation defense corrections are made, the document returns to the editor for final checking. If the defense takes place exactly 4 weeks before graduation (the last possible day), the student has only one week to get the approved changes to the editor. The editor then has 2 weeks to read the document and give final approval.

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

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

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

Defense Procedures

Policies

1. Once the research committee agrees that the research document meets suitable standards and is edited (i.e., ready for defense), the committee completes the first portion of the Defense Report form.
2. This form must be accompanied by two copies of the editor-approved defense-ready document. The dean (Graduate School) is then responsible for selecting and contacting an

external examiner (for dissertations) and setting a date for the oral defense. The defense date will not be set until an edited copy of the defense document is in the Dean's hands, and normally the date is not less than a minimum of 2-3 weeks after the copy is received.

3. In preparation for the oral defense, the advisor is strongly encouraged to hold a mock defense or pre-defense with the candidate 3-5 days before the public event.

4. The Dean (Graduate School) or Program Director (Seminary) moderates the defense, and prepares and brings the appropriate documents to the defense for signature: both the defense document and the signature page. The Dean's office holds these documents until the revisions are completed.

5. When the student turns in a photocopy of the completed signature page to the Registrar's office, the research work is considered officially completed.

Procedures

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

The defense panel consists of the entire research committee, the internal/external examiner(s) (as applicable), and the presider. In the Graduate School the presider is typically the dean or their designee, whereas in the Seminary it is the program director or someone designated by the dean when the program director is not available. In rare exceptions when a panel member cannot be physically present video conference or teleconferencing can be used, but a contingency plan must be in place in case of possible IT failure.

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

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

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

A candidate will be invited to make a presentation of the research findings to the ***defense panel***, which is not to exceed 10-15 minutes in the case of a thesis, and 15-20 minutes for a dissertation. Two rounds of questions from the defense panel on the presentation and its underlying research will then be addressed to the candidate, providing opportunity for the candidate to respond to each question. The two rounds of questions should be limited to no more than 90 minutes. Questions should be objective and focus on the study. Members are to avoid personal opinions and informal comments of a personal nature.

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

Thesis/Dissertation Defense Evaluation

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

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

The following table is used for evaluating a defense.

Level	Criteria
Pass with No Revisions	• Minor non-substantive editing only • No required deletions, insertions, or restructuring of the document • No required changes to the conclusions
Pass with Revisions	• Deletion or insertion of sections of the study (e.g., additional footnotes or bibliographic entries, additional authors in the Review of Literature) • Editorial changes in foundational components (e.g., statement of the problem, significance, research questions, conclusions) • Methodological revisions/re-analysis of data • Addition of a chapter • Revision of the exegesis • Excessive minor corrections
Fail	• Flawed research design • Irreconcilable problems with the results • Plagiarism • Candidate unacquainted with contents of the document and unable to respond adequately to direct questions on it

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

End of Thesis/Dissertation to-do List

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

1. Obtain the signatures of the research advisor and the Dean. This completes the signature page for the project/thesis/dissertation. Make a copy of this approval page.

2. All research candidates must submit a photocopy of the signed approval page to the Office of Admissions and Records *no later than Friday, one week before graduation*. At

this point, your project, thesis, or dissertation is considered completed, and your name can be included among the graduation candidates.

3. Once all the signatures are in place, you must also make copies of your masterpiece. Check *AIIAS Research Standards* (p. 65) for additional details about quality requirements. Consult with the Dean's office if you have any questions about this process. The original is yours to keep; you must provide AIIAS with the following number of copies. Extra copies for committee members are at your discretion.

    Thesis/DMin Project/Dissertation   5 copies
    Library (3) (one for the National Library), Dean's Office, (1) Advisor (1)

    Project   4 copies
    Library (2), Dean's Office (1), Advisor (1)

4. Copying and binding of the research are the student's expense, but may be arranged through the Dean's secretary, and bound copies are delivered to the Dean's office.

5. All students who have defended their work publicly will need to provide an electronic copy of their research (in PDF format) to the Systems Librarian (via the AIIAS editor) for the AIIAS repository and to the Networked Digital Library of Theses and Dissertations (www.ndltd.org). This will make the study available to other AIIAS students and to other researchers throughout the world through online tools. If you feel for commercial purposes (2-year delay) or because of the sensitive nature of your study that it should not be made available, this must be arranged with the Dean of your school and the librarians. Such works would only be available on campus, and external links would show only the title and the abstract. Any request for external access to this work would be forwarded to the author. If, after a 2-week delay the author has not responded, the dean would be asked to make a decision.

    You maintain full rights to your document, and you may publish it or use it in any way you like. The library has no rights beyond archiving it and making the text available to others. For information about how AIIAS recommends that you protect your document, see the section on Creative Commons Licensing on p. 70. Once you have received final approval and given your document to the library, you may not remove it from the AIIAS archives, or make any further changes to it. Anyone wishing to contact you about your research can do so through the library, who will forward any correspondence to your permanent e-mail address.

6. Once the signature page is complete, the following steps may be followed to prepare your document for electronic submission:

    a. Insert the signature page into its correct location in your research document, before the dedication page. Be sure to include the names of your committee members, but not their actual signatures, for security purposes. This page can be obtained from the Dean's secretary, who prepared it for your defense.

    b. Make sure your research is saved in a single file. If there are pages that were photocopied (e.g., permission letter), get them scanned and inserted such that the entire project/thesis/dissertation is contained in a single file.

    c. Save your file as a PDF document. Use your surname and the year of graduation as the filename for your dissertation (e.g., Choi2009.pdf). Contact IMRC personnel or the Systems Librarian if you have difficulty with this procedure.

    d. E-mail your file, or put it on a USB drive or a CD and take it to the AIIAS editor. The editor will check that the file is the same as your approved thesis/dissertation

(bring this document for comparison), and will then forward it to the Systems Librarian. Once the Library has received the electronic copy of your thesis/dissertation **and** you have filled out the data sheet with your information, they will sign the clearance form. Once the file is uploaded, no further changes may be made in the electronic document.

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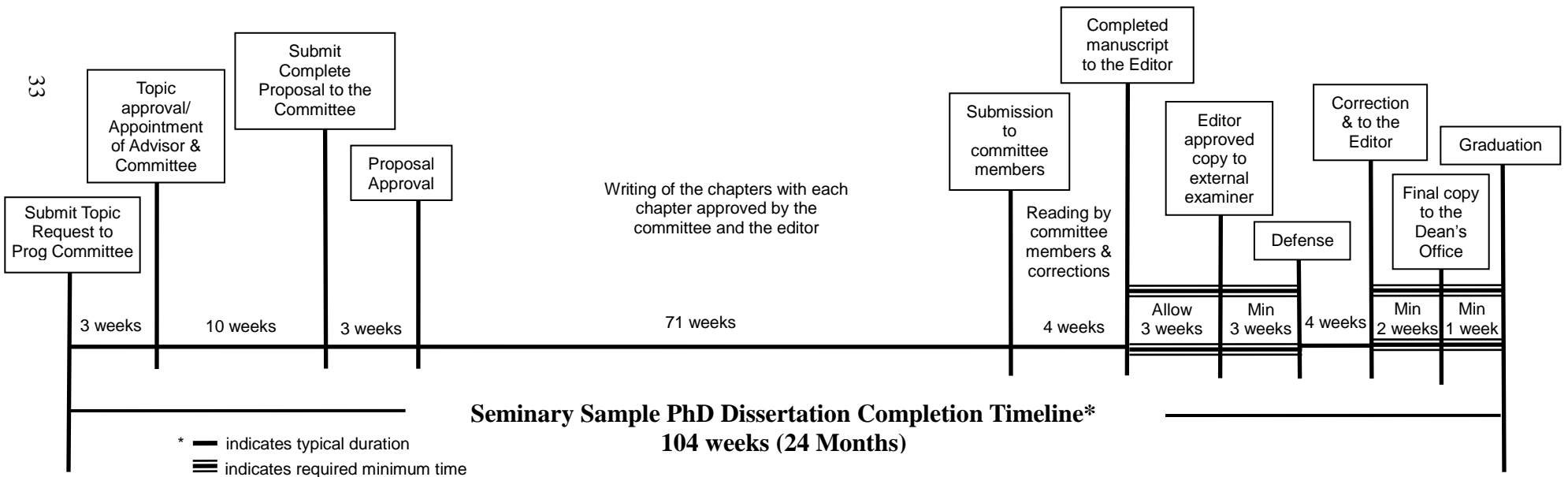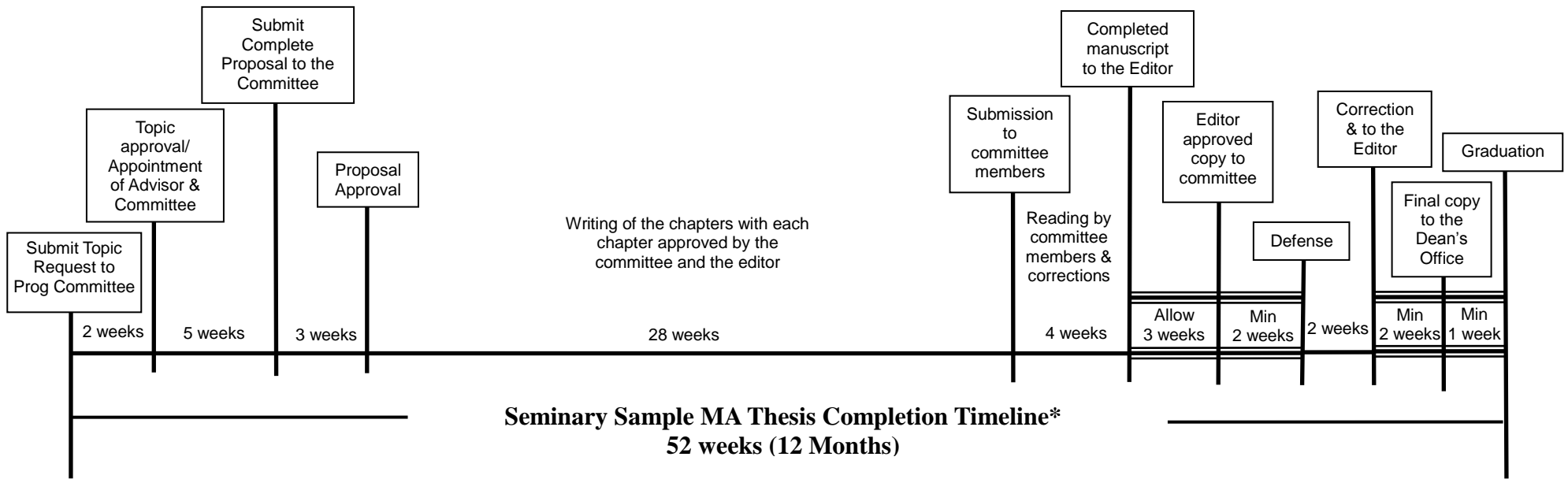
Additional Research Information

Research seminars/forums. Research results are meant to be shared. Both the Seminary and the Graduate School provide opportunities for sharing research among friends and colleagues. Research seminars are scheduled periodically, and annual forums are also organized at times when students and faculty are free to attend. If you have research you feel could be shared with others, talk with your research advisor and contact the organizers of the Research seminars in your school. These are opportunities for professional growth that should not be missed.
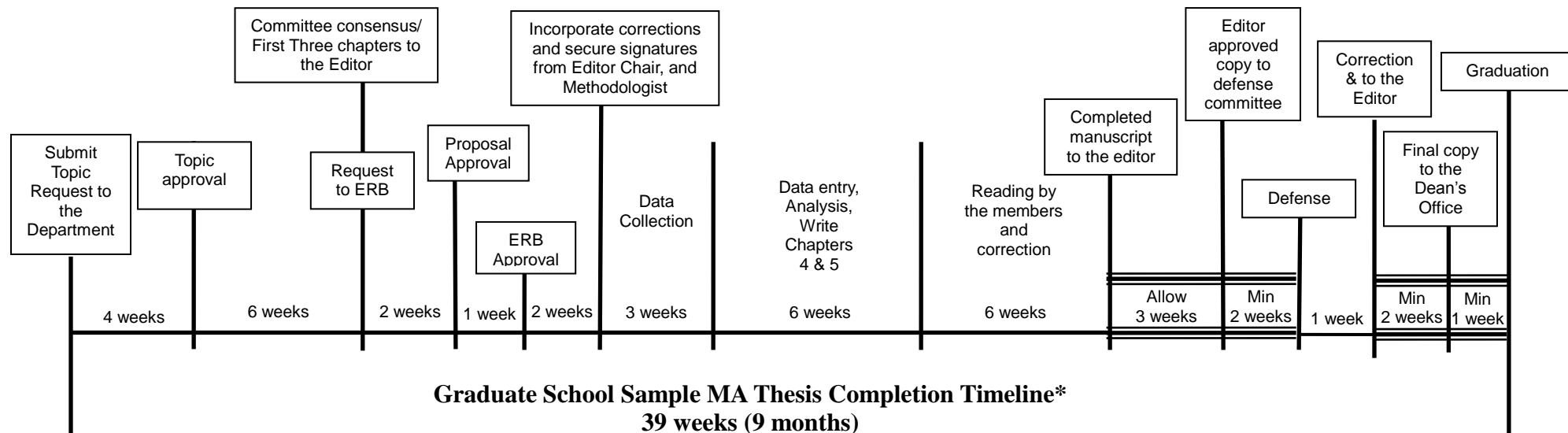
Research journals. The Seminary and the Graduate School publish peer-reviewed research journals. This is an opportunity to hone your research skills by producing a publishable article. Book reviews and other shorter pieces may also be accepted. Research experience or thesis equivalent papers, or certain class papers (with primary data—Graduate School) may be considered for publication. Check with a professor who knows your work or contact the journal editor directly.

Additional guidelines. The Seminary PhD program and the Graduate School have additional documentation detailing procedures and time scheduling for theses/dissertations. Consult your program director to find out what is available.
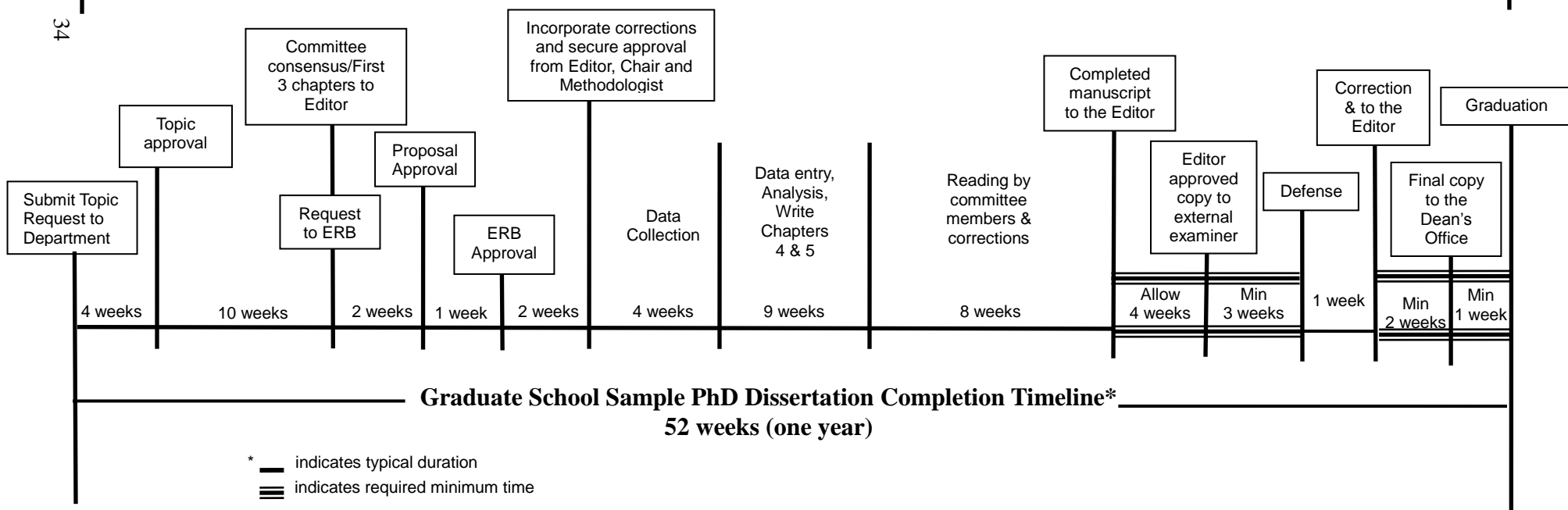
Sample Timelines

The following pages contain sample timelines for empirical and documentary research. These timelines are based on typical student progress, and may vary by individual. Note that in order to graduate by a certain date, the first draft of the last chapter must be in the hands of the advisor as much as 5 months before graduation. Do not underestimate the time needed for the last stages of research writing.

Seminary Sample MA Thesis Completion Timeline*
52 weeks (12 Months)

Box	Duration
Submit Topic Request to Prog Committee	2 weeks
Topic approval/ Appointment of Advisor & Committee	5 weeks
Submit Complete Proposal to the Committee	
Proposal Approval	3 weeks
Writing of the chapters with each chapter approved by the committee and the editor	28 weeks
Submission to committee members	
Reading by committee members & corrections	4 weeks
Completed manuscript to the Editor	
Editor approved copy to committee	Allow 3 weeks
Defense	Min 2 weeks
Correction & to the Editor	2 weeks
Final copy to the Dean's Office	Min 2 weeks
Graduation	Min 1 week

33

Seminary Sample PhD Dissertation Completion Timeline*
104 weeks (24 Months)

Box	Duration
Submit Topic Request to Prog Committee	3 weeks
Topic approval/ Appointment of Advisor & Committee	10 weeks
Submit Complete Proposal to the Committee	
Proposal Approval	3 weeks
Writing of the chapters with each chapter approved by the committee and the editor	71 weeks
Submission to committee members	
Reading by committee members & corrections	4 weeks
Completed manuscript to the Editor	
Editor approved copy to external examiner	Allow 3 weeks
Defense	Min 3 weeks
Correction & to the Editor	4 weeks
Final copy to the Dean's Office	Min 2 weeks
Graduation	Min 1 week

* ▬ indicates typical duration

☰ indicates required minimum time

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

Timeline boxes (left to right): Submit Topic Request to the Department • Topic approval • Committee consensus/First Three chapters to the Editor • Request to ERB • Proposal Approval • ERB Approval • Incorporate corrections and secure signatures from Editor Chair, and Methodologist • Data Collection • Data entry, Analysis, Write Chapters 4 & 5 • Reading by the members and correction • Completed manuscript to the editor • Editor approved copy to defense committee • Defense • Correction & to the Editor • Final copy to the Dean's Office • Graduation

Durations: 4 weeks | 6 weeks | 2 weeks | 1 week | 2 weeks | 3 weeks | 6 weeks | 6 weeks | Allow 3 weeks | Min 2 weeks | 1 week | Min 2 weeks | Min 1 week

34

Graduate School Sample PhD Dissertation Completion Timeline*
52 weeks (one year)

Timeline boxes (left to right): Submit Topic Request to Department • Topic approval • Committee consensus/First 3 chapters to Editor • Request to ERB • Proposal Approval • ERB Approval • Incorporate corrections and secure approval from Editor, Chair and Methodologist • Data Collection • Data entry, Analysis, Write Chapters 4 & 5 • Reading by committee members & corrections • Completed manuscript to the Editor • Editor approved copy to external examiner • Defense • Correction & to the Editor • Final copy to the Dean's Office • Graduation

Durations: 4 weeks | 10 weeks | 2 weeks | 1 week | 2 weeks | 4 weeks | 9 weeks | 8 weeks | Allow 4 weeks | Min 3 weeks | 1 week | Min 2 weeks | Min 1 week

* ▬ indicates typical duration
≡ indicates required minimum time

Chapter 6
An Introduction to Turabian Style

Footnotes

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

It is impossible for any manual to give detailed information to cover every type of reference. If you do not find what you need here, check with the Turabian 8 manual. If your paper requires specialized types of references that are not included in these manuals, work with your advisor to establish a format that you can maintain throughout the paper.

Format

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

Notes are below the text and not at the bottom of the page.
Type size is smaller (10-11 points) than the body text and typeface is the same as the text.
Footnote number is superscript in text and superscript or normal below (see Appendix B).
Left alignment (ragged right edge).
Footnote is indented the same as the paragraph.
There is an empty line between notes.
Footnotes are numbered consecutively for each chapter unless specific approval for beginning the numbering anew on each page is obtained and recorded.[1]

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

Specific Content Matters

1. Even if the author's full name is used in the text, it should be repeated in full in the first footnote to a reference.

2. Although Turabian (8th ed., 23.2.4) gives the possibility of not writing out the second number when the reference is to several pages (121-27; 1929-94), writing the numbers in full is safer: (121-127; 1929-1994). To avoid misunderstandings AIIAS recommends using the complete numbers.

3. Abbreviations may be used in footnotes for commonly used sources (but never in the bibliography). If such sources are abbreviated, a list of abbreviations must appear in the preliminary pages of the paper. Counsel with your thesis or dissertation committee members and determine their preference on this matter before writing. (See information on abbreviations below.)

4. When Bible references are used, they are assumed to be from the King James Version unless otherwise indicated. Other versions should be indicated immediately following the reference, usually in parentheses (Luke 4:1, RSV; Mark 1:10, Moffat). When a version other than King James is the primary source for references, you must state this in a footnote with the first reference. If the reference contains more than three texts, put them in a footnote. A long list of Bible references in the text is not acceptable.

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

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

Guidelines for Preparing Footnotes

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

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

Subsequent references to the same work take various forms.

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

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

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

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

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

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

S   [2]Ibid.

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

L   [4]Barker, "Mystery," *ISBE,* 3:451.

S   [5]Hasel, "Dragon," *ISBE,* 1:991.

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

L   [7]Hasel, "Dragon," *ISBE,* 1:990.

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

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

[1]E. G. White   [2]R. White   [3]J. White

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

The full title of the book, including subtitle, should be used in the first entry, with first and last and all important words capitalized (title style). A colon separates the title and subtitle, whether or not a colon is found in the original work; when there are two subtitles, use a semicolon after the

first one. Both parts are italicized throughout; however, the punctuation mark following the title is not italicized. Titles of unpublished materials or parts of published works are enclosed in quotation marks, not italicized.

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

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

If a source that can be abbreviated is used three or more times, an abbreviation for it should be included in a list of abbreviations at the beginning of the paper. The abbreviation is introduced the first time, then used throughout the paper (but not in the bibliography).

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

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

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

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

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

Guidelines for Bibliography Entries

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

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

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

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

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

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

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

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

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

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

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

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

Harmony Between Footnotes and Bibliography

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

Sample Entries for Footnotes and Bibliography

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

F = First footnote entry
S = Subsequent footnote entry, same author and work (It is assumed that one or more intervening footnotes by other authors separate it from the first entry.)
N = New footnote entry (for the same work but different author or for the same author but different work)
L = A later footnote entry subsequent to a new entry, referring to the original entry
B = Bibliography entry

Books

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

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

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

S   [5]Hayes and Irvine, *Isaiah*, 54.

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

Three Authors

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

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

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

More Than Three Authors

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

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

Editor or Compiler as Author

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

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

Edition Other Than the First

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

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

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

In a Series

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

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

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

Chapter in an Edited Book

F   [8]E. Earle Ellis, "How the New Testament Uses the Old," in *New Testament Interpretation: Essays on Principles and Methods*, ed. I. Howard Marshall (Grand Rapids: Eerdmans, 1977), 203.

B   Ellis, E. Earle. "How the New Testament Uses the Old." In *New Testament Interpretation: Essays on Principles and Methods*, edited by I. Howard Marshall, 199-219. Grand Rapids: Eerdmans, 1977.

Notice the location of the pages in the bibliographical entry!

Specific Chapter in a Book

F   [9]Hans Conzelmann, "Paul Before the Apostolic Council," in *History of Primitive Christianity,* trans. John E. Steely (Nashville: Abingdon, 1973), 80.

B   Conzelmann, Hans. "Paul Before the Apostolic Council." In *History of Primitive Christianity*, 78-90. Translated by John E. Steely. Nashville: Abingdon, 1973.

Reprint Edition

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

B   Fay, Peter Ward. *The Opium War, 1840-1842*. 1975. Reprint. Chapel Hill: University of North Carolina Press, 1997.

Secondary Source

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

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

S   [14]Pinnock, *Biblical Infallibility*, 45.

B   Pinnock, Clark H. *A Defense of Biblical Infallibility*. Philadelphia: Presbyterian & Reformed, 1967. Quoted in Avery Dulles, *Models of Revelation*. Garden City, NY: Doubleday, 1983.

Multivolume Works

One Author and One Title

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

B   Tillich, Paul. *Systematic Theology*. Vol. 2. Chicago: University of Chicago Press, 1951-1963.

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

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

S   [13]White, *Testimonies*, 3:83.

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

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

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

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

Several Authors and Titles

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

S [17]Hefner, *Nature of Drama*, 48.

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

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

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

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

One Author, Different Titles

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

F [19]Martin Luther, *Luther's Works* (*LW*), vol. 51, *Sermons 1*, ed. and trans. John W. Doberstein (Philadelphia: Fortress, 1959), 259.

S [20]Luther, *Sermons I*, 260.

N [21]Martin Luther, *LW*, vol. 44, *The Christian in Society 1*, ed. James Atkinson, trans. W. A. Lambert, James Atkinson, and Charles M. Jacobs (Philadelphia: Fortress, 1966), 23.

S [22]Luther, *The Christian*, 30.

B Luther, Martin. *Luther's Works*. Vol. 51, *Sermons 1*. Edited and translated by John W. Doberstein. Philadelphia: Fortress, 1959.

F [23]Karl Barth, *Church Dogmatics* (*CD*), vol. III-3, *The Doctrine of Creation*, trans. G. W. Bromiley and R. J. Ehrlich (Edinburgh: T. & T. Clark, 1960), 82.

S [24]Barth, *Doctrine of Creation*, 85.

N [25]Karl Barth, *CD*, vol. I-2, *The Doctrine of the Word of God*, trans. G. T. Thomson and Harold Knight (1956), 69.

B Barth, Karl. *Church Dogmatics*. Vol. III-3, *The Doctrine of Creation*. Translated by G. W. Bromiley and R. J. Ehrlich. Edinburgh: T. & T. Clark, 1960.

This type of entry applies also to the following works:
Aquinas, Thomas, *Summa Theologica*
Carrington, Philip, *The Early Christian Church*
Froom, Leroy E., *The Prophetic Faith of Our Fathers*
Schaff, Philip, *The Creeds of Christendom*
Sheldon, Henry C., *History of the Christian Church*
Wesley, John, *The Works of John Wesley*

Periodicals

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

Magazines

F   [26]Richard Hammill, "Spiritual Gifts in the Church Today," *Ministry*, July 1982, 14.

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

Journals

F   [27]Zdravko Stefanovic, "The Great Reversal: Thematic Links Between Genesis 2 and 3," *Andrews University Seminary Studies* 32 (1994): 53.

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

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

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

Book Review

N   Richard P. Taub, review of *Reclaiming Public Housing: A Half-Century of Struggle in Three Public Neighborhoods*, by Lawrence J. Vale, *American Journal of Sociology* 110, no. 3 (November 2004): 797.

Book reviews are not included in the bibliography.

Specialized Books

Commentaries With Known Author

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

F   [28]G. Ernest Wright, "Exegesis of the Book of Deuteronomy," *Interpreter's Bible* (*IB*), ed. George Arthur Buttrick (New York: Abingdon, 1954), 2:331.

S   [29]Wright, "Deuteronomy," 2:332.

N   [30]Martin Rist, "The Revelation of St. John the Divine," *IB*, 12:346.

B   Wright, G. Ernest. "Exegesis of the Book of Deuteronomy." *Interpreter's Bible*. Edited by George Arthur Buttrick. New York: Abingdon, 1954. 2:331-540.

This type of entry applies also to the following works:
The Abingdon Bible Commentary
Bible Knowledge Commentary
The Biblical Illustrator
The Broadman Bible Commentary
The Eerdmans' Bible Commentary

The Expositor's Bible Commentary
The Expositor's Greek Testament
The Evangelical Commentary on the Bible
Harper's Bible Commentary
The International Bible Commentary With the New International Version
The Interpreter's One-Volume Commentary on the Bible
The Jerome Biblical Commentary
The New Bible Commentary
A New Catholic Commentary on Holy Scripture
The New Jerome Biblical Commentary
Peake's Commentary on the Bible
The Pulpit Commentary
The Speaker's Bible
The Wesleyan Bible Commentary

Commentaries in a Numbered Series

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

F   [31]E. A. Speiser, *Genesis*, Anchor Bible (AB) 1 (Garden City, NY: Doubleday, 1987), 56.

S   [32]Speiser, *Genesis*, 57.

N   [33]Edward R. Campbell, *Ruth*, AB 7, 27.

B   Speiser, E. A. *Genesis*. Anchor Bible 1. Garden City, NY: Doubleday, 1987.

B   Campbell, Edward R. *Ruth*. Anchor Bible 7. Garden City, NY: Doubleday, 1975.

This type of entry applies also to the following works:
Black's New Testament Commentaries
The Century Bible
A Commentary, Critical, Experimental and Practical on the Old and New Testaments
The Communicator's Commentary
Good News Studies
The Laymen's Bible Commentary
Living Word Commentary
The New American Commentary
New Testament Message
Old Testament Message
The Preacher's Complete Homiletic Commentary
Sacra Pagina
Tyndale New Testament Commentaries
Tyndale Old Testament Commentaries
Word Biblical Commentary

Commentaries in Unnumbered Series

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

F   [34]F. F. Bruce, *The Book of the Acts*, New International Commentary on the New Testament (NICNT) (Grand Rapids: Eerdmans, 1988), 65.

S   [35]Bruce, *Acts,* 66.

N   [36]Robert H. Mounce, *The Book of Revelation*, 85.

B   Bruce, F. F. *The Book of the Acts*. New International Commentary on the New Testament. Grand
         Rapids: Eerdmans, 1988.

         This type of entry applies also to the following works:
         Bible Study Commentary
         Biblical Commentary on the Old Testament
         Cambridge Bible Commentary
         Commentary on the Old Testament
         Daily Study Bible
         Everyman's Bible Commentary
         Exegetical Commentary
         Harper's New Testament Commentaries
         Hermeneia
         International Commentary on the Old Testament
         International Critical Commentary
         Interpretation
         Moffatt New Testament Commentary
         New Century Bible
         New International Commentary on the Old Testament
         New International Greek Testament Commentary
         New Testament Commentary (Hendriksen)
         Old Testament Library
         Torch Bible Commentary
         Westminster Commentary

Commentaries With a Single Author

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

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

F   [37]Matthew Henry, *Matthew Henry's Commentary on the Whole Bible*, vol. 5, *Matthew to
         John* (New York: Fleming H. Revell, [1935]), 73.

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

         This type of entry applies also to the following works:
         Alford's Greek Testament: An Exegetical and Critical Commentary (Alford)
         Calvin's New Testament Commentaries (Calvin)
         Clarke's Commentary on the Whole Bible (Clark)
         Commentary: Critical and Explanatory on the Whole Bible (Jamieson, Fausset, Brown)
         Expositions of the Holy Scripture (Maclaren)
         Gill's Commentary (Gill)
         Interpretation (Lenski)
         Word Pictures in the New Testament (Robertson)

Seventh-day Adventist Commentary

Authors' names are not given for this commentary.

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

S   39"Fourteenth Year," *SDABC*, 4:717.

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

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

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

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

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

Bible Dictionaries or Encyclopedias With Signed Articles

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

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

S   42Jenni, "Day of the Lord," *IDB,* 1:785.

N   43John Wick Bowman, "Revelation, Book of," *IDB*, 4:62.

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

F   44Ulrich Becker, "Book," *New International Dictionary of New Testament Theology* (*NIDNTT*), ed. Colin Brown (Grand Rapids: Zondervan, 1975), 1:242.

S   45Becker, "Book," *NIDNTT*, 1:243.

N   46Hans-Georg Link, "Life," *NIDNTT*, 2:475.

B   Becker, Ulrich. "Book." *New International Dictionary of New Testament Theology*. Edited by Colin Brown. Grand Rapids: Zondervan, 1975. 1:242-243.

F   47Rudolph Bultmann, "*Aidōs*," *Theological Dictionary of the New Testament* (*TDNT*), ed. Gerhard Kittel and Gerhard Friedrich, trans. Geoffrey W. Bromiley (Grand Rapids: Eerdmans, 1964-1976), 1:169.

S   48Bultmann, "*Aidōs,*" *TDNT,* 1:170.

N   [49]Otto Schmitz, "*Thronos*," *TDNT*, 3:161.

B   Bultmann, Rudolph. "*Aidōs*." *Theological Dictionary of the New Testament*. Edited by Gerhard Kittel and Gerhard Friedrich. Translated by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1964-1976. 1:169-171.

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

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

Encyclopedias With Signed Articles
General encyclopedias, such as the *Britannica* or *Americana* require only the date; general encyclopedias are included **only** in the notes. Specialized encyclopedias require full publication information.

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

S   [51]Spina, "Rahab," *ISBE,* 4:34.

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

S [53]Vos, "Kaiwan," *ISBE,* 3:3.

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

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

This type of entry is used also for the following works:
Baker Encyclopedia of the Bible
Encyclopaedia Judaica
Encyclopedia of Early Christianity
The Encyclopedia of Philosophy
The Encyclopedia of Religion
Encyclopaedia of Religion and Ethics
Encyclopedia of Theology
New Catholic Encyclopedia
New 20th-Century Encyclopedia of Religious Knowledge
The New Schaff-Herzog Encyclopedia of Religious Knowledge
The Zondervan Pictorial Encyclopedia of the Bible

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

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

S [55]Horn, *SDABD*, s.v. "angel."

N [56]Horn, *SDABD*, s.v. "Moses."

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

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

N [58]Myers, *EBD*, s.v. "psalm."

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

This type of entry applies also to the following works:
Dictionary of the Bible (McKenzie)
Dictionary of the New Testament
An Expository Dictionary of Biblical Words
Nelson's Illustrated Bible Dictionary
The Oxford Universal Dictionary
The Oxford Dictionary of the Christian Church
The New Westminster Dictionary of the Bible

Language Dictionaries

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

F   [59]*Merriam-Webster's Collegiate Dictionary*, 10th ed. (1993), s.v. "laity."

N   [60]*Merriam-Webster's Collegiate Dictionary,* 10th ed. (1993), s.v. "clergy."

F   [61]*Webster's Third New International Dictionary of the English Language Unabridged* (1993), s.v. "theodicy."

N   [62]*Webster's Third New Unabridged*, s.v. "Apocalypse."

This type of entry applies also to the following works:
The Random House Dictionary of the English Language
Webster's New Geographical Dictionary
Webster's Eleventh New Collegiate Dictionary

Greek and Hebrew Lexicons

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

F   [63]Walter Bauer, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (BDAG),[2] rev. and edited by Frederick W. Danker, 3rd ed., trans. and augmented by William F. Arndt and F. Wilbur Gingrich (2000), s.v. "*kosmeō*."

S   [64]Bauer, BDAG, s.v. "*kosmeō*."

N   [65]Bauer, BDAG, s.v. "*stauros*."

B   Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Revised and edited by Frederick W. Danker. 3rd ed. Translated and augmented by William F. Arndt and F. Wilbur Gingrich. Chicago: University of Chicago Press, 2000.[3]

F   [66]Francis Brown, with S. R. Driver and Charles A. Briggs, *A Hebrew and English Lexicon of the Old Testament With an Appendix Containing the Biblical Aramaic* (BDB), based on the lexicon of William Gesenius (1952), s.v. "*raq*."

S   [67]Brown, BDB, s.v. "*raq*."

N   [68]Brown, BDB, s.v. "*melek*."

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

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[2] BDAG and BDB are not italicized here because they do not represent the title of the books, but rather, stand for the editors of the book.

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

This type of entry is used also for the following works:
The Analytical Greek Lexicon (Bagster, Moulton)
A Concise Hebrew and Aramaic Lexicon of the Old Testament (Holladay)
A Greek-English Lexicon (Liddell, Scott)
Greek-English Lexicon of the New Testament (Thayer)
Greek-English Lexicon of the New Testament Based on Semantic Domains (Louw, Nida)
A Manual Greek Lexicon of the New Testament (Abbott-Smith)
The New Analytical Greek Lexicon (Pershbacher)

Concordances
Concordances follow the same pattern as unsigned dictionaries and lexicons.

F   [69]Robert Young, *Analytical Concordance to the Bible*, 22nd American ed., s.v. "prince."

S   [70]Young, *Analytical Concordance*, s.v. "prince."

N   [71]Young, *Analytical Concordance*, s.v. "kingdom."

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

This type of entry applies also to the following works:
Analytical Concordance of the Greek New Testament (Clapp, Friberg, Friberg)
A Concordance to the Greek New Testament (Moulton, Geden)
Cruden's Unabridged Concordance (Cruden)
The Exhaustive Concordance of the Bible (Strong)
A New Concordance of the Bible (Even-Shoshan)
The New Englishman's Greek Concordance (Wigram)

Encyclopedias With Unsigned Articles
Publishing information is not included in footnotes. One bibliographical entry is adequate.

F   [72]*Seventh-day Adventist Encyclopedia* (*SDAE*), rev. ed. (1976), s.v. "Pitcairn."

S   [73]*SDAE*, s.v. "Pitcairn."

N   [74]*SDAE*, s.v. "Battle Creek."

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

This type of entry may also be used for articles in the following works:
Encyclopedia Americana
Encyclopaedia Britannica
Encyclopedia of Judaism
World Book Encyclopedia

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

F   [75]Irenaeus *Against Heresies* 2.2.3 (ANF, 1.421, trans. Roberts and Rambaut).

S   [76]Irenaeus *Against Heresies* 2.2.3 (ANF, 1.421).

B   Irenaeus. *Against Heresies*. Translated by Alexander Roberts and W. H. Rambaut. The Ante-Nicene Fathers. Grand Rapids: Eerdmans, n.d. 1:315-567.

F   [77]John Chrysostom *The Priesthood* 3.17, Migne Patrologia Graeca, vol. 48, col. 656.

S   [78]Chrysostom *The Priesthood* 3.18.

B   Chrysostom, John. *The Priesthood*, *Patrologia Graeca*. Edited by Jean Paul Migne. Paris: Apud Garnier Fratres, 1862. Vol. 48, cols. 623-692.

F   [79]Josephus *Jewish War* 2.7.2 (trans. Thackeray, LCL, 2:363).

S   [80]Josephus *Jewish War* 2.7.2.

B   Josephus, Flavius. *The Works of Josephus.* Edited by William Whiston. 4 vols. New York: Oakley Mason, 1860.

F   [88]Eusebius *Ecclesiastical History* 5.2 (trans. Cruse, 182).

B   Eusebius. *The Ecclesiastical History of Eusebius Pamphilus*. Translated by Christian Frederick Cruse. Grand Rapids: Baker, 1987.

Adventist Materials

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

SDA Church Manual

F   [89]General Conference of Seventh-day Adventists, *Seventh-day Adventist Church Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1990), 23.

S   [90]*Church Manual*, 57.

B   General Conference of Seventh-day Adventists. *Seventh-day Adventist Church Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1990, accessed January 24, 2010. http://www.adventistarchives.org/docs/CM/CM1990_B.pdf#view=fit_.

Minister's Manual

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

S   [92]*Minister's Manual*, 85.

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

SDA Yearbook

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

S   [94]*SDA Yearbook 1995*, 64.

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

GC Working Policy

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

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

S   [98]*Working Policy*, 148.

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

Seventh-day Adventist Hymnal

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

S   [97]*SDA Hymnal*, 100.

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

Statistical Reports

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

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

Unpublished Academic Sources

Dissertations and Theses

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

F   [99]Steven Jonah Rantung, "The Discontinuation and the Continuation of the Sinaitic Covenant: A Study From Daniel 9:24-27" (MA thesis, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, 1993), 25.

B   Rantung, Steven Jonah. "The Discontinuation and the Continuation of the Sinaitic Covenant: A Study From Daniel 9:24-27." MA thesis, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, 1993.

F [100]Edwin Earl Reynolds, "The Sodom/Egypt/Babylon Motif in the Book of Revelation" (PhD diss., Andrews University, 1994), 256.

B Reynolds, Edwin Earl. "The Sodom/Egypt/Babylon Motif in the Book of Revelation." PhD diss., Andrews University, 1994. Accessed March 28, 2010. ProQuest Dissertations & Theses.

Syllabi, Course Outlines, or Class Handouts

F [101]Carlos Martin, Syllabus for MSSN 570 Christianity Among World Religions, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, 1995.

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

Student Class Notes

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

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

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

F [102]Class notes. OTST 653 Old Testament History, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, January 1992.

B Class notes. OTST 653 Old Testament History. Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, January 1992.

Miscellaneous Unpublished Sources

Interviews

If the interview has been done by the author, put that in the note: "interview by the author." Interviews appear in the bibliography only when the one who peruses the bibliography needs to know about this important source.

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

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

Reports and Minutes

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

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

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

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

Letters in archival collections go in both notes and bibliography.

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

S [107]White to Bordeau, Letter 177, 1905.

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

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

S [109]White, MS 154, 1902.

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

Electronic Media

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

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

Video
N [111]*Hudson Taylor*, 85 min., Ken Anderson Films, 1989, videocassette.

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

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

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

B Howden, Daniel. "Polio at Mecca Sparks Fear for Muslim Thousands," *Independent*, February 12, 2005. Accessed June 3, 2010. http://www.lexisnexis.com/.

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

Internet Sources

Never use a hyphen at the end of the line when a URL does not fit on one line. Divide a URL before a punctuation mark (use shift + enter to begin a new line but not a new paragraph), never within a word or number element.

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

N   [112]Daniel A. McFarland, "Resistance as a Social Drama: A Study of Change-Oriented Encounters," *American Journal of Sociology* 109 (May 2004): 1249, accessed May 3, 2006, http://www.journals.uchicago.edu/AJA/journal/issues/v109n6/050199/050199.html.

B   McFarland, Daniel. "Resistance as a Social Drama: A Study of Change-Oriented Encounters." *American Journal of Sociology* 109 (May 2004): 1249-1318. Accessed May 3, 2006. http://www.journals.uchicago.edu/AJA/journal/issues/v109n6/050199/050199.html.

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

N   [113]Shelly Whitman, "Women and Peace-Building in the Democratic Republic of Congo: An Assessment of Their Role in the Inter-Congolese Dialogue," *African Journal on Conflict Resolution* 6 (2006): 31, accessed March 28, 2010, http://www.accord.org.za/downloads/ajcr/ajcr _2006_1.pdf.

B   Whitman, Shelly. "Women and Peace-Building in the Democratic Republic of Congo: An Assessment of Their Role in the Inter-Congolese Dialogue." *African Journal on Conflict Resolution* 6 (2006): 29-48. Accessed March 28, 2010. http://www.accord.org.za/downloads /ajcr/ajcr_2006_1.pdf.

N   [114]Philip Schaff, *Augustine's City of God and Christian Doctrine* (New York: Christian Literature Publishing, 1890), chapter 3, accessed March 28, 2010, http://ccel.org/ccel/schaff /npnf102.iv.ii.v.html.

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

N   [115]Erin Hogan, *Spiral Jetta: A Road Trip Through the Land of Art of the American West* (Chicago: University of Chicago Press, 2008), 86-87, Adobe PDF eBook.

B   Hogan, Erin. *Spiral Jetta: A Road Trip Through the Land of Art of the American West*. Chicago: University of Chicago Press, 2008. Adobe PDF eBook.

N   [116]Malcolm Gladwell, *Outliers: The Story of Success* (Boston: Little, Brown, 2008), 193, Kindle.

B   Gladwell, Malcolm. *Outliers: The Story of Success*. Boston: Little, Brown, 2008. Kindle.

N   [117]Nilton Amorim, "Academic Freedom in Theology Teaching," paper presented at the Faith and Learning Seminar, Nairobi, Kenya, 1990, under "Academic Freedom and Existing Tension," para. 4, accessed March 28, 2010, http://www.aiias.edu/ict/vol_05/05cc_237-255.htm.

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

N   [118]Priscilla Coit Murphy, "What a Book Can Do: *Silent Spring* and Media-Borne Public Debate" (PhD diss., University of North Carolina, 2000), 121-125, accessed April 1, 2006, ProQuest Dissertations and Theses.

B   Murphy, Priscilla Coit. "What a Book Can Do: *Silent Spring* and Media-Borne Public Debate." PhD diss., University of North Carolina, 2000. Accessed April 1, 2006. ProQuest Dissertations and Theses.

N   [119]Michael Jay Chan, "Cyrus, Yhwh's Bird of Prey (Isa. 46.11): Echoes of an Ancient Near Eastern Metaphor," *Journal for the Study of the Old Testament* 35, no. 1 (September 2010): 113-127, accessed September 11, 2011, http://dx.doi.org/10.1177/0309089210365963.

B   Chan, Michael Jay. "Cyrus, Yhwh's Bird of Prey (Isa. 46.11): Echoes of an Ancient Near Eastern Metaphor." *Journal for the Study of the Old Testament* 35, no. 1 (September 2010): 113-127. Accessed September 11, 2011. http://dx.doi.org/10.1177/0309089210365963.

N   [120]Mark Lepage, "Armageddon, Apocalypse, the Rapture: People Have Been Predicting the End Since the Beginning," *Gazette* (Montreal), May 21, 2011, accessed December 20, 2012, LexisNexis Academic.

N   [121]*Oxford English Dictionary*, 3rd ed., s.v. "mondegreen," accessed February 1, 2012, http:// www.oed.com/view/Entry/251801.

N   [122]*Encyclopaedia Britannica*, s.v. "Sibelius, Jean," accessed April 13, 2011, http://www .britannica.com/EBchecked/topic/542563/Jean-Sibelius.

Chapter 7
An Introduction to APA Style

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

A brief introduction to APA referencing is shown here; however, students using this style should purchase a manual of their own to be apprised of all the details. The AIIAS Style requirements in Chapter 8 supersede the APA manual in matters of document format; in all other matters, the APA manual is the final authority.

In-Text Referencing

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

How to Use Direct Quotations

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

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

He stated, "**The** entry of the boy into the strange environment caused the disturbed behavior" (Smith, 1985, p. 123/Smith 1985:123[5]), but he did not describe the behavior.

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

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

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

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

Smith (1985) stated:

After the child made some friends and identified with the adult in charge, the disturbed behavior decreased. The time factor required for this "settling in" process varied from child

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[5] Applied Theology students in the Seminary have the option to choose this modified in-text citation. This type of format is based on the author-date style in Turabian 8 manual (pp. 216-278). Examples of this format are included passim in this chapter.

to child, depending on the age of the child, the general atmosphere of the new environment, and the temperaments of both the child and the adult involved. (p. 124)

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

How to Paraphrase a Quotation

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

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

Introducing Citations or Quotations

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

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

not best d) As Day (2005) says, ". . ."

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

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

Specific In-Text Referencing Rules

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

Repeated References to an Author Within a Paragraph

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

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

In-Text Referencing Examples

One Author
The required information is the author's surname and the year of the publication.
   a) An alternative interpretation (Smith, 2007) suggests that . . .
   b) Grisso (2009) takes the idea a bit further when 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/Smith, Johnson, & Brown 2007) found . . .
   b) Smith, Johnson, and Brown (2007) found . . .

Subsequent citations
   c) Another study (Smith et al., 2007/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/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/Smith 1997, 1982, 1983) show . . .

Different authors
Recent studies (Brown, 1999; Johnson & Smith, 2008; Morrison, 2004; Smith & Ogleby, 2009/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 quotation marks.

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

Corporate Author

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

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

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

Authors With the Same Surname

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

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

Personal Communication

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

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

Secondary Source

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

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

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

Reprinted or Republished Works

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

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

Electronic Media

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

a) As Rittenhouse (2001, para. 3/2001:para. 3) aptly phrased it, "There is no need . . ."

b) "It is clear from conditions today that . . ." (Jacobs, 2003, Conclusion section, ¶ 1/Jacobs 2003, Conclusion section:¶ 1).

Reference List Basics

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

General Rules for Reference Lists

1. Reference lists should appear as one alphabetical list.

2. Run-over lines in references are indented by the regular default of 0.5 inch.

3. Entries are single spaced (the APA manual shows double spacing for those preparing a journal for publication). Since you are preparing a document in final form, single spacing, which looks nicer and saves space is used. Double space between entries.

4. One entry should *not* be split across two pages.

5. When an author has several works, each entry must provide the author's name (APA does not use an eight-space line or Ibid.).

6. Several references by one author are arranged by year of publication, the earliest first—not alphabetically by title. References by the *same author* with the *same publication date* are arranged alphabetically by title and assigned lowercase letters—a, b, c (for more detailed examples, see *References How-To* below).

    Smith, B. J. (2000a). *Specific concerns . . .*
    Smith, B. J. (2000b). *Trying to overcome . . .*

7. Italics—not underlining—is used for titles of books/journals.

8. For the publisher's name, use a "shortened" form (Sage; Jossey-Bass; Macmillan). Do not include "Publishing Company," "Publishers," "Inc.," or "Ltd." However, the words "Book" and "Press" are often retained, such as in *Pacific Press*. This **always** applies to university presses.

9. No quotation marks are used for article titles in magazines/journals.

10. For books, give the city and state (or city and country, if outside the United States) of publication, followed by the publisher. Use the state abbreviations (see p. 18) with no periods. *APA 6* requires the city and the state/country for ALL reference entries:

    Reading, MA: Addison-Wesley.
    Mumbai, India: Peace Press.
    New York, NY: McGraw Hill.

    Note: When New York is spelled out, it is the *city*.

11. Titles and subtitles of books, chapters, reports, and articles are presented in *sentence case*. Proper nouns and the first word after a colon or dash are capitalized:

    From program to practice: A guide to beginning your new career.

12. Journal titles are presented in *title case*. The title and the volume number are italicized. An issue number (if available) follows the volume number (no space), within parentheses (but not in italics). This is followed by the page numbers where the article was found:

    Ali, W. H. (2004). Learning teams and low achievers. *Social Education, 48*, 60-64.
    Astin, A. W. (2007). Change. *Competition Journal, 19*(5), 12-19.

Author Rules

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

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

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

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

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

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

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

Gosling, J. R., Jerald, K., & Belfar, S. F. (2000).
Gosling, J. R., & Tevlin, D. F. (1996).

Hayward, D., Firsching, A., & Brown, J. (1999).
Hayward, D., Firsching, A., & Smigel, J. (1999).

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

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

How to Reference Electronic Media

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

1. Direct your reader as closely as possible to the information being cited—rather than the home page or menu pages.

2. Test the URLs in your reference list before the final submission of the document. If the URL does not work, your reader will not be able to access the material you cited. Always retain copies of downloaded material until your paper is approved.

3. Do not put a period after a URL.

4. Break a long URL **before** punctuation, never within a word or number element. Use shift + enter to move the text to a new line.

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

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

6. Remove the underlining and blue color from URLs before you submit your paper.

7. A DOI is a Digital Object Identifier, which is the most useful information to provide for online sources. If the DOI is provided, there is no need to give a URL for online journals.

Printed Materials

One Author

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

Up to Seven Authors

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

More Than Seven Authors

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

Author as Publisher

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

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

Edition Other Than the First

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

Edited Book (Editor as Author)

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

Chapter in an Edited Book

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

Translation

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

Book in a Foreign Language

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

Book Review

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

Article in a Magazine

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

Article in a Newspaper

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

Article in a Journal

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

With Specific Volume in a Series

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

Multivolume

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

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

Electronic Sources

Entire Book Online

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

Article With DOI

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

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

Internet Article or Website (Without DOI)

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

Article in an Internet-Only Journal

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

Paper Presented at a Conference

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

Paper in Conference Proceedings

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

Newspaper Article (Online)

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

Website of Organization or Governmental Agency

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

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

Article in a Wiki

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

Thesis Retrieved Online

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

Kadela, T. (2002). *Technology leadership of elementary principals: Standards, competencies, and integration* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3066135)

Encyclopedia or Dictionary

Networking. (2014). In *BusinessDictionary.com.* Retrieved from http://businessdictionary .com/definition/networking.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, New York.

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, Cavite, Philippines.

Missing Information

No Date

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

No Author

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

Additional Resources

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

APA

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

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

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

Northern Michigan University: APA Reference Style Guide

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

The Owl at Purdue: Online Writing Lab

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

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

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

Trinity University: APA Style for Electronic Sources

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

Chapter 8
AIIAS Standards

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

Specifications

Paper: Letter size (8 ½ x 11inches), 20+ pound (subs) or 80+ g/m^2, high whiteness/brightness.

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

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

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

Margins: 1.5inches left, 1.0 inch top, right and bottom margin for all pages. The initial page of a chapter or a major section (Table of Contents, Bibliography) has a 2.0-inch top margin. The page number should be at 0.75 inch from the bottom of the page (see Chapter 9 for details).

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

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

> *single space:* reference list/bibliography, footnotes, tables (usually), headings (internal spacing), table/figure notes, between table title and table, Turabian block quotes
> *double space:* Title page, body text, after headings, between reference/footnote entries, between main divisions of table of contents and subsections, lists of tables/figures.
> *triple space:* Before major headings (levels 1 and 2) preceded by text, after chapter titles
> *two double spaces:* Before/after tables/figures

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

> *preliminary pages:* Use lower case roman numerals. Every page is counted after the abstract, but not all have the number printed on them. A blank page begins and ends the work.
>
> 1. Abstract (approximately 350 words)
> 2. Title page (page i, but the number does not show)
> 3. Copyright page (optional)
> 4. Approval page (with original signatures in black ink)
> 5. Dedication page (optional—if you use it, keep it short)
> 6. Table of contents (page numbering shows from here through acknowledgements)
> 7. List of tables (if 5 or more are used)
> 8. List of figures (if 5 or more are used; combine on one page with Tables if possible)
> 9. List of symbols and/or abbreviations (if 5 or more are used at least 3 times each)
> 10. Acknowledgements (optional)
>
> *body of thesis/dissertation:* The body begins with page 1.
>
> 11. Body of thesis/dissertation/project (divided into chapters)
>
> *references/bibliography:*
>
> 12. Appendix(es) with title(s) for each appendix (numbers not shown on title page)
> 13. References/Bibliography
> 14. Curriculum Vitae (fits on one page)

Sample Pages With Detailed Explanations

The old adage tells us that a picture is worth a thousand words. This section presents sample pages, which are pictures of what your AIIAS paper should look like. The chapter shows samples of all types of pages required for a thesis or dissertation, with tips on how to format them correctly. These pages indicate the AIIAS required format for theses and dissertations. The format of these pages is also appropriate for other written papers. The *recommendations are mandatory except where otherwise specifically indicated.* Not every study necessitates the inclusion of all the sample pages illustrated. For example, studies do not always contain tables or figures. However, every preliminary page necessitated by the nature of the study must follow the indicated form precisely.

These sample pages appear in the same order in which they will be placed in the final thesis or dissertation. Detailed explanations will be placed on the left-hand pages, with sample pages on the right throughout this chapter. Where there are differences, both APA and Turabian examples will be given. ***Explanations marked with gray circles are illustrated on the sample pages.***

Abstract

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

Abstracts are no longer technically restricted to the traditional 350 words for a dissertation and 120 for a thesis, however, it is still a good rule of thumb. An abstract that is dense with information, concise, and quickly comprehensible will increase the audience and future retrievability of the document. Embedding keywords in the abstract will enhance other researchers' ability to find it in a database. An abstract may or may not have titled sections.

Abstracts for an empirical study include

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

Abstracts for a theoretical or philosophical study include

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

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

2. The title is all capitals, bold: THESIS ABSTRACT, DISSERTATION ABSTRACT, or PROJECT ABSTRACT. Following are details about your degree and your school.

3. Single space within headings, double space between them.

4. The title of the research is block indented and all capital letters.

5. Use the exact headings and information given here. The date completed is the defense date.

1

PROJECT ABSTRACT

Doctor of Ministry

Adventist International Institute of Advanced Studies

Theological Seminary

TITLE: POSSIBLE CORRESPONDENCES BETWEEN CHURCH GROWTH
PRINCIPLES AND NINE CHINESE CHURCHES IN METRO MANILA   **4**

Researcher: Jadaza N. Hintay

Faculty advisor: James M. Park

Date completed: October 2008

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5

2   **DISSERTATION ABSTRACT**

Doctor of Philosophy in Education
Emphasis in Curriculum and Instruction

Adventist International Institute
of Advanced Studies   **3**

Graduate School

TITLE: SOCIAL SCIENCE STUDENTS' PERCEPTIONS OF THE
DOCTORAL RESEARCH EXPERIENCE, SUPERVISORY STYLE,
COMMUNICATION, AND PERSONALITY

Researcher: Nicola Wieland

Research advisor: Shawna Vyhmeister, PhD

Date completed: August 2008

Universities face great pressure in the areas of quality assurance and accountability.
Student satisfaction is one of the desired quality outcomes of doctoral education.

Using a correlational—explanatory and predictive—design, this study investigated
the relationships between student-perceived supervisory style, supervisors'
communication competence, supervisors' nonverbal immediacy, students' communication
satisfaction, communication mediation, communication frequency, students' personality,
demographic variables, and satisfaction with doctoral research experience.

A questionnaire in an online format, composed of 6 instruments, was utilized to
collect pertinent data for this study. A total of 374 research students from 14 countries
completed the survey.

Title Page

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

1. The title page is page i, but the number does not appear on the page. All preliminary pages after this are counted, but some are not numbered.

2. The date used on the title page is the month of the defense.

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

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

5. The longest line must not be more than one half (or 3 inches) of the width of the line. Line breaks should come at logical points, and a general inverted pyramid shape should be attempted.

6. The title should be as short as possible (10-12 words is ideal) but should clearly state what the study is about. If the title is more than two lines long, it should be single spaced. Abbreviations/acronyms are not to be used.

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

Adventist International Institute

of Advanced Studies

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE

AND DECISION MAKING

5

3

Adventist International Institute

of Advanced Studies

SOCIAL SCIENCE STUDENTS' PERCEPTIONS OF
THE DOCTORAL RESEARCH EXPERIENCE,
SUPERVISORY STYLE, COMMUNICATION,
AND PERSONALITY

6

4

A dissertation

presented in partial fulfillment

of the requirements for the degree

DOCTOR OF PHILOSOPHY IN EDUCATION

by

Nicola Wieland

2

September 2008

1

Copyright Page (Creative Commons Licensing)

Creative Commons is a parallel structure to copyright law that is used extensively for academic works. The license is selected and noted by the author at the front of the work, and does not require the intervention of any external body. While copyrighting of a thesis or dissertation is entirely optional, and your work does have some rights just because your name is on the cover, AIIAS recommends Creative Commons Licensing as a basic level of protection for AIIAS students.

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

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

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

Key

    Share: To copy, distribute and transmit the work

    Remix: To adapt, add to, or restructure the work

    To give credit: Credit must be given as to the source of an idea in the manner specified by the licensor, but not in any way to suggest that the licensor endorses you or your use of the work

71

Approval Page

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

1. This page is not numbered, but it is counted.

2. The number of signatures on this page depends on the makeup of the student's committee and the degree sought. Work closely with the dean's secretary to prepare this page correctly. The original approval page is included in the student's thesis/project/dissertation.

3. When all committee members have signed (the editor must sign the approval for copying and binding before the dean and the chair sign the approval page), the research is considered completed, and the document is ready for copying and binding.

4. The date on the approval page is the date the dean signs, as opposed to the date on the title page, which is the month of the defense.

Dedication (optional)

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

Dedicated with love to my father,

Wolfgang Winckler

ADULT ENGLISH LEARNER SATISFACTION, MOTIVATION,
PERFORMANCE IN SPOKEN ENGLISH, AND RETENTION
IN THE SDA LANGUAGE INSTITUTES
IN SOUTH KOREA

A dissertation

presented in partial fulfillment

of the requirements for the degree

DOCTOR OF PHILOSOPHY

by

CHAE RO MI

APPROVAL BY THE COMMITTEE

SHAWNA VYHMEISTER, PhD Research Advisor	DENISE DUNZWEILER, PhD Presider
RONNY KOUNTUR, PhD, DMgt Methodologist	SAMUEL GAIKWAD, PhD Member
CHUNG, YOUNG SOO, DMin External Examiner	Date

1

4

Table of Contents

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

1. The table of contents begins with headings of pages that come **after** the table of contents in your manuscript. Earlier pages may have headings of the same level, but they are not included in the table of contents list.

2. While the page count begins with the title page, the actual printed numbers begin with the table of contents. All preliminary pages following the table of contents have lower case roman numerals at the bottom center of each page.

3. The table of contents must reflect **the first three levels of subheadings used**; it may (but does not need to) include the fourth level.

4. All entries must **reconcile accurately** (word-for-word, including punctuation) with the headings and page numbers in the text. For this reason, the table of contents should be the last thing checked before printing. The wording of the subheads in the table of contents should contain *exactly* the same wording as in the text of the paper.

5. Heading entries are aligned by levels, each level one tab stop (usually 0.3 inch) indented further than the one before.

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

7. Run-over lines should be indented three spaces (or 0.3 inch); text should not extend beyond the last three dot leaders.

8. Table of contents entries for chapter headings and other major section headings are uppercase, flush left, single-spaced if there are run-over lines, and separated from subheading entries by a blank line.

9. Subheading entries are title case and single-spaced. Follow the capitalization rules in Chapter 3 for headings.

10. Double space between appendix entries.

TABLE OF CONTENTS

v

List of Tables (if required)

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

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

3. If both the list of tables and the list of figures can fit comfortably on one page, this is preferred.

4. The titles for lists of tables, figures, and abbreviations are bold with capital letters, like any chapter title, with a triple space after.

5. The wording of the titles of tables in the list should correspond *exactly* with that used in the tables as they appear in the text.

6. Each entry in the list of tables/figures should be title case, single spaced, with double spacing between entries.

7. Table and figure numbers are included in the list of tables and figures. Note that the dot after the numbers must line up.

List of Figures (if required)

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

9. The wording in the list of illustrations should correspond *exactly* with the legend that appears beneath the illustrations in the text.

10. If the legend is expanded to give further explanatory information, the expanded portion is not included in the list.

11. As for any other title in the table of contents, if the figure/table title is too long to fit on one line, allow for at least four to five dots of the dot leaders; the run-over line should be indented three spaces (or 0.3 inch).

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

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12

List of Abbreviations (if required)

1. A paper that uses five or more abbreviations at least three times each—especially in footnotes as done in the Seminary—must have a list of abbreviations.

2. The title begins at 2.0 inches and the list is double spaced between items.

3. When a list of abbreviations is included in the paper, the list is arranged alphabetically according to the abbreviation.

4. The abbreviations (usually in capitals) appear in the left-hand column, with the source they stand for in the right-hand column. Do not add punctuation or anything additional.

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

5. The title, ACKNOWLEDGEMENTS, begins 2.0 inches from the top of the page.

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

5 ▸ **ACKNOWLEDGEMENTS**

Many people have been a source of inspiration and support along the way. I would like to express my appreciation to Dr. Shawna Vyhmeister, my committee chair; Dr. Graeme Perry, my methodologist; Dr. Samuel Gaikwad, my member; and Dr. Sid Bourke, my external examiner. Their insights and intellectual stimulation, their passion for writing and research, their time and encouragement taught me what good mentoring is all about and improved the quality of my work. I also would like to thank Mrs. Elsie de la Cruz who helped with h

My husband
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2 ▸ **LIST OF ABBREVIATIONS**

ACER	Australian Council for Educational Research
BFI-10	Big Five Inventory (10 Items)
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CFS	Cognitive Flexibility Scale
EFA	Exploratory Factor Analysis
GCA	Graduate Careers Australia
NIS-O	Nonverbal Immediacy Scale-Observer Report
PhD	Doctor of Philosophy
PREQ	Postgraduate Research Experience Questionnaire
RMSEA	Root Mean Square Error of Approximation
SCS	Socio-Communicative Style Scale
SSQ	Supervisory Style Questionnaire
TQM	Total Quality Management

Text

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

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

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

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

Lists

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

1. **Spacing.** Lists are usually double spaced like the rest of the text, but may be single spaced (perhaps with double spacing between items) if it will increase readability.

2. **Capitalization.** Items in a vertical list should begin with a capital letter, and if they are sentences, end with a period.

3. **Numeration.** Arabic numerals should be used, followed by a period. If the list includes two-digit numbers, the decimal points should be aligned.

4. **Format.** Run-over lines should be indented to the same tab stop (hanging indent) as the first line of text. *This numbered list* is an example of correct list formatting.

Headings

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

1. Headings should be concise but descriptive. Generally, a section should have at least two to three paragraphs. There are exceptions, but there can never be three successive headings.

2. If a section is divided, it must have at least two subsections. *Only one subsection* under a heading level is *unacceptable*.

3. A chapter title begins at 2.0 inches from the top of the page, and should have a double space between chapter number and title, and a triple space between the title and the text.

4. Abbreviations are rarely used in titles and headings, and words may not be hyphenated at the end of a line. Headings generally have little or no punctuation.

5. The first two heading levels are written in *title case* (also called *headline style*), with the major words capitalized. The last three levels (3, 4, and 5) are in sentence style (the first word and proper nouns are capitalized), ending with a period. See examples on p. 82.

6. Heading levels 1 and 2 cannot extend beyond one half (or 3 inches) the width of the line. A long heading must be broken into two lines, single spaced, with the first line usually longer than the second.

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

2"

CHAPTER 2

REVIEW OF RELATED LITERATURE

3

In this chapter a review of literature and studies is presented that explores relevant concepts and ideas from the respective constructs of the study and their potential relationships: doctoral research experience, doctoral research supervision, interpersonal communication, and personality. The chapter closes with a presentation of the conceptual framework of the study.

6

Doctoral Research Experience

In doctoral programs students are required to engage in independent research. Research/scholarly experience (amount and quality) has been mentioned most frequently by faculty memb[...]

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Table 1

A Comparison Between Traditional and Constructivist Classrooms

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expending to include parts.
Students are viewed as "blank slates" onto which information is etched by the teacher.	Students are viewed as thinkers with emerging theories about the world.
Learning is based on repetition.	Learning is interactive, building on what the students already know.
Teacher disseminates information to students; students are recipient of knowledge.	Teacher has a dialogue with students, helping students construct their own knowledge.
Students primarily work alone.	Students primarily work in groups.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experience.

Note: From *In Search of Understanding: The Case for Constructivist Classrooms* (p.17*)*, by J. G Brooks & M. G Brooks, 1993. Alexandria, VA: Association for Supervision and Curriculum Development.

9

Burgoon and Hoobler (2002) classified seven groups of nonverbal signals, so called codes for communication:

1. *Kinesics:* visual bodily movements, including gestures, facial expressions, trunk and limb movements, posture, gaze, and gait

2. *Vocalics or paralanguage:* use of vocal cues other than the words themselves, including such features as pitch, loudness, tempo, pauses, and inflection

3. *Physical appearance:* manipulable features such as clothing, hairstyle, cosmetics, fragrances, and adornments; excludes non-manipulable features such as physiognomy and height.

17

Sample Headings

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

CHAPTER 1	
	Level 0
INTRODUCTION	(centered, all capitals, bold)
Experimental Programs in North American Seventh-day Adventist Education	*Level 1* (centered, title case, bold)
Experimental Programs in Religion	*Level 2* (left margin, title case, bold)
Student-teacher cooperation. The cooperation that exists between the students and . . .	*Level 3* (indented, bold, sentence case, ending with a period)
Importance of student input. There really is a need to listen to what students have to say . . .	*Level 4* (indented, bold, sentence case, italics, ending with a period)
Students feel responsible. When the students feel ownership of their learning, several interesting . . .	*Level 5* (indented, italics, sentence case, ending with a period)

Heading Spacing

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

Two Double Spaces (Three Blank Lines)
> Before and after tables and figures

Triple Space (Two Blank Lines)*
1. Before major (level 1 and 2) headings that are preceded by text
2. After chapter titles and section headings (table of contents, reference list, etc.)

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

No Blank Line (Single Space)
7. Between lines of a title (chapter title, table title, or subhead) when it is more than one line long
8. Between table title and table

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

Double Space

Single Space

Triple Space

Double Space

History and Trends of Doctoral Education

Doctoral education has undergone immense changes since its origin. The following sections will give an overview of the development, critical issues and trends involved. Furthermore, it will become apparent that doctoral education is not a unified phenomenon, but differs in conventions and curriculum between countries and fields of study.

Doctoral education development. The present conception of doctoral education was born in Europe. In the beginning of the 19th century in Berlin, Germany, Von Humboldt conceptualized doctoral education, as it is known today. He initiated the PhD degree with an emphasis on providing students with opportunities to engage in original and creative research under the guidance of a *Doktorvater*, a senior professor (Taylor & Beasley, 2005).

Doctoral education hist

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Doctoral education crisi

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Examples of Young Women Serving as Deaconesses
in the Early Church

During the early centuries there is mention of women deacons (*diakonos*), deaconesses (*diakonissa*), and widows (*cheira*) as recognized church leaders. They shared a great role in the church that did not appear to conflict with that of men. The study of these women would fill many books. Here I will note information regarding the existence, tasks, and ordination of women in the diaconate.[1]

The Existence of Deaconesses

Somewhere between 111 and 113, Pliny the Younger, governor of Bithynia, wrote Emperor Trajan, asking how he should deal with Christians. In the letter he tells of questioning two women, called *ministrae*, the Latin equivalent of *diakonos*.[2]

Of the ministry of women, Clement of Alexandria (ca. 160-215) wrote:

But the apostles in conformity with their ministry concentrated on undistracted preaching, and took their wives around as Christian sisters rather than spouses, to be their fellow-ministers [*sundiakonous*, "fellow deacons"] in relation to housewives, through whom the Lord's teaching penetrated into the women's quarters without scandal.[3]

---

1 For further information on the history of female deacons, see "The History of Women Deacons," at http://www.womenpriests.org/traditio/deac_ovr.htm. See also John Wijngaards, *No Women in Holy Orders? The Ancient Women Deacons* (Norwich, UK: Canterbury Press, 2002). While Wijngaards interprets the evidence as including women deacons in the clergy, Aimé Georges Martimort, whose careful analysis, *Deaconesses: An Historical Study* (San Francisco: Ignatius, 1986), is considered a classic on the topic, questions whether they were considered clergy. See also Philip Schaff, *History of the Christian Church*, vol. 3, *Nicene and Post-Nicene Christianity, A.D. 311-600*, section 52, "The Lower Clergy," http://www.ccel.org/s/schaff/hcc3/htm/iii.viii.v.htm#_fnf5 (9 April 2009).

2 Pliny *Letters* 10.96.

3 Clement *Stromata* 3.6.53; English translation from *Clement of Alexandria*, The Fathers of the Church, vol. 85 (Washington, DC: Catholic University of America, 1991), 289.

46

Footnotes

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

1. Footnotes are smaller (10-11points) than the body text. Footnotes are single spaced, with a blank line between them.

2. Footnotes are indented the same as a paragraph or a block quotation—usually 0.5 inch.

3. Footnotes are numbered consecutively from the beginning to the end of the chapter. A new chapter begins again with footnote number 1.

4. A footnote must begin on the page it is cited. It should begin and end on the same page whenever possible. If there is no room for it on one page, transfer a line or two of text to the next page so that the footnote falls on a page with more space. A very long footnote may appropriately break over more than one page.

5. The computer will put a separator line before a footnote. The length of this line is not important, but it is usually about 20 spaces.

6. The separator line may or may not have a blank line after it before the first footnote, depending on the computer software and settings used. Both ways are acceptable (with or without a blank line before the first note), but the document must be consistent from beginning to end.

7. When a footnote is continued from one page to the next, the computer may make this separator line the full length of the line. This is perfectly acceptable, as it indicates a continued footnote, provided the footnote **should** continue on the new page.

8. A footnote reference number must not appear anywhere in titles or headings; place it in an appropriate location within the paragraph. Whenever possible, a footnote number should be placed preferably at the end of a sentence.

Table 3.—*Continued*

Hebrew Text		Working Translation
לֹא־יֹאבֶה יְהוָה֙ סְלֹ֣חַ לֹ֔ו∧	19a	Then the LORD will not be willing to forgive him
כִּ֣י ֠אָז יֶעְשַׁ֤ן אַף־יְהוָה֙ וְקִנְאָתֹו֙ בָּאִ֣ישׁ הַה֔וּא∧	19b	For at that time the nose of the LORD will smoke and His zeal against this man
וְרָ֤בְצָה בֹּו֙ \ כָּל־הָ֣אָלָ֔ה ∧	19c	And will lie down against him every curse
הַכְּתוּבָ֖ה בַּסֵּ֣פֶר הַזֶּ֑ה ∧	19d	that is written in this book
וּמָחָ֤ה יְהוָה֙ אֶת־שְׁמֹ֔ו מִתַּ֖חַת הַשָּׁמָֽיִם׃∧	19e	And the LORD will wipe out his name from underneath the heavens.
וְהִבְדִּילֹ֤ו יְהוָה֙ לְרָעָ֔ה מִכֹּ֖ל שִׁבְטֵ֣י יִשְׂרָאֵ֑ל ∧	20a	Then the LORD will separate the evil from all the tribes of Israel
כְּכֹל֙ אָלֹ֣ות הַבְּרִ֔ית\ הַכְּתוּבָ֕ה בְּסֵ֖פֶר הַתֹּורָ֥ה הַזֶּֽה׃∧	20b	according to all the curses of the covenant that are writen in this book of the law.
Total of clauses in the section:	37	

Syntax and Syntagmatics of Deut 29:9-20

This subsection has its conclusion in verse 20 but there is a unity with 29:21-28 since the Hebrew text has only a *ziah* at the end of 29:20[1] and verses 21-28 expands the

_____

[1] This indentation called *Ziah* is seen in the BHS after Deut 29:20, see Elliger, K. and W. Rudolph, Eds. *Biblia Hebraica Stuttgartensia.* 5th ed. (Stuttgart: Deutsche Bibelgesellschaft, 1997), 340. However the *Ziah* is absent in Carmel McCarthy, *Biblia Hebraica Quinta, Fascicle 5: Deuteronomy* (Stuttgart: Deutsche Bibelgesellschaft, 2007), 85. The Aleppo Codex does not show any kind of indentation or special space after Deut 29:20. See "The Aleppo Codex Online," http://www.aleppocodex.org/newsite/index .html, accessed on May 10, 2010. The von Gall edition of the Samaritan Pentateuch shows a paragraph transition after Deut 29:20. See von Gall, 424. The critical text of the

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nce in the verbal

18a-g and God's

es are off-line.

Finally, verse 20 provides two clauses, 20a with a weqatal and 20b with a participle. The

discourse unfolds based on the account of God's acts in past events (perfect verbs) in

_____

shows a paragraph transition after Deut 29:20. See von Gall, 424. The critical text of the LXX does not show paragraph transition after Deut 29:21. See Wevers, *Deuteronomium*, 323.

[2] There are thirteen participles in the whole chapter; their analysis may provide important hints into the understanding of the passage.

Tables

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

1. **Titles.** Table titles are placed **above** the table. Tables are numbered consecutively in the order they are mentioned in the text (e.g., Table 3). **Do not use suffix letters** to number tables. In the appendix, tables are numbered using the capital letter of the appendix (e.g., Table C1). The table number is followed by a double space, then the table title, then a single space before the table. **Table titles** are italicized, flush left, single-spaced, 12 pts, title case. The table title is not restricted to half the length of the line.

2. **Lines.** Use horizontal lines to separate table title from the headings, the headings from the body of the table, and the body from the table notes; generally, all other horizontal lines are removed unless they are necessary for readability. **Do not use vertical rules** in tables. Space above and below horizontal lines should be uniform across all tables.

3. **Spacing.** Tables may be single or double-spaced, based on readability and good taste. Vertical spacing can be adjusted by using format/paragraph/spacing before and after, and adding 2 or 3 points above and below each paragraph. Be consistent throughout the paper.

4. **Alignment.** Table content may be centered or flush left or right, depending on readability and good taste. Decimal points in a column must be aligned. Run-over lines in word entries may be indented by two spaces. There should at least be three character spaces between the longest word in a column and the next column. A table should fill the width of the page. If data are limited, extend the table lines and keep data to the left.

5. **Capitalization.** Column headings and text entries/table items are sentence-case.

6. **Font.** The same typeface and font size used for the main body text should also be used for tables. However, for tables with a large amount of data, a smaller font size may be used (never less than 10 points). In this case, the same font size should be consistently used for all tables. **Note:** Font size for table titles should remain at 12 pts.

Placement of Tables. Place table(s) **either** at the top **or** at the bottom of a page, near (but not before) the paragraph where first referred to and discussed. If only two or three lines of text fit on a page with a table/between tables, move the text to another page. Do not split a table across two pages unless it is larger than one page. Tables on a page with text or another table must be preceded/followed by two double spaces.

7. **Landscape Tables.** Large tables or figures may be placed in landscape orientation. The table number and title should be closest to the 1.5-inch left margin (the binding side). The page number remains oriented in the same way as all other page numbers on pages with portrait (vertical) orientation.

8. **Continued Tables.** A table may be continued over two or more pages. However, a table that is continued must start at the very top of the page. On the second page, Table X *(continued)* appears as well as the title for the continued table and the table headings, and *(table continues)* appears at the bottom of the first page of the table.

9. **Notes.** Table notes begin with the word *Note* below the table, after a blank line. A smaller font size (as small as 9 points.) may be used, but be consistent. Arrange the notes in the following order: general note (refers to the whole table), specific note (refers to part of the table), probability note. Tables reproduced from another source must be properly referenced in the note, giving credit to the source (see examples on pp. 81 & 88).

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

Discussing Tables. Use the text to highlight important aspects of a table, or discuss possible implications. Do not simply repeat the table information in the text. Table discussion should happen in plain English, not statistical jargon, and should highlight the meaning and the implications of the findings, not merely the numeric results.

Demographic Profile of the Doctoral Student Sample (N = 359)

Demographic variables		f	%
Gender (student)	Male	90	25.1
	Female	268	74.9
Age	20-24 years	18	5.0
	25-29 years	83	23.1
	30-34 years	75	20.9
	35-40 years	59	16.4
	> 40 years	122	34.0
Marital status	Single	86	24.0
	Living with partner	64	17.8
	Married	184	51.3
	Separated	1	.3
	Divorced	16	4.5
	Widowed	1	.3
Number of children	None	216	60.2
	1	45	12.5
	2	58	16.2
	3	22	6.1
	4	9	2.5
	5	2	.6
	> 5	3	.8
Ethnic group (student)	Asian	24	6.7
	Black	10	2.8
	Latino	6	1.7
	Middle Eastern	5	1.4
	White	293	81.6
	Other	13	3.6
Scholarship/grants/support	None	77	21.4
	Award	24	6.7
	Scholarship	141	39.3
	Graduate assistant	45	12.5
	Research assistant	32	8.9
	Other	27	7.5
Type of doctoral program	Research only	153	42.6
	Extensive course work & research	124	34.5
	Few courses and research	41	11.4
	Lecturing and research	14	3.9
	Academic activities & journal publications	13	3.6
	Other	10	2.8

(table continues)

Table 2

Selected Educational Indicators Compared by GNI

Country (GNI level)	Goals/objectives	Plans/focus		
Rwanda (Low)	The global goal of the Government of Rwanda is to reduce poverty and in turn to improve the well-being of its population. Within this context, the aim of education is to combat ignorance and illiteracy and to provide human resources useful for the socio-economic development of Rwanda through the education system (Republic of Rwanda, 2008).	Many planning documents, focusing on increasing the quality and relevance of education, reducing discrimination, improving access, education for peace and democracy, and health and literacy (Republic of Rwanda, 2003; 2004).		
Philippines (Lower middle)	To provide quality basic education that is equitably accessible to all and lay the foundation for lifelong learning and service for the common good.

This mission statement is preceded by a vision statement including excellence in public service, love of country, empowerment, caring, responsiveness, enhancing learning, and reaching the less advantaged. (Republic of the Philippines, 2008b). | Curriculum reforms have increased teaching time in areas like math and language (SEAMEO Innotech, 2003)

Plans to add a "bridge" program between elementary and secondary, effectively lengthening elementary, slow down grade inflation, and implement the new basic curriculum ("Regaining," n.d.). | school are evaluated four times per year.

Students wishing to continue to college must take a national college entrance exam. | increase access for the poor.

Teachers must hold a bachelor's degree. | Teacher absenteeism is common. Education spending is less than most countries (Raya, 2008).

36th of 38 countries in math scores ("Regaining," n.d.)

Lack of political support for real reform.

Only 30% of grade 6 students mastered competencies in math, science, and English ("Regaining," n.d.).

HS teachers did not major in the field they teach (50% in math, 4% in physics) (SEAMEO Innotech, 2003) |

12

Figures

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

1. **Titles.** Figures in the main body are numbered (use arabic numerals) consecutively in the order in which they are first mentioned in text. The number and caption or figure title are written **below** the figure in italics, and flushed left, ending with a period (e.g., *Figure 3.*); the caption is written right after the figure number, not italicized, sentence case, and ending with a period. Figure number and title/caption are both 12 points.

2. **Placement of Figures.** On a page, place figure(s) **either** at the top **or** at the bottom, near (but not before) the paragraph where first referred to and discussed. Do not place only a few lines of text on a page with a figure; if only a small amount of text fits, leave the figure alone on its own page. Two double spaces are used before and after all figures within the text.

3. **Discussion.** As with tables, the text should expand, explore, and highlight the most interesting parts of the figure. It should not merely repeat the information included in the figure. The figure must be mentioned by name in the text before it appears on the page.

4. **Notes.** Notes for figures follow the same style as table notes (see above, p. 86). Figures reproduced from another source must be properly referenced in the note, giving credit to the source (see examples below).

5. **Readability.** All diagrams, drawings, and figures must be clear, sharp, and large enough to be readable. A figure may be reduced (but still readable) to accommodate the caption.

Landscape Orientation. The page number for landscape tables/figures should be in the same position as other pages in the text (portrait orientation). For tips on how to do this (and other formatting) on the computer, see Chapter 9.

TABLE/FIGURE REPRINTS FROM ANOTHER SOURCE:

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

From a Book:
Note. Adapted from *Handbook for Writers* (p. 759), by J. Ruszkiewicz, C. Friend, and M. Hairston, 2007, Upper Saddle River, NJ: Pearson Prentice Hall.

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

*Provide a **retrieval date** when no fixed publication date, edition, or version number is available, or when there is a high possibility that content will change over time; however, no retrieval date is necessary for content that is not likely to be changed or updated such as **journal articles** or **book** sources.

Discipline:
- Field of study

Admission & enrollment:
- University
- Department facilities
- Scholarship/financial support
- Full-time/part-time

Social and academic support:
- Social network
- Supervision

Student characteristics:
- Age
- Gender
- Race
- Psychological characteristics

Satisfaction with doctoral research experience

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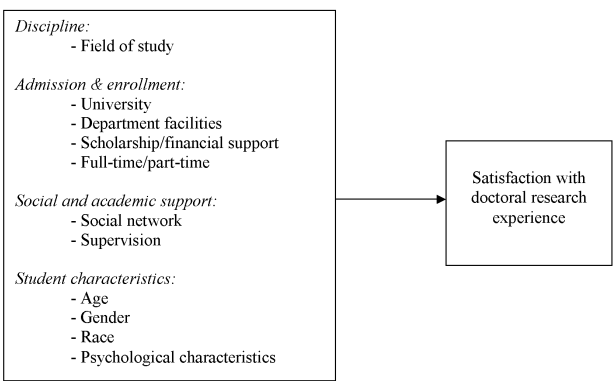
Figure 2. Framework of variables relating to satisfaction with doctoral experience.

can be a challenge leading to disorientation (Acker, 2001). Furthermore, the research

citement and joy, and "it may be

r even existential crisis" (Lofland, 1971,

he research phase are often connected

(Holbrook & Johnston, 1999).

faction with supervision ranges between

cher classified the different challenges

areas of formal, personal, and

dering research as a formal act of

le, struggling with ideas and concepts in

Student's personality
Agreeableness
Neuroticism

Student sociodemographics
Ethnic group
Marital status
Enrollment

ß = .10
ß = -.08
ß = -.07

ß = -.07   ß = .10

Interpersonal Communication
Communication satisfaction
Communication frequency
Communication mediation

ß = .12
ß = .37
ß = .09
ß = -.05

Satisfaction with research experience

ß = .65

Supervisors' communication competence
Cognitive flexibility
Responsiveness
Assertiveness

ß = .33
ß = .27
ß = .05

Supervisory style

1

Figure 11. New predictive model.

137

89

Appendixes

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

1. **Appendix Titles.** The appendixes follow the text and are numbered with arabic letters (A, B, C). Appendix titles are bold, and 2.0 inches from the top of the page, like other chapter title pages. Each appendix is listed separately by letter in the table of contents. Examples:

APPENDIX A	**APPENDIX B**	**APPENDIX C**
CORRESPONDENCE	**QUESTIONNAIRES**	**RAW DATA**

2. **Reference to Appendix Material.** Like tables and figures, EVERY appendix MUST be mentioned at least once in the text, to draw the reader's attention to its existence. It is also good to indicate the purpose of making the material available (e.g., for a more complete discussion of this anomaly, see Appendix C).

3. **Appendix Organization.** Grouping like materials into one appendix is recommended unless there are very few items. There is no required order, but materials are usually organized in the order in which they are mentioned in text.

4. **Cover Sheets.** Cover sheets are usually used to identify and/or group appendix materials. The appendix title and number/letter appear EITHER on the cover sheet before each appendix, OR at the top of the first page of the appendix (not both places). Cover sheets are counted, but page numbers do NOT appear on them.

5. **Do I Need Cover Sheets?** Cover sheets are necessary if you have an instrument, letter, or other document which doesn't have room for the appendix title at the top of it. If NONE of your appendixes require cover sheets, you may put the appendix labels at the top of the first page of every appendix. If ONE of them needs a cover sheet, however, they all should have a cover sheet, for uniformity.

6. **Page Numbering.** If page numbers already appear on the appendix material, place your new page numbers in the bottom right-hand corner in square brackets.

7. **Spacing/Format.** Appendixes are ideally double-spaced and with the same margins as the rest of the research document, however, this is not always possible. Flexibility in format is required in this section, since the documents are frequently not able to be reformatted. It is important, however, to be sure that text will still be visible after the binding/trimming process.

8. **Questionnaire Considerations.** Many research studies require student-prepared questionnaires. If your paper requires such an instrument, it must appear in the appendix *as it was presented* to the respondents. A description of the instrument, as well as a few sample questions or parts of the instrument may also appear in the main body of your paper. With this in mind, observe the following:

   a. Each item must be in the same tense, and in parallel grammatical construction.

   b. Spelling, grammar, and punctuation must be corrected before the instrument is used.

   c. Rules governing margins, spacing, etc., of the dissertation proper should be followed whenever possible in the preparation of the questionnaire.

   d. If a prepared instrument is used which does not meet the margin/spacing rules, it can be included. If need be, it can be photocopied and reduced in size so that it fits the necessary margins for binding.

1

APPENDIX B

DATA COLLECTION

Table B1

Sampling

Country	Universities contacted	Number of universities agreed to participate
Australia	1. Australian Catholic University	12*
	2. Australian National University	
	3. Central Queensland University	
	4. Charles Darwin University	
	5. Charles Sturt University	
	6. Curtin University of Technology	
	7. Deakin University	
	8. Edith Cowan University	
	9. Flinders University	

5

Dear Professor …

Having completed my Master's degree in Psychology in Austria, I am currently working on my PhD in Education at the Adventist International Institute of Advanced Studies in the Philippines under the immediate supervision of Dr Shawna Vyhmeister.

The research I am presently working on is entitled, "Social Science Students' Perceptions of the Doctoral Research Experience, Supervisory Style, Communication, and Personality." My dissertation committee has approved the study (you will find the ethical clearance attached to this email). The central purpose of my study is to examine factors that may influence satisfaction with the doctoral research experience. The present study proposes that understanding and applying concepts of supervision, communication and personality can be significant in creating quality research experiences for students in higher education.

In order to learn more about what   the doctoral research experience i
however, I need to collect data fr
My intention is to use an online s
countries such as The United Kin
South Africa, Hong Kong, Singap

I am seeking your counsel and as
you be willing to participate by c
dissertation writing phase) in you
university or in another who migh
students needed for this research?

If so, this assistance might take th
    1) forwarding an ann
       participate in the c
       doctoral students i
    2) announcing or pro
    3) some other way yo
       contact with this o

Your kind support of this study is

Sincerely,

Nicola Wieland

4

APPENDIX A

CORRESPONDENCE

Reference List/Bibliography

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

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

2. In either case, the heading begins 2.0 inches below the top of the page.

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

4. Reference lists and footnotes have a lot of detailed format rules contained in the style manual. The introductory style chapters in this book are *not* intended to replace the APA manual or the Turabian manual. Consult the style manual or check online if you have questions about how to format a reference. Check with your professor(s) if you do not find the answer.

5. Consistency is raised to an art form in the reference list. Check things, then check them again. Check one by one to be sure all authors cited in text **are actually in your reference list**. APA style users, check that all authors in the reference list are actually cited in text (Turabian allows for materials in the bibliography that were read but not cited).

6. Web sources can be difficult to cite properly, are often missing information, and the rules keep shifting in order to keep up with the changes in technology. For internet sources it is important to find up-to-date tools to help you cite them properly. Fortunately, the internet is also a good source of information on how to format web references. Be sure to consult it. Check your online sources near the end of your research, to be sure the URLs actually work. Update/change sources as needed.

7. Break a URL before punctuation, never within a word or number element. Do not insert a period at the end of a URL, or add a hyphen if you break it over two lines—these could make retrieval impossible. URLs in a reference list should be in black font and *not* underlined.

8. In general, in APA style, URLs no longer require a retrieval date for published material. Check with your research style guide or with one of your professors if you have a question about this.

9. Acronyms/abbreviations are not acceptable as entries nor are they included anywhere in the entries, except if they appear in the original source as part of the title or corporate author.

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17.

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Studies. Peabody (...)

Turabian, Kate L. *A Ma(...)*
ed. Revised by (...)
the University o(...)
Press, 2007.

VanDenburgh, David A(...)
Seventh-day Ad(...)
Quoted in Carol(...)
Springs, MI: An(...)

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98

2

1

7

Curriculum Vita

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

Blank pages

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

GRACEL ANN REYNO SALANGSANG

Curriculum Vitae

Personal Information

Date of Birth: August 25, 1981
Place of Birth: General Santos City, Philippines
Age: 28 years old
Civil Status: Engaged
Citizenship: Filipino
Religion: Seventh-day Adventist
Mother's Name: Grace Alojado Reyno
Father's Name: Angel Yuson Salangsang
Sisters' Names: Angel Ace and Shira Dale
Brothers' Names: Lavon Neff and Charmcen Angelo

Educational Background

2006-2009   PhD Education, Emphasis in Curriculum and Instruction (Candidate)
               Adventist International Institute of Advanced Studies, Philippines

2003-2005   MA Education major in English Education, *Magna Cum Laude*
               Adventist University of the Philippines, Cavite, Philippines

               Thesis Title: A Thematic Analysis of William Shakespeare's Romeo and
               Juliet: Its Spiritual and Moral Implications to the Values Development of
               Teenage Learners

1998-2002   BS Education major in English, *Magna Cum Laude*
               Notre Dame of Dadiangas University, General Santos City, Philippines
               (PAASCU Level IV Accredited; Autonomous University)

Work Experience

Current   English Teacher, Adventist University of the Philippines
Assignment   (Effective November 2009)

2007-2008   Student Services Assistant, AIIAS Division of Online Learning

2006-2008   Part-time English Teacher, Olivarez College-Tagaytay

Membership in Professional Organizations

Philippine Language Society, Manila, Philippines

Reading Association of the Philippines, Manila, Philippines

Chapter 9
Computer Formatting Tips

Computer formatting tips are frequently learned *during* the process of writing a major research paper, rather than before, which often leads to extra time needed to complete the work. This collection of suggestions by researchers who have gone before is designed to save you time and energy, but will not replace a basic knowledge of word processing, or the ability to use the help screens when you don't know what to do. Since most students at AIIAS use Microsoft Word (Microsoft Office 2007 or later versions), many specific tips will be given for that software. Many, however, are more generic in nature, and can be used with any word processor.

General Instructions

Consistency

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

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

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. Look through it to check heading levels and spacing. Look for margins and page numbering. Check that all indents are the same, and that all numbered lists match. Work with table titles, spacing, and contents.

These things are difficult to see if you search for all of them at the same time. Take the time to check each one before printing and giving your paper to your advisor or the editor.

Spacing vs. Tabs

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

Page Setup

Page layout is easiest when the correct page layout is set up before typing begins. If you are using Word (Microsoft Office 2007 or later versions), go to *page layout>margins,* choose *custom margins*. With the paper in portrait mode, set the margins at 1.5 inches for the left and 1.0 inch for the other three. Under *layout*, set the footer at 0.8 inch. The page numbering can be set to bottom center.

Printers

Early in a research project, you may not yet know what printer you will use to print your final draft. This needs to be decided nearer the beginning than the end, as different printers deal with text differently, and pagination may shift noticeably. Once you have done the fine formatting for page breaks, do not change printers unless it is absolutely necessary.

Large Documents

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

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

Quick Formatting

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

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

Changing Page Layout in the Middle of a Document: Section Breaks

Most have struggled with trying to insert a single landscape page into a Word Document, or moving/removing the page number without destroying all the formatting that is already set. The reason is that Word has the underlying philosophy that if you want something changed on page 45, you really meant to change it all the way back on page 1. Fortunately, there are solutions for this. The first is to insert a section break anytime you wish to do something different with the formatting. Go to *page layout>breaks>section breaks >next page* on the page just before the page you want to format, and on the last page of the section, before it shifts back.

Second, if the change has to do with headers or footers (read, page numbering—style, position, etc.), you need to go to the footer and "disconnect" it from other footers, so it will not affect all the other footers back toward the beginning of the document, or forward to the end. Double click on the page number to enter the footer editing space. Click the button "Link to previous," and you will see that on your footer, it no longer says "Same as Previous." Go to the footer for the next section, and also "disconnect" it from the section you wish to modify. Once this is done, any changes made to the numbering in this section will not affect the other sections.

Tips for Specific Problem Areas

Footnotes

Footnotes may be handled slightly differently by different word processing programs. The basic AIIAS idea is to allow some variation in format based on program differences, but to require the student to be consistent. The length of the separator line and the spacing before/after it may vary from individual to individual, but should be consistent throughout your paper.

To achieve continuous footnote numbering for each chapter in Word, you have two options: (1) Make each chapter a separate document (this will work for a while, but not when you need to submit your electronic document to the Library once you have finished); (2) keep all chapters in one document, but insert a section break at the end of a chapter, as explained above. Click *references>footnote* pull-down menu choose *below text* under *location*, and choose *restart each section* under *numbering*. Make sure to *start at 1* (under format), and apply the changes to *this section* (under apply changes).

Page Numbering

Be sure to change the default page number to the same font type you are using for the text. If you need to restart page numbering, leave a page without a number, or paginate a landscape page, insert a section break and make sure that footer is not connected to the others before you continue. If you have a landscape page and need to put page numbers on it, if it will not format automatically, insert a text box with the number in the appropriate position.

Section Breaks

It you need to change from letter to landscape, roman to Arabic numerals, or any other major format change, be sure to insert a section break on the page before the change. This will allow you to have several different format styles together in the same document.

Table of Contents

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

Manual Method

Type the entries you wish to include in the table of contents, and set a tab with dot leaders to create the line of dots. Set the tab by choosing *paragraph>tabs.* Clear the other tab stops and set one at 5.5" with alignment *left* and *leader2* (the one with dots). Add a second tab at 6.0" with alignment *right* and *no dot leader* to make the blank space before the number. At the end of each table of contents entry, insert a tab, which should create the dot leader. Insert a second tab, which should make the space and right align the page numbers. Additional tab stops should be added at .3" and .6" (left, no dot leader) for indenting the second and third level headings (see below).

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

Automatic Method (Word 2007)

The easiest way to create a table of contents is to use the built-in heading styles (preset formatting applied to headings). Microsoft Word has different built-in styles already created. Built-in heading styles in Word will not match the exact heading styles that AIIAS requires, however. To solve this problem, you will need to modify them. Once set, however, you may use the styles for your entire paper, so it is worth the 5 minutes to set them up (see instructions below).

<div align="center">

To Mark Entries by Using Built-In Heading Styles
Use the Following Procedures

</div>

1. Select the heading in your text to which you want to apply a heading style.

2. On the *Home* tab, in the *Styles* group, click the style that you want.
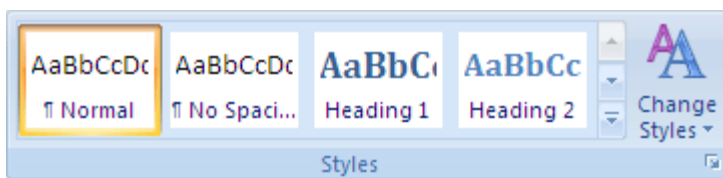
For example, if you selected a heading in your text that you want to style as a main heading, click the style called *Heading 1* in the Quick Style gallery.

You can also create a table of contents based on the custom styles that you have created. To do this, select a heading or a text from your document. Go to *Home*, open the *Styles* group, and select *Save Selection as a New Quick Style*.

To format the built-in heading style by selecting a specific built-in heading style (for example, *Heading 1*), *left click*, and go to *Modify*. From there, you can format the heading based on the AIIAS heading styles.

<div align="center">

Creating a Table of Contents Using Styles

</div>

After you mark the entries for your table of contents, you are ready to build it.

1. Mark all entries for table of contents

2. Click where you want to insert the table of contents, usually at the beginning of a document.

3. On the **References** tab, in the **Table of Contents** group, click **Table of Contents**, and then click the table of contents style that you want.
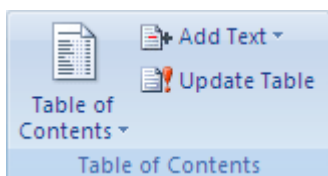
Note. If you want to specify more options—for example, how many heading levels to show—click **Insert Table of Contents** to open the **Table of Contents** dialog box. Of the formats available, *Formal* works well. After choosing the number of levels, you can modify the TOC1, TOC2, etc., to appear the way you want it by following the formatting suggestions below.

Format the table of contents. If you already have a table of contents in your document, or if you created it without achieving all the formatting you desired, you can change the options. To do this, you need to insert a new table of contents by using the **Table of Contents** dialog box.

1. Select the existing table of contents.

2. On the **References** tab, in the **Table of Contents** group, click **Table of Contents**, and then click **Insert Table of Contents**.
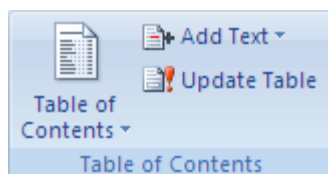
3. In the **Table of Contents** dialog box, do any of the following:

   o To change how many heading levels are displayed in the table of contents, enter the number that you want in the box next to **Show levels**, under **General**.

   o To change the overall look of your table of contents, click a different format in the **Formats** list. You can see what your choice looks like in the **Print Preview** and **Web Preview** areas.

   o To change the way heading levels are displayed in the table of contents, click **Modify**. In the **Style** dialog box, click the level that you want to change, and then click **Modify**. In the **Modify Style** dialog box, you can change the font, the size, and the amount of indentation.

   o The automatic table of contents does not yield a dotted line with a small space before the numbers, as illustrated above in the manual method. As long as the numbers are properly right justified, this space is not required. If you use automatic table of contents generation, you do not need a space between the dot leader and the page numbers.

Modifying the styles for various levels of headings: To modify the built-in styles of headings for the Table of Contents, go to Styles, select the heading, and from the pull-down menu choose modify. The table below this picture gives details about left indentation for different styles of headings. For an idea of what the screen looks like for working with table of contents headings, see the following page.

	Style	Spacing	Before	After	Left Indent
Heading 1	TOC 1	Single	18	12	0.3
Heading 2	TOC 2	Single	0	0	0.7
Heading 3	TOC 3	Single	0	0	0.9
Heading 4	TOC 4	Single	0	0	1.1
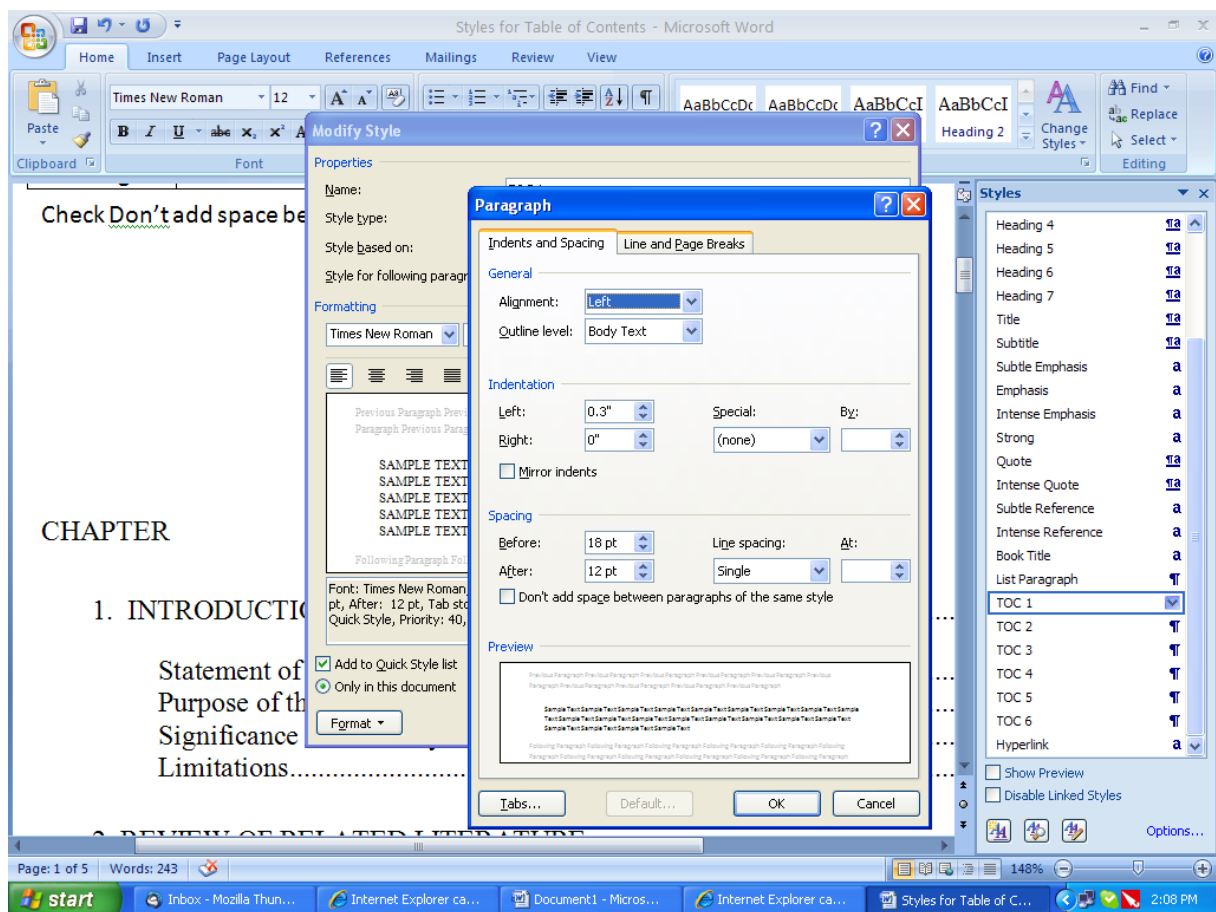
Updating the Table of Contents: After inserting the Table of contents, the page numbers or the entire table can be updated automatically if you make changes to your headings or if page numbers shift. To update the entire table without changing the format settings, right click anywhere on the Table of Contents and choose Edit Field. Check the box for preserving formatting during updates.
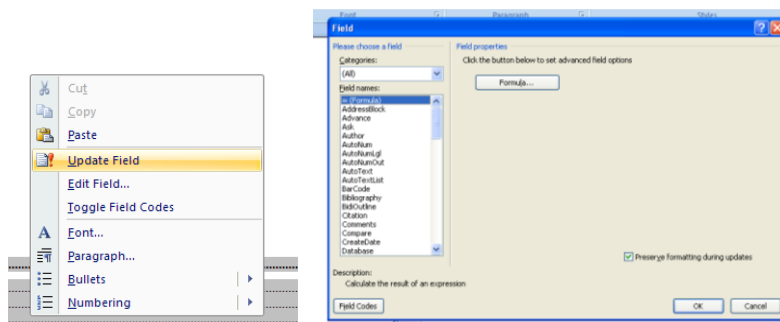
Chapter 10
Forms

A variety of forms are required for research papers at AIIAS. Some are the same across both schools; some have slight differences. If you have any doubt as to what is required, consult your research advisor or your program director for further information.

The following forms are required for research, in the order listed below:

	Get form from	Docu-mentary	Empirical	Project	Completed form goes to	Approved form goes to
Topic Request	Dean's secretary	√	√	√	Department/ Prog Committee → Research Committee (Grad Sch)	Department cc Research Advisor
AdCom Approval (any study at/about AIIAS)	N/A see p. 23 for instructions	√	√	√	Research Advisor → VP Academic Adm	President's secretary cc Research Advisor
Proposal Approval	Dean's secretary	√	√		Research Advisor → Dean/Prog Committee	Department cc Research Advisor
Ethics Review Board (ERB)	Dean's secretary		√	(if data is to be collected)	Research Advisor → ERB Chair	Dean's office cc Research Advisor
Semester Report of Research Progress	Dean's secretary	√	√		Research Advisor	Dean's secretary
Editing Checklist	Dean's secretary	√	√	√	Research Advisor → Editor	Research Advisor
Application for Change of Status (doctoral students)*	Admissions & Records	√	√		Department/ Program Committee	Admissions & Records
Defense Document	Dean's secretary	√	√		Research Advisor → Editor → Dean	Dean's secretary
Signature Page **	Dean's secretary	√	√	√	Research Advisor → Dean	Student cc Admissions & Records
Clearance Form*	Admissions & Records	√	√	√	Admissions & Records	N/A

*These forms are not illustrated in this chapter, as they are general forms for all students, and not specific to research.

** This form is not illustrated in this chapter, as each one is unique. For a sample, see p. 73. Work with the Dean's secretary to create your form when you are nearing the end of your research.

Graduate School
TOPIC REQUEST

AIIAS

Name: _____ Degree Sought: _____ Date: _____

Suggested Title: _____

Process: Briefly describe your study in a page or two, and share it with professors. As you negotiate your topic, method, and committee, this document should grow to 5-10 pages in length, and should include the sections listed below (instruments and references may also be attached).

Directions: When the topic request is sufficiently developed for the committee to accept, it should be submitted to the Program/Department Committee. This constitutes preliminary approval for a thesis/ dissertation, and final approval for a project.

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

Proposed Committee

Signature on the line below indicates the following:

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

_____ _____ _____
Proposed Research Advisor *Research Advisor's Signature* *Date*

_____ _____ _____
Proposed Methodologist *Methodologist's Signature* *Date*

_____ _____ _____
Proposed Member *Member's Signature* *Date*

Department approval of committee: _____ Date: _____

Comments/recommended changes: _____

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

_____   _____
Dean's Signature   *Department Chair's Signature*

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

Thesis/Dissertation: ☐ Forward to Research Committee   ☐ Revise and resubmit

Comments: _____

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

Dean (or designee): _____ APRC Director (or designee): _____

102

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

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

☐ Approved with no modifications   ☐ Revise and resubmit

☐ Approved with modifications   ☐ Denied; present alternative topic

Research Committee Comments: _____

_____

_____

_____

Signed: _____ Date: _____

Research Progress Record

Proposed Dates	Progress Markers	Achieved Dates
	Topic/committee approval	
	Comprehensive examination *(within 3 months of completion of course work)*	
	Advancement to candidacy (PhD) *(completed all courses, passed comps, adequate GPA)*	
	Proposal-ready document *(1 week before approval—committee meets to determine if document is ready to defend))*	
	ERB approval	
	Proposal approval	
	First 3 chapters to the editor	
	Permission to collect data	
	First complete draft of chapters 4 and 5	
	Defense-ready copy approved by committee and editor *(3-4 weeks before defense)*	
	Defense copies distributed, defense date set *(6 weeks before graduation)*	
	Oral defense *(at least 4 weeks before graduation)*	
	Advisor-approved document to editor *(at least 3 weeks before graduation)*	
	Approval sheet to Registrar/electronic copy to Library/ send for copying/binding *(1 week before graduation)*	
	Submission of bound copies *(before clearance/before diploma is released)*	
	Graduation *(Celebrate!)*	

_____   _____   _____

Student   *Research Advisor*   *Date*

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

Name: _____ Degree sought: _____ Date: _____

Suggested title: _____

_____

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

Date received by the Dean: _____ Approval date/time _____

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

_____   _____
  Research Advisor   *Methodologist*

_____   _____
  Member   *Presider*

Approved title: _____

_____

Recommendations: _____

_____

_____

_____

_____

_____

_____

Ethics Approval: _____ _____
                        ERB Action number   *Date*

Permission to Collect Data: _____ _____
                                Research Advisor   *Date*

                          _____ _____
                                Methodologist   *Date*

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

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

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

AIIAS CODE OF RESEARCH

Background

The Adventist International Institute of Advanced Studies (AIIAS) recognizes its place as one of the foremost Adventist institutions of higher education with the mandate and responsibility to engage in and promote research. Thus, AIIAS is committed to pushing the boundaries of research in its academic areas of strength in order to advance knowledge for the benefit of the world. Aware of this responsibility, AIIAS aims to nurture an attitude of inquiry among its students and faculty, and to support the practice of research and sharing of ideas. Moreover, it is the intention of AIIAS to ensure that these values are carried to and practiced in the institutions and work places where its graduates will serve.

To accomplish this, AIIAS is committed to fostering a culture of quality research on its campus as a way of achieving academic and professional excellence, and to cultivate an environment conducive to the development of visionary and innovative leadership, openness, and accountability. It is expected that the resulting culture of honesty in inquiry will strengthen the internal sharing of ideas, methods, and research results and will support effective partnerships among scholars and research groups, as well as collaboration between academic disciplines and research institutions. It is hoped that this will result in an environment in which researchers will cultivate and maintain mutual respect for one another, including duly acknowledging the contribution of each participant in collaborative research efforts.

To this end, this code of research is developed to guide and support research that meets internationally accepted ethical standards. In addition, the code will enable AIIAS faculty and students to carry out academic inquiry in ways that will advance its goals and that are consistent with and supportive of its mission. Specifically, this code of research takes into consideration the responsibility of AIIAS as an institution to help the global Adventist Church develop leaders for the Church and society.

Code of Research

The code incorporates AIIAS aspirations to contribute to learning and the development of higher education and to be effective in the role it intends to play in solving problems and making a difference in the world.

To assist in supporting and guiding research activities of AIIAS faculty and students, and the institutions associated with it, these research guidelines set out the requirements for research planning and ethical considerations for the collection, storage, management and dissemination of information that is generated in the course of the research process.

General Principles

Scholarship at AIIAS is guided by the principle that the overriding goal of research should be an active process of supporting improvements in people's lives. For this reason, the well-being of the human participant in research should take precedence over the interests of science. Other principles of this code are non-maleficence and beneficence, which refer to the systematic regard for the rights and interests of others. Non-maleficence is the principle of doing no harm, or permitting no foreseeable harm to participants in research. This includes respecting the rights of others both in the research process and in the consequences of research. Beneficence refers to the requirement to serve and uphold the interests and well-being of others, and the requirement to do good, not harm, to other people.

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

1. AIIAS Faculty and students intending to engage in research must secure ERB (Ethics Review Board) approval for all research involving human subjects before commencing data collection.

2. Faculty and students engaged in research must not compromise the principles of non-maleficence and beneficence at any time.

3. Faculty and students engaged in research are required to ensure that the interests of all participants, whether directly or indirectly involved in the research, are taken into account when evaluating the research against the principles of non-maleficence and beneficence.

4. The ethical implications of research should be considered at all stages of the research process, not simply at the initial stage of obtaining approval.

5. All research involving human participants must conform to generally accepted scientific principles, and must be based on sufficient knowledge of the literature and other relevant sources of information. Research that unnecessarily duplicates other work, or which is not of sufficient quality to make a useful contribution to existing knowledge, is itself unethical.

6. Research involving human participants should only be conducted if the importance of the objective outweighs the inherent risks and burdens to the subject. Faculty and students planning research must consider the ethical implications of the research in relation to the physiological, psychological, social, political, religious, cultural and economic consequences of the research for the participants. The pursuit of knowledge, of itself, is not sufficient justification for disregarding social and cultural values that give meaning and add value to people's lives.

7. Faculty and students planning research must consider the implications of their work with respect to the reputation of AIIAS and its capacity to continue fulfilling its mission.

8. If the faculty members or students planning research are unable to make a competent judgment regarding the ethical acceptability of any aspect of their research they must seek expert advice before submitting their proposal for approval or embarking on the research.

9. Research must show due respect for the religious and cultural values of the participants. Procedures or methods that undermine the self-respect and dignity of any of the participants must be avoided.

Informed Consent

The following principles of informed consent should be taken into consideration when designing and conducting research.

1. Ethical conduct in research demands respect for the rights of others who are directly or indirectly affected by the research. The physical and personal autonomy of human participants in the research must be respected. Participants' right to privacy must be guaranteed, with adequate safeguards concerning confidentiality.

2. The responsibility for the well-being of participants must always rest with the researcher, and never on the participant, even though the participant has given consent.

3. Participation in research must be based on participants' fully informed consent obtained without any kind of coercion. The participant must be informed of the right to abstain from participation in the study or to withdraw consent to participate at any time without penalty. Written consent should be obtained.

4. The means by which participants are recruited must be carefully assessed in relation to possible or perceived rewards for participation. Should any rewards be offered to participate in research,

they should not be such that they might induce participants to accept risks or engage in behavior that they would normally avoid.

5. Prior to seeking informed consent the researcher must ensure that participants are fully informed as to the nature and the purpose of the research, how it will be conducted, the anticipated outcomes, who is undertaking it and how the outcomes will be disseminated. The information should be given well in advance of the research in a language that the potential informants can easily understand. A clear record of who, when and how consent was given should be maintained.

6. Some research populations are vulnerable and need special protection. Special attention is required for those participants who are incapable of giving or refusing to consent for themselves, as in the case of children or mentally incapacitated adults. In this case the researcher must seek expert advice on the appropriate measures to take.

7. Observational or covert studies involving human subjects require formal approval from AIIAS and the concerned organization. Research involving sensitive documents–the dissemination of which results may occasion unnecessary harm to individuals or institutions–requires AIIAS approval.

8. Where the nature of the research is such that informing participants before the work is carried out might render the results invalid, participants must be given appropriate explanations following the study and they must be allowed to exercise the option to withdraw their participation. In any case, researchers must provide convincing reasons why such research should proceed without informants' prior consent, and evidence that the likely benefits will outweigh this concern. Researchers must not deliberately deceive or passively mislead participants because of an expectation that their permission will not otherwise be obtained.

Confidentiality and Data Protection

The following principles of confidentiality and data protection should be observed at all times during the research process, as well as after the research has been completed.

1. Participants' confidentiality and anonymity must be maintained and their personal privacy protected. The identity of participants should not be revealed unless their written permission is obtained in advance of the study commencing.

2. Personal information of any sort must be regarded as confidential. All personal information must be coded or rendered anonymous as far as is possible and consistent with the needs of the study, and as early as possible in the data processing.

3. Researchers must observe appropriate procedures governing the collection, storage, disclosure and use of research data to guard against unauthorized disclosure of participants' identity and breaches of privacy and confidentiality posed by various kinds of information storage and processing. These types of storage and processing include computer and paper files, e-mail records, photographic material, audio and video tapes and any other information in which an individual is named, or from which an individual could be identified. Researchers must put in place methods of data disposal that conform to the principle of confidentiality.

Academic Integrity

Academic integrity at AIIAS is guided by the following principles:

1. The general principle of integrity must underpin all research activities, while honesty should characterize the relationship between the researcher, participants and other interested parties.

2. Research outputs must contain appropriate acknowledgment of the work of others, particularly the contribution of research students and research assistants. Issues related to joint ownership

of work by students and advisors, including joint authorship of publications, should ideally be discussed and agreed upon early in the planning of research.

3. Where appropriate, participants and other relevant stakeholders should be given access to a summary of the research findings and the conclusions that have been drawn from them.

4. Research reports should be truthful, accurate and demonstrably the work of the author/s concerned. Readers should be offered sufficient information to assess the justification of the author's inferences and interpretations of information.

Caveat

The requirements of this code must be considered binding for all AIIAS faculty, students, and staff at all times. The exception to this requirement is when AIIAS faculty or students are engaged in research in partnership with or under the auspices of another institution whose code of research provides for higher ethical standards and more protection for participants. In this case, the ethical requirements of this institution should be used in place of the AIIAS code.

Note. Some of the principles and ideas used in these guidelines have been borrowed and adapted from the following documents:

Kahnawake Schools Diabetes Prevention Project Code of Research Ethics, 2007. Retrieved from http://www.ksdpp.org/media/ksdpp_code_of_research_ethics2007.pdf

Thames Valley University Research Ethics Code of Practice, 2009/10. Retrieved from http://www.uwl.ac.uk/files/Research/Ethics%20of%20Research%20CoP%20updated %20June%2009%20-%20final.pdf

Brunel University Code of Research Ethics, 2003. Retrieved from http://www.brunel.ac.uk /__data/assets/pdf_file/0018/36045/CoEv7.pdf

AIIAS ETHICS REVIEW APPLICATION

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

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

Applicant/Principal Researcher: _____

Title of Research: _____

Research Advisor: _____ **Methodologist:** _____

Application for *(Check as appropriate)***:**

Approval: _____ Exemption*: _____

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

Approval to submit application for ERB Approval/Exemption:

Research Advisor (signature) _____ Date _____

Checklist for Submission

☐ *Summary of research* ☐ *Full proposal/project document*

☐ *Research instruments* ☐ *Consent forms*

☐ *Other materials (specify):* _____

FOR ERB USE ONLY

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

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

ERB Application Guidelines:

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

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

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

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

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

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

VI. The ERB will only process ethics review applications related to theses, dissertations, projects, and papers for publication or presentation in academic or professional forums.

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

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

IX. ERB approval is required for all activities that include primary data collection involving human subjects. In addition, the following will also be subject to assessment and approval by the ERB:
1. Studies involving sensitive documentary sources (church, state, statutory bodies, etc.)
2. Studies involving personal information related to individuals, living or deceased, whose disclosure may adversely impact the safety/welfare of individuals or groups

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

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

SEMESTER REPORT OF RESEARCH PROGRESS

AIIAS

Name: _____ Semester/Year: _____ Degree _____

Working Title: _____

Research Advisor: _____ Committee: _____

Description of the progress made during the semester: _____

_____

The progress made is ☐ ahead of schedule ☐ on schedule ☐ behind schedule

Comments on satisfaction/concerns/need for improvement: _____

_____

_____

Factors which are negatively affecting the progress of this study: _____

_____

Expected completion date: _____

If this date is different from before, explain why: _____

_____

_____

_____   _____
            Student's signature   *Date*

Submit this report to your Research Advisor. If you do not wish to do so, submit it to the department chair or the Dean of the School, and discuss your concerns with them.

Research Advisor's comments on this semester's progress: _____

_____

_____

_____

_____

☐ Unsatisfactory progress   ☐ Satisfactory progress   ☐ Exceptional progress

_____   _____
            Research Advisor's signature   *Date*

File with the Research Advisor (copy to Dean's secretary) at the end of each semester, as a basis for the DG grade.

THESIS/PROJECT/DISSERTATION PLAGIARISM STATEMENT

STUDENT NAME:

First name   Family name

STUDENT ID #:

DEPARTMENT:

THESIS/PROJECT/
DISSERTATION TITLE:

RESEARCH ADVISOR:

DATE SUBMITTED:

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

1. I declare that this thesis/project/dissertation is my own work unless other authors are properly referenced, cited or acknowledged, and consequently it avoids any issue related to the AIIAS plagiarism policy. I declare that I am aware of the meaning of plagiarism and that this thesis/project/dissertation is free from plagiarism attempts.

2. No part of this thesis/project/dissertation was written by a third person in my name.

3. I declare that neither this work nor any significant portion of it has been submitted previously for academic credit at AIIAS or another institution, or has been published in this form.

4. I have submitted an electronic copy of the thesis/project/dissertation by email or USB drive.

5. I acknowledge that this thesis/project/dissertation may be submitted to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking) or to other forms of plagiarism checking.

Student's Signature: **Date:**

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

EDITING CHECKLIST

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

ORGANIZATION OF THESIS/DISSERTATION

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

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

Body of Thesis/Dissertation (begins on page 1)
_____ 11. Body of Thesis/Dissertation (divided into chapters)

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

SPACING

_____ Titles of preliminary pages, major sections, and first pages of chapters begin at 2.0 inches.
_____ Appendix cover page, title page, and dedication are centered vertically on the page.
_____ Text is double spaced, beginning of paragraphs indented 0.5 inch, no extra space between paragraphs.
_____ Single spacing is appropriately used for tables, long quotes (Turabian), and bibliography/ reference list.
_____ One blank line after chapter number, two blank lines between chapter title and text.
_____ Two blank lines before and one blank line after subheadings within the text.
_____ Three blank lines before and after tables/figures inserted within the text.

TABLES/FIGURES

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

HEADINGS and SUBHEADINGS

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

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

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

REFERENCES/BIBLIOGRAPHY

_____ All entries are alphabetized and in correct format (either Turabian or APA).
_____ Web references have been tested to assure that the links work.
_____ All reference entries for multiple authors are correct in the subsequent (reduced) form.
_____ All footnote/in-text entries are in the bibliography/reference list, and (APA) all reference list entries are cited in text.

SPECIFIC APA RULES

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

SPECIFIC TURABIAN RULES

_____ Round numbers or numbers below 20 are written out if not part of a descriptive report.
_____ The symbol % appears only in tables.

MISCELLANEOUS FORMAT ITEMS

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

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

Student's Printed Name & Signature_____ Date:_____

Research Advisor's Signature:_____ Date:_____

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

DEFENSE REPORT

Name: _____ Degree sought: _____ Date: _____

PRE-DEFENSE APPROVALS

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

Editor's approval for defense _____ Date _____

Dean's Space

External examiner _____ Contact info: _____

Date received by the Dean: _____ Defense date _____

THE DEFENSE REPORT

Approved Title of Thesis/Dissertation:

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

(Name)	(Name)
Research Advisor	*Dean*
(Name)	(Name)
Methodologist	*Member*
(Name)	Date
External Examiner	

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

POST-DEFENSE REVISIONS

Revisions Completed   Advisor's Signature _____ Date _____

Editor's Approval   Editor's Signature _____ Date _____

Advisor's Release   Advisor's Signature _____ Date _____

Dean's Release   Dean's Signature _____ Date _____

This document should accompany all theses/dissertations submitted for the final time.

Appendixes

Appendix A
Tips for Making Student Research Publishable

A publishable paper is different in several ways from the typical class paper. Usually it contains primary data, or presents new ideas. Before preparing a publishable article, decide which journal you will submit it to. Study the articles in that journal and the guidelines for authors which the journal provides. These instructions regarding content, format, and submission, must be followed exactly and in detail.

Publishers expect articles to be clear and succinct. An article will be shorter than the paper on which it is based. The basic parts, however, must appear. For a theological paper, the parts are as follows: 1. Introduction (containing statement of problem, purpose, and procedure followed (where the research started, what kinds of sources were used, etc.). 2. A review of literature may or may not be needed. Often that information appears in the footnotes. 3. Analysis of the topic (this may be historical or topical). 4. Conclusion, where the author sets forth the "so-what" of the information presented. The parts of an empirical study are included in the explanation below, which has been prepared for empirical research; however, students preparing an article for a theological or ministerial journal will also find it helpful.

Student paper	Publishable paper	How to get there
Can tend to be wordy, unedited.	Tight, no wasted words, highly polished.	Write it, then edit it repeatedly using other readers if possible, until output is high quality.
Can appear as if the student is trying to stretch the paper to meet the minimum length requirement.	General feeling that the author has more to say than what will fit and is trying to reduce the paper to meet the maximum length allowed.	Start with a slightly longer paper and reduce it. Often you need to begin with 30-35 pages and reduce to 25.
Often lengthy general introduction.	Introduction and Literature Review are usually combined and point to the need for the present study.	Keep introduction short. Write a paragraph or two, and move directly into your study. The introduction must convince readers of the timely relevance of your study and show its place in current research.
Literature Review is lengthy, contains a lot of general information, not many primary sources. Often does not give reasons for inclusion of information.	Literature review is focused and relatively brief. It contains mainly primary studies closely related to the research, not general, introductory sources or tangentially related past work.	Read the general introductory studies for your own information, if needed, but do not put them in the introduction. A dissertation contains a general literature review occupying a whole chapter which an article leaves out.
Frequent use of poor quality sources, such as general internet articles on a topic, textbook explanations, Wikipedia definitions, etc.	Sources must be recent, and closely related to the study. High quality sources, such as journals, recently published books, and primary studies are used. Review articles can be useful summaries or sources of expert opinion. Breadth is sought to include multiple perspectives.	Seek out high quality sources, especially primary studies that are directly related to your study. Ask more from your sources. Mediocre sources make a mediocre paper. There is plenty out there—make the effort to find the good stuff.
Tends to use a lot of quotations, even lengthy ones.	Few quotations, but many references; often multiple ones in the same area reinforcing a point of view or line of research.	Make sure you understand what is being said, and summarize/reduce bulky ideas into smaller spaces using the support of multiple sources.
Tends to rely heavily on a few sources	Much more breadth of sources; not overly dependent on a chosen few.	Find out who are the key authors in a field and cite them, but seek breadth, as well as depth. One article per area discussed is not sufficient coverage.
Analysis is heavily tied to ideas found in the literature. Little original thought is evident.	Independent thinking is clearly demonstrated; ideas come from the author as well as the literature; value added by the author is clearly demonstrated.	Read more. Think more. Do not write the first thing you see. When you have read more deeply and widely, you will begin to have your own expertise to write about. Be careful to link your own ideas to sources contributing to or sharing perspectives you develop.

Student paper	Publishable paper	How to get there
Plagiarism is not always carefully avoided. Sometimes this is due to poor technique, sometimes because the student does not believe it is important.	Plagiarism has no place here. Quotations and ideas of others are carefully referenced.	This is an area which must be carefully guarded in all papers. Reference carefully at all times; take special care with internet sites to acknowledge authorship correctly. For help with electronic sites, see http://owl.english|.purdue.edu/owl/resource/560/10/
Personally created summaries, lists, tables or figures are rare; any found in the text are usually quoted.	Appropriate summaries, figures, tables, or lists are generated when analysis requires some creative form of synthesis to describe what was learned. Figures from others are almost never reproduced.	Seek opportunities to summarize combine, create, construct, and share ideas in the form of personally created tables, figures, or graphs. These are fine outputs for the analysis you should be doing. Resist the temptation to quote other people's analyses in your paper—just reference them.
The referencing style is often followed mechanically, but not well understood.	Evidence is given of clear understanding of the referencing style, be it APA (http://flash1r.apa.org/apastyle/basics/index.htm), Turabian (see http://www.docstyles.com/cmscrib.htm), or SBL.	Follow carefully the style manual indicated by the journal in which you wish to publish. Thoroughly learn the reference style required. Have others who know it well check your paper.
Headings are frequent, but not always meaningful.	Headings are carefully planned to divide a piece into sections and subsections.	Edit your headings specifically. Don't overuse them. Consider the organization of your piece so that the headings help structure your article. Ask for expert opinions.
Quotations are often introduced in a wordy way that does not show true analysis of what was said.	Quotations are rare; ideas from sources are analyzed and compared with ideas from other sources. The referencing style shows source information, leaving the writer free to make analytical comments.	Practice this. Make sure every word counts. Do not begin sentences with authors' names but rather with ideas. Compare/contrast and synthesize relationship ideas adequately.
Often repetitive, loosely organized.	Tightly organized by topic, with each topic being addressed once—no repetition.	Write an outline first; check the organization before you finish. Print the article and check its organization, making sure that all similar ideas are in the same place or are clearly associated by linking terms. Do not repeat yourself.
Method section tends to cover several pages.	Method is almost like a formula—it is concise, dense, and short--usually only a page or so. Much of the ethical and data collection details are left out and presumed to be cared for by the author.	From the description of the methodology in your paper, create a more concise explanation, following the norms of the discipline. A dissertation will have much more detail in the method than an article.
Analysis is often bulky and repetitive.	Analysis is as concise as possible. Tables and text overlap very little, but rather, complement each other. Comments and references to relevant literature are made when appropriate.	You may need to write out a bulkier data section at first and then reduce it. Do not repeat yourself or describe uninteresting data. Tell the important parts and say that the rest confirmed prior research was insignificant, or contributed no new knowledge.
Analysis tends to be driven by numbers which are sometimes not interpreted adequately and are often awkward to read.	Analysis is written in as simple a language as possible, highlighting meaning, interpreting statistics to confirm trends or hypotheses and practical applications to the ideas of the research study.	Editing is needed here. Early drafts look more like plain SPSS output. Later drafts will read more like a reasoned explanation or expository story, with numbers for support.
Conclusion tends to repeat analysis, rather than bringing something new.	Conclusion puts together all the pieces found in the analysis (without necessarily restating them) and analyzes the whole, bringing in references to literature, interested parties, etc. The conclusions are tied to the data, but clearly represent the author's explanation of the meaning of the data.	This requires careful writing, personal critical thinking, disciplined creativity in forming new syntheses suggested by the data and discussion with your advisor. Put your ideas in your writing; test them on your advisor. Write, and be prepared and willing to rewrite. Do not repeat here. Conclusions should be short, meaningful, and powerful.

Appendix B
Sample Turabian MA Project Proposal

The following document is an actual proposal and is reproduced in the form in which it was approved. The dates on which Internet materials were accessed is given in correct Turabian style in the text and the bibliography, of which only two pages have been retained for this example. The title page has been omitted, but the title of the project is the following:

**Training Adventist Chaplains in Adventist Hospitals
in the United States to Minister to Muslim Patients
and Create Muslim-Friendly Hospitals**

Background

There are approximately six to eight million Muslims in the United States today, and this figure is increasing steadily.[1] As the population of American Muslims grows, Seventh-day Adventists more frequently encounter Muslims in all areas of life. As followers of Jesus Christ, Adventists are called to love, respect, and minister His compassion to all peoples, including Muslims. Yet without understanding the unique religious beliefs and cultural practices of Muslims, Adventists struggle with fear, prejudices, and ignorance that lead to misunderstandings and hinder ministry to Muslims.

Although some Adventists may never meet a Muslim, some Adventists come into contact with Muslims daily. Among these are the health care providers and chaplains who frequently encounter Muslim patients in Adventist hospitals. In these environments, an understanding of and appreciation for the beliefs and practices of Muslim patients can make the critical difference between providing ineffective care and optimal care. As Adventist health care institutions affirm, this ideal standard requires care for the whole person—the physical, mental, emotional, social, and spiritual aspects.[2]

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1. M. M. Ali, "Muslims in America: The Nation's Fastest Growing Religion," *The Washington Report on Middle East Affairs* (May-June 1996), 13.

2. The General Conference of Seventh-day Adventists Executive Committee's "Operating Principles for Health-Care Institutions" states: "Christ ministered to the whole person. Following

In order to provide optimal care to Muslim patients, the entire staff of a hospital needs training so that they can understand the beliefs and practices of Muslims and provide culturally appropriate and holistic care. However, given that there are over 68 Adventist hospitals in the United States,[3] jointly employing thousands of staff members, a strategy must be developed that will provide maximal educational potential for each hospital with minimal effort and expense. Such a strategy should require at most one key person at each Adventist hospital, who could be given in-depth training on relating to Muslim patients and then equipped to educate other hospital personnel.

Which member of the hospital staff is best qualified for this purpose? Who is already focused on understanding and ministering to the physical and spiritual needs of patients from various walks of life? This key role is played by the hospital chaplain. Hospital chaplains provide generic spiritual care to people from all backgrounds. They have received specialized training on working in healthcare settings. Finally, hospital chaplains are generally well sensitized to providing whole person care, given that their work requires them to interact with patients and families with various needs.[4]

Yet one final obstacle bars the way from Adventist hospitals being at the forefront of Muslim ministry in the United States. One barrier prevents every American Muslim from saying when sick, "Take me to a Seventh-day Adventist hospital." The difficulty is this: no training program exists to equip Adventist hospital chaplains to play this lead role in Adventist-Muslim relations.

His example, the mission of the Seventh-day Adventist Church includes a ministry of healing to the whole person—body, mind, and spirit. . . . Seventh-day Adventist health-care institutions give high priority to personal dignity and human relationships. This includes appropriate diagnosis and treatment by competent personnel; a safe, caring environment conducive to the healing of mind, body, and spirit; and education in healthful habits of living. It also includes supportive care of the patient and family through the dying process." (Official statement released at the Annual Council session in Nairobi, Kenya, October 1988," accessed November 27, 2008, http://www.adventist.org /beliefs/statements/main_stat31.html.

3. The Adventist Directory lists 74 Adventist hospitals in the North American division; however, this figure needs to be updated, as it does not reflect the current situation (*Adventist Organizational Directory*, 2008, accessed November 28, 2008, http://www.adventistdirectory.org.

4. Adventist Chaplaincy Ministries, "Frequently Asked Questions," n.d., accessed November 30, 2008, http://www.adventistchaplains.org/fac-s.

Statement of Problem

Hospital personnel (including health care professionals, ancillary staff, and chaplains) in Adventist hospitals in the United States are impeded from giving holistic care to Muslim patients and their families by a lack of training on and appreciation for the religious beliefs and cultural practices of Muslims.

Purpose of Research

The purpose of this study is to produce a reproducible training program for Adventist hospital chaplains in the United States that enables them to understand and minister to Muslim patients, as well as educate hospital personnel and advocate for the creation of Muslim-friendly Adventist hospitals.

Justification

1. There is no in-depth training on ministering to Muslim patients and families currently available to Adventist chaplains in Adventist hospitals.

2. Training one key influencer—the hospital chaplain—can impact the entire hospital system.

3. This high-impact training program can be developed and implemented with a minimal amount of effort and expense.

4. Such a program will provide practical opportunities for bridge building between Adventists and the six to eight million Muslims in the United States.

5. Adventist medical institutions could have the distinction of being the most "Muslim-friendly" hospitals in America.

6. This training program is potentially replicable in Adventist hospitals outside of the United States. Because the Adventist health care system has over 160 hospitals and approximately 500 smaller health care entities around the world,[5] this program could make a global impact on Adventist-Muslim relations.

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5. Adventist Health, "About Us: Our Heritage of Healing," Adventist Health website, n.d., accessed November 27, 2008, http://www.adventisthealth.org/aboutus/goDocDocument.asp?CN=77&DID=453.

7. Such a program will help make Seventh-day Adventists the leaders in the Christian world in building connections with Muslims on issues of faith and health.

Definition of Terms

A "chaplain" is a member of the clergy, or sometimes a layperson, appointed to perform religious functions in the armed forces or at a public institution such as a hospital, prison, or college.[6] Throughout this paper, I will use the term "chaplain" to denote a Seventh-day Adventist chaplain, unless specified otherwise.

"Hospital personnel" refers to all the employees in a hospital. The term includes clinical and therapy staff members such as physicians, nurses, and physical therapists; as well as ancillary staff such as clerks, housekeepers, cooks, and chaplains.

"Muslim-friendly hospitals" is the term given to hospitals that have adopted policies that enhance the culturally competent care received by Muslim patients and meet the religious needs and customs of Muslims. In short, these are hospitals that make Muslims feel welcome.

Although the term "holistic care" is frequently associated with alternative, complementary, or allopathic medicine; I will use the term to describe an approach to health and well-being that addresses the whole person. This philosophy sees all aspects of the person as interconnected and advocates for health care that "considers the physical, emotional, social, economic, and spiritual needs of the person."[7] Throughout this paper, I will use the terms "holistic health," "holistic health care," and "whole person care" interchangeably when referring to this approach.

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6. *Webster's Revised Unabridged Dictionary*. Dictionary.com, s.v. "chaplain," accessed November 28, 2008, http://dictionary.reference.com/browse/chaplain.

7. Kenneth Anderson, Lois E. Anderson, and Walter D. Glanze, *Mosby's Medical, Nursing, and Allied Health Dictionary: Illustrated in Full Color* (St. Louis: Mosby, 1994), s.v. "holistic health care."

Delimitations

1. I am limiting my research to Adventist-Muslim relations issues relevant to the context of the United States. Further research will need to be done to adapt and implement this training program in hospitals outside North America.

2. It is beyond the scope of this training program to educate every health care professional and ancillary staff member in every Adventist hospital in America on relating to Muslims. Instead, this training focuses on a select set of key influencers in Adventist hospitals—the chaplains.

3. This study is not intended to produce an in-depth analysis of Islamic medical ethics and health practices but rather provide a practical overview to the general issues.

4. This training program is addressed to Seventh-day Adventist chaplains working in Seventh-day Adventist hospitals. Therefore, it does not specifically address the issue of Adventist chaplains working in other contexts (such as prisons, the military, or universities) nor chaplains of other faiths working in Adventist hospitals.

Procedure

The process of this study will involve a review of available literature on ministry principles used in Adventist-Muslim relations, holistic health care, hospital chaplaincy, and Islamic medical ethics and health practices. I will also research what Muslim-sensitization training, both SDA and other, is already available to hospital chaplains, as well as identify hospitals that have adopted Muslim-friendly policies.

During this early stage I will build contacts within the North American Division's Adventist Chaplaincy Ministries, with whom I intend to work closely. I hope also to identify and build a relationship with a Muslim chaplain who will be able to offer insights and review my training materials for Islamic accuracy and appropriateness.

Once the research is complete, I will create a timeline for the preparation, piloting, and implementation of the training program. The next step is to prepare training materials on the topics to be covered in training:

1. Reasons why Adventist chaplains are called to provide appropriate care to Muslim patients and their families

2. The spiritual principles underlying Adventist-Muslim relations

3. Basic Muslim beliefs and practices

4. Specific health beliefs and practices

5. Cultural practices and taboos

6. Practical ways to implement understanding into everyday ministry

7. Muslim-friendly hospitals and ways to advocate for their creation

8. Resources for further information

Part of the materials preparation process requires obtaining any already available resources (handouts, pictures, videos, case studies, modest hospital gowns, samples of materials translated into Arabic or other languages, etc.) that I can use to convey each topic in an interesting and memorable way. In addition, this stage involves designing pre- and post-training assessment materials to track changes in chaplains' knowledge, attitudes, and practices related to ministering to Muslims. Finally, when the materials are fully developed, I will submit them for review by my advisor and a Muslim chaplain.

I intend to run a small pilot training program before implementing the program on a wide scale. This will involve recruiting a set of chaplains and/or a hospital willing to test this training program, conducting the pilot program, soliciting feedback from the trainees, and making any necessary changes to the training program.

The finished training program is now ready to be implemented. It will be made available to all Adventist chaplains at all Adventist hospitals in the United States through the North American Division's Adventist Chaplaincy Ministries. I will continue to use pre- and post-training assessments and participant feedback to evaluate the training program and make recommendations for improvement and expansion.

Tentative outline

Chapter

   1. INTRODUCTION

       Background
       Statement of the Problem
       Purpose of the Research
       Justification
       Overview of the Paper

   2. LITERATURE REVIEW

       Biblical and Theological Principles Guiding Adventist-Muslim Relations
       Holistic Health Care
       Chaplaincy Ministries
           Overview of SDA Chaplains in the United States
           Role of SDA Hospital Chaplains in Ministering to People of Other Faiths
           Current Chaplaincy Training Programs

   3. HEALTH BELIEFS AND PRACTICES OF THE MUSLIM POPULATION
      IN AMERICA

       Demographics
       Basic Islamic Beliefs and Practices
       Muslim Health Beliefs and Practices
       Cultural Practices, Taboos, and Complimentary Medicine
       Muslim-Friendly Hospitals

   4. STRATEGY

       Preparation
       Implementation
          Pilot Training Program
          Finalized Training Program
       Evaluation

   5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

       Summary
       Conclusions
       Recommendations

APPENDIXES

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Appendix C
Outline of the Exegesis Paper

1. **Introduction:** State the problem and purpose of the study by asking significant questions of what to expect and what should be accomplished in this study. Note and discuss the history of major interpretations to this study. Delimit the study.
2. **Text:** Establish the text in its original language and provide the best possible translation.
3. **Historical Context:** Discuss the historical background of the text or allusions to history (authorship, main persons, events, dates, places, archaeological evidence).
4. **Linguistic Study**: Identify textual problems/irregularities, key words, grammatical and syntactical issues, Masoretic signs, etc.
5. **Literary Genre**: Identify the genre of the text (narrative, poetry, prophecy, law, genealogy, parable, prayer, dream, hymn, song, dialogue, speech, etc.).
6. **Literary Context:** Define and discuss the immediate literary context and larger context of the text under study.
7. **Literary Structure**: Note literary features (sentences, patterns, repetitions, parallelisms, chiasms, inclusion) and outline of the structure.
8. **Intertextuality:** Show how the text or segment of the text is used in the rest of the OT and NT.
9. **Theological Implications**: Identify the main theological concepts and issues raised and solved by the text and locate the relevancy and application of the text.
10. **Summary and Conclusions**: Needs to match with the introduction. Provide a brief summary of the study and give clear answers to the introductory questions (unique contribution may be mentioned).
11. **Bibliography**: Provide full data of books and articles.

An excellent exegesis is always supplied with appropriate footnotes, which are like windows to support what was stated in the text and provide additional material for further study.

For detailed information on how to exegete a biblical text, see

Stuart, Douglas. *Old Testament Exegesis: A Handbook for Students and Pastors*. Westminster John Knox Press, 2009.

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Website: http://www.exegesispaper.com

Appendix D
A Student's Chronological Guide
to Empirical Research

The three stages for producing an empirical thesis or dissertation are the preliminary stage, the committee stage, and the completion stage. The responsibilities of the student at each stage are delineated below.

A. Preliminary Stage

Much or all of this stage may be completed while a student is enrolled in classes full time: there is no need to wait until after completion of coursework to begin the research phase.

1. Complete the AIIAS research courses specified for the degree.

2. Search for topics.

3. Read widely in areas of interest.

4. Discuss possible topics with the program director and other professors.

5. Choose a viable topic in consultation with the program director.

6. Select a research advisor in consultation with the program director. Work with the research advisor to select a balanced committee, which normally consists of three members.

7. Work with the research advisor first, then with the whole committee to design the study, then to develop and refine the Topic Request (get a Topic Request form from the Dean's secretary).

8. When the proposed thesis/dissertation committee feels the document is ready, the chair should submit the completed Topic Request form along with five copies of the Topic Request to the Department/Program Committee for committee approval. In the Graduate School, the five copies will be forwarded, with the Departmentally-approved Topic Request form, to the Dean's Office for distribution to the Research Committee members.

B. Thesis/Dissertation Committee Stage

Proposal Stage:

1. No data can be collected before the completion of this stage, which is marked by the acceptance of the research proposal.

2. Locate materials needed for the development of the first three chapters of the thesis/dissertation. Read and take notes, being careful to fully document all sources and direct quotations including the page number.

3. Develop and secure the advisor's approval for a timetable for the major stages of the research process. Take into account committee members' travel schedules, teaching loads, vacations, or other appointments requiring long absence from the campus. If the absence will be detrimental to timely progress, ask the research advisor to arrange for someone to fill in during the absence of the committee member.

4. Write the thesis/dissertation proposal one chapter at a time, presenting each chapter first to the research advisor and then when the advisor indicates that it is ready, to the committee members.

5. Rewrite and edit as indicated by the research advisor, after reviewing committee members' suggestions.

6. When the research study has developed to a stage where the research questions and the methods to be used are defined (including population, instrument and data collection procedures), the advisor will indicate that it is appropriate to initiate informal approaches to potential data collection sites to determine whether participation in the research would be contemplated.

7. Check all writing, including quotations, references, tables, and figures, as well as the reference list for accuracy and for conformity with APA form and style.

8. Submit the complete proposal to the research advisor, then to the committee for approval. The advisor may request an electronic copy at some point, to submit for plagiarism analysis. This is a normal step, and does not mean you are suspected of any wrongdoing.

9. Make any corrections indicated and resubmit. Resubmit until the committee is satisfied.

10. When thesis/dissertation committee indicates readiness, the advisor will call a formal meeting of the thesis/dissertation committee to discuss any concerns and to set a date for the proposal approval.

11. Once the proposal is ready for approval, it is time to seek Ethics Review Board (ERB) clearance.

12. The proposal approval is a closed meeting with the student, the thesis/dissertation committee, and the Dean or someone designated by the Dean. The approval consists of a short (usually 10-minute) formal presentation which synthesizes the motivation for the study, the methods to be used and the reasons why the study is important, followed by questions from the committee.

13. After the proposal approval, revise the proposal as indicated by the thesis/dissertation committee. The committee will sign the Proposal Approval form immediately following the meeting, but there are additional signatures which will only be added once everything is revised according to the recommendations. When the proposal is approved, ERB clearance is secured, and the instruments are perfected, the advisor and methodologist will sign to permit data collection.

14. Editorial approval may begin at any time, but should not wait much beyond the proposal. Correct your mistakes before they become habits, and before you have made them in all five chapters.

Data Collection, Analysis, and Writing Stage:

15. This is now the time to secure formal permission to conduct the study. Permission needs to be requested from appropriate authorities as soon as the thesis/dissertation committee has accepted the proposal and given approval to both the final form of the instrument(s) to be used in the study and the permission letter(s).

16. Proceed with the data collection and writing stage after receiving written approval from the thesis/dissertation committee.

17. Review the timetable, with the advisor, adjusting it, if necessary, to take into account variation in progress vis-à-vis the original plan, committee travel schedules, teaching loads, vacations, etc.

18. Collect data. Consult the methodologist for advice and approval of the form of data coding and computer entry of the data set for analysis. During analysis and writing of the Results/Data Analysis and Conclusions chapters, consult with the methodologist and other committee members to avoid extensive rewriting.

19. Proceed with writing as in the Proposal stage, working closely with the advisor, then the committee for revisions and suggestions. Recheck references, etc., for accuracy and APA style. Resubmit until the committee is satisfied. As with the proposal approval, the committee will meet formally and agree that the document is ready to proceed to the editor, then on to the defense.

20. Through the advisor, submit the entire work to the editor for double-checking. Use the Checklist provided to check for common errors before submitting your work. If there are many errors, the editor may ask the student to edit the paper before accepting the work.

C. Completion Stage

1. Work with the advisor to adjust the timeline for completion of the thesis/dissertation, allowing sufficient editing time and meeting time specifications set by AIIAS for events preceding the proposed graduation date.

2. When the research is complete, the committee should again meet to agree on readiness for defense and discuss potential external examiners (where appropriate). Once the editor's approval has been secured, defense-ready copies should be made for every member of the committee, including a copy for the Dean and the external examiner, where appropriate.

3. At this point, a defense date can be scheduled, which must be at least 3 weeks (2 weeks for a thesis) after the documents have been handed in. The defense must take place at least 4 weeks before the student's graduation.

4. Once the thesis/dissertation is with the committee, prepare an abstract of the thesis/dissertation of approximately 350 words (120 for a thesis). Work closely with the advisor to prepare and polish the presentation which will be made to the defense committee.

5. The thesis/dissertation defense usually follows the format below:

    a. A 20-30-minute presentation of the major points of the research.

    b. Questions from the defense committee to which the candidate must respond.

    c. The executive session, during which the candidate and visitors leave the room.

    d. The announcement of the committee's decision, to the candidate.

6. After the successful oral defense, final corrections are made and handed in to the research advisor or other designee.

7. Once the advisor is completely satisfied with the corrections, the thesis/dissertation is submitted to the AIIAS editor for final checking. This submission must take place at least 3 weeks before graduation, to allow time for editing. The editor will return the thesis/dissertation to the advisor, who works closely with the student to make changes at this stage. The student makes the corrections indicated by the editor and receives the final release from the editor.

8. When the editor has signed the approval form, the thesis/dissertation returns to the advisor, who signs the signature page of the dissertation and takes it, together with the approval form, to the Dean's office for the final approval signature for copying/ binding.

9. Make a copy of the completed signature page and submit it to the Registrar. This must be submitted at least one week before graduation.

10. The original signature page form becomes part of the student's copy of the thesis. Make the required number of copies of the document (5 copies for a thesis/dissertation, 4 copies for a project), and have them bound. Three copies of the thesis/dissertation go to the library (one is for the National Library), one to the Dean, and one to the advisor. The original is for the student. For a project, only two copies go to the library. Be sure the cover and spine conform to Graduate School standards (check with the Dean's secretary).

11. Copying and binding is done in consultation with the Dean's secretary and submission of the electronic copy is done in consultation with the editor and the Systems Librarian. Final Clearance signatures may be secured from the Dean and the Library once all dissertation copies have been submitted.

Appendix E
An Advisor's Chronological Guide
to Empirical Research

1. Upon accepting to chair a thesis/dissertation committee, the research advisor helps the student put together a committee of individuals who are interested in the proposed research and able to contribute to it. At least one member should be experienced in the content area, and at least one should have experience in the proposed methodology. One member of the committee could be external. Courtesy suggests discussing the proposed topic and committee composition with the Department Chair.

2. Guided by the research advisor, the student designs his/her study. The advisor should be proactive, as many students are hesitant to approach their advisor when they are unsure of what to do. At this stage the committee should be active, meeting with the student, methodologist, and advisor, as well as consulting with individuals not on the committee. The writing of the Topic Request is secondary to the design. To make a good design, the student needs to read enough to know what research has been done, and what "gap" in the literature needs further study. As this becomes clear, the student writes the Topic Request, which is revised by the advisor, then by the proposed committee.

3. The Topic Request needs to have enough detail on it to know if the study constitutes original research, has a reasonable design, and addresses basic ethical concerns. If the research instrument has been chosen, it should be included. Once the committee is satisfied, they sign the topic request, indicating their acceptance of the document AND their willingness to serve on the committee. The presentation (format, grammar, organization) of the topic request should be indicative of the quality of work that can be expected in the completed thesis/dissertation. Five copies of the Topic Request must be submitted to the Department Chair for departmental committee approval and forwarding to the Dean's Office and the Research Committee. The committee composition is approved by Department. AdCom approval is also necessary if the study involves AIIAS participants; this is indicated by the Department. The Research Committee that approves the Topic Request is made up of the three committee members, the Dean, and the APRC director, or an alternate, if either of these are members of the committee.

4. Once the topic is approved, the advisor works with the student and the committee to put together the proposal, which is usually the first three chapters of the thesis/dissertation. This is also the time to finalize details about the instrument to be used, and to secure any formal permissions needed from organizations or institutions.

5. If the research advisor is unavailable for a period of time, he/she should arrange for someone to lead out during the absence. Any committee changes should be addressed through the Department.

6. As part of the process of editing a student's work, it is normal for the advisor to request an electronic copy of the document, and to submit it to a plagiarism-detection service for review. This step may be repeated at any time during the research process. Assistance may be sought from the APRC office.

7. A student's work may be submitted to the editor at any point the advisor recommends. It may be wise to submit a document near the beginning of the process, so that a student can learn the types of errors that must be corrected. It is easier to prepare a clean document than to make corrections after the fact, so early advising is wise. The Writing Center, in the Library, is a good place to obtain help with writing and formatting issues.

8. When the research advisor is satisfied with Chapters 1-3, they may be given to the entire committee. Some committee members prefer to receive research one chapter at a time. Expectations of this nature should be discussed and agreed on by the committee as they work together. When the committee agrees by consensus that the student's document is acceptable, the proposal approval may be scheduled.

9. The proposal approval is a closed meeting with the student, the thesis/dissertation committee, and the Dean or his/her designee. The student briefly presents (10 minutes) a summary of the purpose, research questions, goals, and methodology of the study. Committee members then ask questions to clarify doubts relating to any of these issues, or note organization, format, clarity, or language problems. If the proposal is accepted, the members of the committee sign, usually with a list of recommended

corrections, which the research advisor supervises. Once the advisor is satisfied that the revisions are completed, he/she signs permission for the document to be sent to the editor.

10. Once the proposal is considered ready for approval, the student should complete the form for the Ethics Review Board (ERB). This approval is needed before the proposal approval is truly finalized. If it is needed, the ERB committee will process it. After ERB approval, when the advisor and methodologist are satisfied with the instruments and the method, they sign their approval for the student to collect data.

11. As the student works with the data, the methodologist will become more involved, particularly in helping the student enter and format the data, and do the preliminary analyses. However, the advisor should still be the first point of contact, and should at least do a preliminary check of documents for logic, grammar, format, etc., before they go to the methodologist.

12. As the thesis/dissertation process draws to an end, the student will spend more time waiting for editing, which can be frustrating. Try to see that the student has something to write/do while waiting for revisions (the defense presentation, curriculum vitae, abstract, final check of references, etc.). Be sure to discuss deadlines with the student and make sure they can be met reasonably.

13. For a dissertation, the advisor needs to discuss possible candidates for external examiner with the student, the Department Chair and the Dean. The final decision and the responsibility for contacting the external examiner rests with the Dean. An external examiner is not required for a thesis.

14. Preparation for the defense requires committee consensus and the AIIAS editor's approval. Wise direction will mean less delay at this point. If Chapters 1-3 have been approved, major delay can be avoided. There are peak times for the editor; try to utilize off-peak moments whenever possible. Once all permissions are secured, multiple copies of the defense-ready document must be turned in to the Dean's office together with the *Defense Report* form. At this point, the defense can be scheduled. The committee and the external examiner have at least 3 weeks before the scheduled date of defense of a dissertation to review the document. **The dissertation may not be submitted to an external examiner before the editor's approval.** A thesis committee is given 2 weeks to review it before the date of the defense.

15. Students must access the editor through the thesis/dissertation advisor. The document should be as clean as the committee can make it before it goes to the editor. The *checklist* must be attached with signatures showing that the student and the advisor have checked the document for common errors before presenting it to the editor. If multiple errors are found in the document, the editor will return it to the advisor with explanations of what must be done before resubmission. Faculty are reminded that the editor's job description includes serving as a resource person if faculty have questions about proper format, and final editing of the thesis/ dissertation.

16. The thesis/dissertation defense is an open meeting, to which the public may be invited. The Dean's office arranges the venue, schedule, date, and prepares public announcements of the defense. The student presents a formal 15-20 minute summary of the research, including the motivation, research questions, major findings, and recommendations. The advisor should work closely with the student to polish the presentation and plan for smooth delivery; giving counsel about how to select and emphasize the most important aspects of the study, kinds of questions to expect, and the nature of the proceedings in general.

17. The student will often prepare power point slides to assist in the defense presentation, which should be summative, rather than exhaustive. The slides should support, rather than replace, the student's presentation, which should focus on findings and conclusions. The student is responsible for this presentation but the advisor should support the process. Electronic equipment used for the defense needs to be in place and tested at least 15 minutes before the defense.

18. After the defense, the committee signs the Defense Report form, and the advisor supervises revisions and does not sign the research signature page until the document is ready for binding. When the advisor considers that all corrections are made, he/she signs the bottom of the Defense Report form and sends the document to the editor for one last check. The final document must be given to the editor no less than 3 weeks before graduation. After the editor signs, the advisor signs the signature page of the dissertation, followed by the Dean, after which the copies are made and the document is sent for binding. The advisor holds both the Defense Report and the signature page until the final signatures are in place. A copy of the signature page with all signatures on it must be in the Registrar's office no later than one week before graduation. Students who have handed in the signature page to the Registrar's Office before registration do not need to register for the next term.

Appendix F
Capitalization Rules for Theological Terms

Names of the Trinity	Case
the Trinity, Deity, Triune God, God, Father, Creator, Jehovah, the Source	Upper
Jesus, Christ, Son, Savior, Lord, Son of God, Lamb of God, the Word, Messiah, Prince of Peace	Upper
Heir, High Priest (but as a high priest, an heir)	Upper/lower
Son of Man, King of Kings, Lord of Lords (as an eschatological title)	Upper
Son of man, King of kings, Lord of lords (for general theological discourse)	Upper/lower
Holy Spirit, Comforter, Spirit, Paraclete	Upper
Derivatives of the Trinity	
kingship, sonship, heirship, messiahship, fatherhood, divinity, theology, messianic, christological, divine	lower
Christlike, Christian, Christology	Upper
Personal Pronouns for God	
He, Him, His	Upper
People of the Bible and Early Christian Era	
the apostles, the disciples, the patriarchs, the prophets, the apostle Paul, the prophet Daniel	lower
the Church Fathers, the Fathers, the Twelve, the Seventy	Upper
Gentile, Jew, Jewish	Upper
Creeds	
the Apostles' Creed, the Augsburg Confession, Luther's Ninety-five Theses	Upper
Names for Scripture and Parts of Scripture	
Bible, Scripture(s), Septuagint (LXX), Masoretic Text (MT)	Upper
God's Word, Word of God (an unqualified name for Scripture)	Upper
God's word, word of God (general theological discourse)	lower
biblical, scriptural, a psalm	lower
Old Testament (OT), New Testament (NT)	Upper
all books of the Bible (Exodus, Matthew)	Upper
the Pentateuch, the Prophets, the Writings (as part of the Hebrew Bible)	Upper
the Psalms, the Shepherd Psalm, the Gospels, the Fourth Gospel, the Synoptics	Upper
the Epistles (referring to a specific collection), the Apocalypse (referring to Revelation)	Upper
the Pauline Corpus, the Epistle to the Hebrews, the Epistle of Jude	Upper
the epistles of Paul (for general discourse)	lower
the Decalogue, the Ten Commandments, the Ten Words, the Lord's Prayer	Upper
the parables, the parable of the lost coin (for general discourse)	lower
the Parable of the Prodigal Son (when used as a title), the Sermon of the Mount, the Olivet Discourse	Upper
the Great Commission (unqualified)	Upper
the great commission of Christ to His disciples (general)	lower

The Church	Case
the church (general discourse about the Christian church)	lower
the church (referring to any church body, but not by name)	lower
the Church (as a concept [rarely used])	Upper
the apostolic church, the early church (designating a particular era)	lower
the New Testament church (designating a particular era)	lower
Denominations	
the Lutheran Church, the Seventh-day Adventist Church	Upper
Churches by Location	
the Atlanta church (not official name)	lower
the European church (not official name)	lower
Official Names of Churches	
the Clear Lake Seventh-day Adventist Church (official name)	Upper
the Sligo SDA Church (Official name, SDA abbreviated	Upper
Bible Events and Times	
Special, unique events, when unqualified appear in capitals. When qualified, they appear in lowercase.	
the Creation (unqualified)	Upper
the creation of the world (qualified)	lower
the Incarnation (unqualified)	Upper
the incarnation of Christ (qualified)	lower
the Atonement (unqualified)	Upper
the atonement for mankind (qualified)	lower
the Crucifixion (unqualified)	Upper
the crucifixion of Christ (qualified)	lower
the Resurrection (unqualified)	Upper
the resurrection of Christ (qualified)	lower
the Exodus (unqualified)	Upper
the exodus of Israel from Egypt (qualified)	lower
the Flood, the Deluge (unqualified)	Upper
the flood of Noah (qualified)	lower
the Second Advent, the Second Coming (unqualified)	Upper
the Parousia (unqualified)	Upper
the second coming of Christ (qualified)	lower
Bible Doctrines for General Reference (examples)	
the millennium, the sanctuary, the state of the dead, the mark of the beast, the second coming of Christ	lower
Bible Doctrines as Topics (examples)	
the Investigative Judgment, the Seal of God, the Law of God, the Nature of Christ, the Christian Life	Upper

Theological Terms	Case
the plan of salvation, the plan of redemption	lower
the Gospel (unqualified; as a concept—rarely)	Upper
the gospel of Christ, the gospel of grace (qualified)	lower
the Third Angel's Message (as a title)	Upper
the third angel's message (general), the three angels' messages (general)	lower
the Sabbath (seventh day of the week)	Upper
the ceremonial sabbaths (Mosaic)	lower
the Spirit of Prophecy (collected writings of E. G. White)	Upper
the spirit of prophecy (Rev 19:10)	lower

Index