

Graduate Studies

Engaging Possibilities, Pursuing Excellence



THESIS MANUAL

(APA 6th Edition Formatting and Style Guide)

Alcorn State University
Alcorn State, MS 39096

REVISED August 8, 2011

Formatting questions not addressed in these guidelines should be directed to Graduate School Staff in person in the Walter Washington Administration Building Suite 519, by phone at 601-877-6122, or by email at graduatestudies@alcorn.edu

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THESIS MANUAL REVISIONS

Approved September 28, 2011

By

Graduate Council

Alcorn State University Graduate Studies requires that all theses comply with the specifications given in this document.

SECTION 1: INTRODUCTION

Graduate students, under faculty guidance, are expected to produce scholarly work either in the form of a thesis or a scholarly project. This expectation is achieved through the enrollment in six (6) credit hours in Thesis or Scholarly Project. Thesis requirements will be addressed in this document which has been prepared to help graduate students prepare their research thesis for acceptance by Alcorn State University. The guidelines contained within have been updated and, in some cases, clarified for the benefit of students, faculty advisors, departments, and the Graduate School. Appendices have been expanded to give students models to guide the production of their finished product for review. Any questions about the contents of this guide should be directed to the Graduate Studies staff. It is the Advisor's responsibility to make certain that any thesis or research project submitted in partial fulfillment of a graduate degree at Alcorn State University conforms to the regulations outlined in this guide. Responsibility for the content of any manuscript remains with the student and the faculty advisor(s).

A thesis advisory committee (TAC) is selected prior to commencing any thesis work by the student. (See Section II)

A timeline should be developed with the guidance of the thesis chair.

- a. Select thesis topic and chair.
- b. Develop draft of Thesis Proposal (first three chapters).
- c. Select committee members – Thesis Advisory Committee (TAC).
- d. Finalize thesis proposal.
- e. Present proposal defense to TAC and receive approval to continue.
- f. Obtain Alcorn State University (ASU) Institutional Review Board (IRB) approval and external institution approval if needed.
- g. Attach copy of the IRB approval letter as an Appendix in the final copy of the thesis.
- h. Implement study, collect data.
- i. Analyze data.
- j. Develop final two chapters.
- k. Submit thesis only after the

The Graduate School recommends the following book as a supplement to the information provided in this manual. A copy is kept in Graduate Studies for reference purposes.

Publication Manual of the American Psychological Association. 6th ed. American Psychological Association: Washington, DC, 2009.

MAJOR PAPER SECTIONS

The thesis effort is composed of two products that are developed in chronological order:

1. A thesis proposal;
 - a. This document presents what the student *intends* to do.
 - b. It is written in future tense (will do...)
 - c. The proposal consists of chapters 1-3.
2. The final product is the complete thesis written after the study has been conducted. It consists of:
 - a. Chapters 1-3 rewritten in present or past tense voice with changes made as a result of the implementation of the proposed study.
 - b. Chapters 4 and 5 written after the study is completed and data analyzed.

Format of the thesis will be dependent on whether the study is quantitative or qualitative. The following are guidelines for structure of the components of the thesis using either method. Exceptions to the guidelines are permitted in relation to the demands of the research design selected.

DOCUMENT FORMAT

Margins - 1 inch top, bottom and right (p. 229); 1.5 inch left margin(this exception takes into consideration binding)

Font preference and size - The preferred font is 12-pt Times New Roman. (p. 228)

Line Spacing - Double spacing should occur throughout the document, including quotations of 40 or more words. (pp. 171 & 229) Never use single-spacing or one-and-a-half spacing except in tables or figures.

Page Numbers - Page numbers should be located in upper right corner, unless specified differently from your advisor. (p. 230)

Paragraph Indentation - Paragraphs should be indented 5-7spaces or 1/2 inch. (p. 229)

Line Length and Alignment – Do not justify lines in the manuscript. Do not divide words at the end of a line, and do not use the hyphenation function to break words at the ends of lines. Let a line run short rather than break a word at the end of a line.

QUANTITATIVE THESIS

Chapter 1: Introduction

- a. **Introduction**: Introduction of the problem by providing background information supporting the study or identification of the problem. Include statements relative to the need for the study.
- b. **Purpose**: A statement of the purpose as related to the background of the research.
- c. **Problem**: The statement of the research objectives, the research question(s) or hypothesis(es) the research study will address and provide answers regarding.
- d. **Theoretical/conceptual framework**: Specify the theoretical basis from which the problem is derived and developed and to which the findings will apply. Explain the logical basis for the research study in terms of extant theory and delineate the present state of knowledge on the topic as supported by the theoretical literature, not research literature.
- e. **Definitions of terms**: Each term in the problem and purpose must be defined both theoretically and operationally. Theoretical definition is the definition from the literature and requires a reference. Operational definition is how you will measure the variable or term and specifies the exact usage of the term for the purpose of the research study.
- f. **Assumptions**: Lists of principles or propositions that are taken for granted or are universally accepted as true, for the purpose of the research study. The assumptions include the fundamental propositions upon which the research study is based but do not include the problem statement or hypothesis.
- g. **Significance of the study**: A statement of specific contributions of the research to be conducted. This addresses the probable contributions to knowledge within the discipline that will be derived from the research study.
- h. **Summary**: Expression of the interrelationship of the background, purpose, problem, theoretical framework, and significance of the study.

Chapter 2: Review of Literature:

- a. **Review of Literature**: Identify the areas of research literature to be reviewed as directed by the problem and theoretical framework. Critically evaluate previous research in the topic and/or problem area of the study. Liberally use subheadings for organization and clarity, placing studies with common variables, methods, or findings in related groups. Present studies peripherally related to this study first with more closely related studies presented last (from general to specific). Present studies only with detail necessary for a clear understanding of the relationship between previous research and your research study.

- b. Summary: Brief summary of findings of previous research, indicating how previous studies support the need for this research study.

Chapter 3: Methodology:

- a. Design: Statement of the specific type of research design used in the study, specifying the variable(s) to be studied. Explain any controls in the design that increase the validity of the research study.
- b. Subjects: Describe the target population and the sample, sampling method, setting, and projected sample size. Include criteria for subject selection.
- c. Ethics: Describe efforts to provide human subjects with protection. Include permission of subject consent for the research study and how the rights and confidentiality of the subjects will be protected. Describe how you will obtain consent from Alcorn State University Institutional Review Board and/or other institutions as needed to perform the research study.
- d. Instrumentation: Present tool or instrument that will be used for obtaining research study data. Include specific information related to reliability and validity of the tool in prior studies. Address specific directions for use, scoring procedures, and specific measurement rules. Demographic tools are to be discussed also.
- e. Procedure: Detail the strategy and procedure for data collection.
- f. Analysis: Identify the statistical hypothesis(es) if used and describe the proposed statistical test(s) to be used in data analysis. Include the level of significance if appropriate.
- g. Limitations: Identify any factors that may decrease the generalizability of the study findings. Describe any research study limitations in relation to internal and external validity findings. Analyze issues or procedures for data collection or limitations imposed by the scope of the research study.
- h. Summary: Briefly summarize components of Chapter Three.

Chapter 4: Data Analysis:

- a. Introduction: Restatement of the problem, question or hypothesis(es), design summary, and sample characteristics.
- b. Description of Subjects: Summarize all the demographic data concerning research study subjects. Use tables and/or figures to graphically display data. This analysis will usually involve descriptive statistics.

- c. Analysis of Findings: Do not interpret the analyzed results. Present the data in an orderly coherent fashion so that patterns and relationships are evident. Tables of statistical results should be included. Address reliability and validity of the instruments as related to this research study.

Chapter 5: Conclusions, Implications, and Recommendations:

- a. Introduction: A summarization statement of the major findings. Present sample findings and conclusion about the validity of the findings in light of the sample.
- b. Reliability and validity: Discuss the findings through the use of the instrument in this study and conclusion about the validity of the research study in light of these findings.
- c. Conclusions:
 1. Discussion and interpretation of the descriptive data findings should precede discussion of the statistical results.
 2. Both are to be discussed in light of the theoretical framework and previous research findings.
 3. The data analysis findings presented in Chapter 4 are interpreted in this chapter. The researcher gives meaning to the data collected in answering the research question, problems, or hypothesis(es).
- d. Implications: Discuss implications with regard to your discipline, education, or administration. Implications should have a direct correlation to the significance of the research study.
- e. Recommendations: Present recommendations for further research study.

QUALITATIVE THESIS

Chapter I: Dimensions of the Research Issue:

- a. Introduction/Background of the Research Issue: Describe the issue in an orderly fashion using relevant literature: theoretical, clinical, research, popular.
- b. Statement of the Research Issue: Formal statement of the issue described.
- c. Statement of the Purpose: Formal statement of the purpose of the research in direct relation to the research issue statement. The purpose statement will stay the same; do not change any wording throughout the thesis. Add one sentence that names the research method to be used to achieve the research study purpose.

- d. Statement of Research Question: Formally state the research question(s) that will guide the design and data generation process. The statement should not change in any form but remain the same throughout the thesis.
- e. Researcher's Perspective:
 - Personal Horizon of Meaning: Describe why you personally want to study this issue and what it means to you.
 - Discipline Horizon of Meaning: Describe the theoretical/conceptual framework that relates to the research study by providing the context for the research study, referring to relevant literature using primary sources. Describe how the issue fits into the theoretical framework.
- f. Significance of the Study: Explain why the research question is of significance to the discipline and how the findings might contribute to knowledge of the discipline.
- g. Summary: Summarize major points. Do not repeat everything said in the chapter.

Chapter 2: Review of Literature

- a. Introduction: Statement of the research issue, description of database searched and years searched; description of the organization of the chapter. Group all relevant studies into logical categories and use the categories as subheadings.
- b. Critical analyses of relevant research literature: This is not a subheading but how the information is presented under each of the grouping subheadings. Critically analyze each relevant research study after listing the author(s) name(s) and date of the research study (year).
- c. Summary: Summarize the content under each subheading. Identify gaps and/or contradictory findings. Draw conclusions from the review of literature that justifies your research study.

Chapter 3: Research Approach(Methodology):

- a. Introduction: Restate the problem, purpose and method.
- b. Philosophical Foundations of the Research Approach: General description of the research approach drawn from authoritative literature.
- c. Research Participants: A description of the characteristics of the research participants. State the inclusion and exclusion criteria. Discuss the sampling technique with theoretical support. Describe the target population for which the problem is relevant.

- d. Implementation of the Research Approach:
- Gaining access to participants: a detailed description of how participants were obtained
 - Ethical consideration: how the rights of human research participants are protected. Discuss IRB approval, internally and externally if applicable.
 - Data generation procedures: describe the procedures for data generation.
 - Data management: describe the procedures for management of the generated data, such as transcription of audiotaped dialogues, protection of the tapes and transcriptions, use of computer programs for synthesis of data (Nudist), etc.
 - Data synthesis: describe how data was aggregated to accomplish the research purpose.
- e. Standards for Assuring Quality: Describe the application of each standard in the research approach. Descriptive vividness:
- Methodological congruence
 - Analytical preciseness
 - Theoretical connectedness
 - Heuristic relevance
- f. Summary: Summary of content of chapter.

Chapter 4: Results of Data Analysis/Synthesis

Formatting of this chapter will depend on the qualitative approach used in the research study. The TAC chair will provide direction to the student.

Chapter 5: Discussion, Implications and Recommendations

Formatting of this chapter will depend on the qualitative approach used in the research study. The TAC chair will provide direction to the student.

SECTION 2: SELECTION AND APPOINTMENT OF THESIS ADVISORY COMMITTEE (TAC):

THESIS ADVISORY COMMITTEE (TAC)

A thesis advisory committee (TAC) is selected prior to commencing any thesis work by the student. Development of the thesis effort should proceed in an orderly fashion. The student who anticipates graduating in a timely manner needs to adhere to the following schedule of activities:

1. Early topic selection
2. Selection of Thesis Chair
 - a. The thesis chair must be a member of the graduate faculty in your discipline. A time line should be developed with the guidance of the thesis chair.
 - b. The thesis committee members should be selected under the guidance of the thesis chair (a minimum of two members in addition to the chair).
3. Selection of Thesis Committee Members
 - a. Thesis members should hold a minimum of a master's degree. Two of the three TAC members should be in your discipline, including the chair.
 - b. A third member may be chosen from any qualified Alcorn State University faculty, or a qualified community member holding a master's degree or higher.* If a student selects a member outside of the university, a letter of explanation regarding why a thesis member outside of the university was chosen needs to be sent to the Dean of Graduate Studies, along with the proposed member's curriculum vita. A letter of approval for the proposed committee member should be obtained from the Dean of Graduate Studies.
 - c. The student must be enrolled for thesis in order to hold conferences with the TAC.
4. Appointment of Thesis Advisory Committee Form
 - a. An "Appointment of Thesis Advisory Committee" form with committee member signatures should be completed and turned in to your thesis chair.
(See Appendix A)
5. Invitation to prospective committee members should be issued in writing by the student.
6. The TAC committee selection will be submitted to the Department Chair of the student's discipline which will then be forwarded to Graduate Studies.

The TAC chairperson is responsible for student guidance regarding scheduling of activities for thesis development. Although the student is ultimately responsible for his or her own work, all TAC members are accountable for the quality of the thesis.

SECTION 3: PROPOSAL DEFENSE AND SUBMISSION OF PROPOSAL TO ASU INSTITUTIONAL REVIEW BOARD (IRB)

Proposal Defense:

1. The student is responsible for coordinating with the TAC chair and members regarding scheduling of the proposal defense, scheduling the room, and obtaining needed equipment for the presentation. The student will provide all committee members a copy of the proposal one week in advance of the meeting. It is recommended that the proposal defense be scheduled during the first 2 or 3 hours enrollment in Thesis.
2. The proposal defense may be either a poster presentation, a visual presentation using electronic formats such as PowerPoint, or a working meeting with the TAC committee as determined by the TAC Chair in consultation with the student.
3. During the formal proposal meeting, the TAC will approve the thesis proposal (chapters 1-3) as acceptable for thesis research. Changes to be made will be specified during the proposal meeting. Once the research proposal is approved, the student and committee are committed to that thesis proposal as it is written, except for extraordinary circumstances, after acceptance, no substantive changes will be made to the proposal, only minor editorial changes should be made.
4. Once the research proposal has been accepted. The “Thesis Proposal Approval Form” is to be signed by all TAC members and given to the Chair of their discipline (Appendix B).
 - a. A copy of the TAC approved thesis proposal is forwarded to the Dean of Graduate Studies, along with a copy of the Thesis Proposal Approval Form, by the Chair of the specific Discipline.

Institutional Review Board Application:

1. Every thesis must have clearance from ASU Institutional Review Board prior to implementation. This requirement also applies to studies using survey instruments (See Appendix Q).
2. The Informed Consent form must be submitted with the IRB Application. This form is to include a description of the study procedures; purpose; risk/benefits; time required of participants; assurance of confidentiality; withdrawal allowed at any time; and a signature space for the participant.
3. In some situations, the study must also have IRB approval within the institution where the study is conducted. The student needs to allow sufficient time for IRB approvals that may take up to four weeks.

4. After approval of the thesis proposal, the TAC chair will direct the student through the procedures for IRB approval of the research plan. The student is to complete the IRB Application and return the form to the TAC chair (See Appendix Q).
 - a. If you place the form in your computer for completion, put the questions in bold and clearly set the answers apart from the questions.
 - b. Do not bind the application;
 - c. Include a title page in the proposal.
5. The TAC chair provides the following to the chair of their discipline (or discipline secretary), *to be forwarded to the Institutional Review Board Chair.
 - a. One copy of the proposal.
 - b. The appropriately completed IRB application.
 - c. A cover letter from the TAC chair to the IRB chair requesting the proposal be reviewed by the IRB.
6. The TAC chair will notify the student when the IRB approval is received. A copy of the IRB decision form, with signatures, is given to the discipline chair (or secretary) to place in the student's file. The original is given to the student for inclusion in the final copies of the thesis.
7. Following IRB approval, data collection can begin. The student is to communicate any problems in this phase of the research study to the TAC chair. A full TAC meeting may be called if necessary.
8. Upon completion of data collection, the student will write the finding and discussion sections of the thesis. The student will then prepare for thesis defense. A student must be submitted to candidacy and must obtain approval of the entire TAC committee prior to scheduling the thesis defense. The defense is to take place no sooner than the final semester of course work. Students should check with their thesis advisor regarding deadlines for Scheduling the Oral Defense.

SECTION 4: ORDER AND STYLE FOR THE THESIS

Ordering of Content:

1. Parts:
 - a. Title Page
 - Is not numbered
 - NOTE: the date is the date of graduation
 - Margins: 1" top: 1" right: 1.5" left: 1" bottom
 - Select a title that summarizes the main idea of the study
 - Do not exceed 10-12 words in the title
 - Avoid abbreviations
 - See example in Appendix B

- b. Copyright Page (Optional)
 - Is not numbered
 - Margins: 1" top: 1" right: 1.5" left: 1" bottom

- c. Approval Form Signature Page
 - Is not numbered
 - All signatures must be original and in black ink
 - NOTE: the date is the date of thesis defense.
 - Margins: 1" top: 1" right: 1.5" left: 1" bottom
 - See example in Appendix C

- d. Dedication (Optional)
 - Start numbering, center, bottom of page, small Roman numeral, count the first 2 or 3 pages that do not have page number appearing. This will be page iii or iv.
 - Margins: 1" top: 1" right: 1.5" left: 1" bottom
 - See example in Appendix D

- e. Acknowledgement (Optional)
 - Margins: 1" top: 1" right: 1.5" left: 1" bottom
 - See example in Appendix E

- f. Abstract
 - Begin on new page
 - A brief and concise summary of the study: Purpose, results, conclusions.
 - No more than 250 words.
 - Use abbreviations, use digits instead of spelling out numbers, use active voice.
 - Margins: 1" top: 1" right: 1.5" left: 1" bottom
 - See example in Appendix F

- g. Table of Contents
 - Use the same heading system that is used in text
 - Single space within each section; double space between sections.
 - Margins: 1" top: 1" right: 1.5" left: 1" bottom
 - See example in Appendix G

- h. List of Tables
 - Tables are numbered Table 1, Table 2, etc.
 - Margins: 1" top: 1" right: 1.5" left: 1" bottom
 - See example in Appendix H

- i. List of Figures
 - Figures are numbered: Figure 1, Figure 2, etc.
 - Margins: 1" top: 1" right: 1.5" left: 1" bottom
 - See example in Appendix I
- j. List of symbols, abbreviations, definitions
 - Margins: 1" top: 1" right: 1.5" left: 1" bottom

Text:

- a. References in the text are cited using the author's (s') last name and the year of publication, separated by a comma, all placed in parenthesis. A page number is included for a direct quote.* (APA format).
- b. *Use APA format (latest edition) for all headings and subheadings.

Chapter 1:

- a. Introduction opens with specific problem under study; gives reader sense of what was done and why, which includes:
 - Background
 - Purpose
 - Problem(s)
 - Theoretical/conceptual framework
 - Research objective(s), question(s), or hypothesis(es)
 - Theoretical and operational definitions
 - Assumption(s)
 - Significance of study
 - Summary
- b. Margins: 1" top: 1" right: 1.5" left: 1" bottom

Chapter 2:

- a. Start on new page
- b. Margins: 1" top: 1" right: 1.5" left: 1" bottom
- c. Review of literature
 - Summary

Chapter 3:

- a. Start on new page
- b. Margins: 1" top: 1" right: 1.5" left: 1" bottom
- c. Methodology, which includes:

- Introduction
- Description of the design
- Subjects (include selection criteria, setting, size, power analysis if appropriate)
- Ethics (address subject protection, confidentiality, IRB, permission issues, informed consent, etc)
- Instrumentation (address, reliability, validity of instrument, permission to use, etc).
- Procedure for data collection
- Proposed data analysis (include statistical tests, level of significance if applicable).
- Limitations
- Summary

Chapter 4:

- a. Start on new page
- b. Margins: 1" top: 1" right: .51" left: 1" bottom
- c. Results of Data Analysis
 - Introduction
 - Description of subjects
 - Statistical test results (tables as appropriate)
 - Level of significance if appropriate

Chapter 5:

- a. Start on new page
- b. Margins: 1" top: 1" right: 1.5" left: 1" bottom
- c. Discussion, Implications, and Recommendations
 - Discussion of findings
 - Conclusions
 - Implications for your discipline
 - Limitations
 - Recommendations for future research

References:

References: Always start your reference list on a new page.

Margins – 1" top: 1" right: 1.5" left: 1" bottom.

Page title - The word **References** should appear centered at the top of the page. If you have only 1 citation the title should be **Reference**.

Line Spacing - Double space between each line. (p. 180)

Alignment - The first line of each entry should align with the left margin. All subsequent lines should be indented 5 spaces or set a hanging indent at 1/2 inch. (p. 180)

Order of entries - Alphabetical order by author. If there is no author use the title of the document. If you have more than one entry by the same author, then arrange by year beginning with the earliest publication. (p. 181). Follow model below.

Author: Panasuk, N.

Last name first, abbreviate first and middle names. End with a period.

Year of Publication: (2008).

In parentheses. List the year of publication, which appears on the title page or the title page verso (back side of title page). Follow the parentheses with a period.

Title & subtitle of the book: *What variables appear to work in stress management programs in the workplace and how effective are these programs?* The title and subtitle are separated by a colon. Capitalize only the first word of the title and subtitle and all proper nouns or names. Italicize the title and end with a period or if it has a question mark in the title, that is sufficient.

Status of Publishing: Unpublished master's thesis,

Use the words Unpublished master's thesis followed by a comma. If it is a project, then use the words Unpublished master's project,

Name of Institution Where Degree was Granted: The University of California,
The full name of the college or university followed by a comma.

Place of Institution: Duluth, Minnesota.

For U.S. cities use the city name alone: Baltimore, Boston, Chicago, Los Angeles, New York, Philadelphia, San Francisco. For all others, add the standard postal abbreviations for states. Separate place from publisher with a colon. If more than one city is given, use the first only. End the citation with a period.

NOTE: For more information on Master's Theses/Projects citations, see page 207-208 in the 6th edition of the APA manual. Refer to *Publication Manual of the American Psychological Association, (6th edition)* (APA) for information regarding appropriate content and order of references.

In-Text and Parenthetical Citations

Quote with author's name in text	Smith (2006) states that, "... " (p. 112).
Quote with author's name in reference	This is quoted as, "... " (Smith, 2006, pp. 112-4).
Paraphrasing with author's name in text	Smith (2006) stated these facts, too.
Paraphrasing author's name in reference	This fact has been stated (Smith, 2006).
No author – give title of work abbreviated to first major word	This book is true (<i>Long</i> , 2005).
Italics for books, "quotation marks" for articles	This article is true ("Long," 2005).
Citing entire website – put URL	This has evidence (www.pubmed.gov).
Quote from website – use paragraph number	According to, "... " (Smith, 2000, para. 4).
More than one author with same last name	P. L. Smith (2003) and J. M. Smith (2005)
Source has more than one author in text	Smith and Lee agree that (2006)
Source has more than one author in reference	This is agreed upon (Smith & Long, 2006).
Citing more than one work	We all agree (Smith, 2006; Lee, 2004).

Appendix:

- a. Start each appendix on new page
- b. Margins: 1" top: 1" right: 1.5" left: 1" bottom
- c. Appendices are designated as Appendix A, Appendix B, etc.
- d. Each Appendix labeled with a capital letter
- e. The word "Appendix" centered on each page and the identifying capital letters (A, B, etc.) in the order mentioned in the text
- f. center title of appendix and use upper and lowercase letters

TYPING THE PAPER**Style**

- a. Print font is to be: Times New Roman
 - Use *italic* font only for book or journal titles or special emphasis. Use *italics* as specified in APA Manual for headings as specified.
- b. Point size:
 - 12 point for all text
 - Tables and figures may have 10 point
- c. Margins:
 - 1" top: 1" right: 1.5" left: 1" bottom
- d. Spacing:
 - Double spacing
 - Single space table of contents
 - One space between words
 - Indent at beginning of each paragraph
 - Direct quotations greater than 4 lines, single space and offset by 4 spaces.
- e. Line length and alignment
 - Do not divide words at the end of a line
 - Do not use the hyphenation function to break words at the ends of lines; let a line run short rather than break a word at the end of a line

Pagination

- a. Introductory or preliminary pages are numbered with lower case Roman numerals at the bottom center of each page and 1" from bottom of page.
- b. Pages should be numbered sequentially throughout the manuscript. Preliminary pages are numbered as follows:
 1. The Title Page is counted as page i
 2. The Abstract is counted as page ii
 3. The remaining preliminary pages are numbered with lower case Roman Numerals. (iii, iv, v, vi, etc.)
- c. Beginning with Chapter 1, pages are numbered with Arabic numbers 1" from top of page and 1" from right margin and continuing throughout, including text, illustrative materials, references, and appendices.

Tables

- a. Table components consist of Table & number, title in italics, the table of information, and the caption. The caption begins with the word Note in italics, followed by descriptive note(s) for the table, then the source of the table (if not created by the author). The caption appears immediately underneath the table proper. Everything is double-spaced.
- b. Tables are numbered consecutively using Arabic numerals throughout the paper in the order in which they are first mentioned in the text, beginning with Table 1.
- c. Table title is typed flush to the left of the margin, 2 lines above the body of the table.
- d. The table is to be inserted in the text as soon after it is mentioned as possible.
- e. Refer to *Publication Manual of the American Psychological Association* (6th edition), pages 147-176 for additional information on the structure of tables.

Figures

- a. Figures are to be numbered consecutively throughout the paper, beginning with Figure 1.
- b. Figure title is typed flush to the left of the margin, 2 lines below the body of the figures.
- c. The figure is to be inserted in the text as soon after it is mentioned as possible.
- d. Refer to *Publication Manual of the American Psychological Association* (6th edition), pages 176-201 for additional information on the structure of figures.

Heading Hierarchy

- a. If a heading appears on the bottom of a page, there must be at least two lines of text following.
- b. Refer to *Publication Manual of the American Psychological Association* (6th edition) for the selection of headings to use.
- c. Consistently use Level 1 for the title of each major section (centered uppercase is in CHAPTER III: METHODOLOGY).

Expressing Numbers

The most common questions regarding numbers relate to whether numerals or words should be used. In APA style, numerals are used in the following situations:

- a. To express numbers 10 and larger.
- b. To express any number in the document's abstract or any graphical display.
- c. To express numbers below 10 that are grouped with numbers 10 and larger (5 of 44 participants in the study).
- d. To express numbers preceding a unit of measurement (8 miles, a 25 mg dose).
- e. To express numbers in mathematical or statistical functions, decimals, fractions, percentages, and ratios (multiplied by 9, 46% of participants).
- f. To express units of time, dates, ages, sample or population size, numbers of participants in a study, scores and points on a scale, and sums of money (in 4 years; December 15, 2009, \$88 billion).
- g. To express page numbers or parts of a table or figure (page 16; Table 2).

Note that any time a number begins a sentence, it should be written out, or the sentence should be rephrased so that the number does not begin it. Words should be used in the following situations:

- a. Use words to express numbers below 10.
- b. Refer to *Publication Manual of the American Psychological Association* (6th edition), pages 111-115 for additional information.

Acronyms and Abbreviations

Generally, abbreviations and acronyms should be used if they will be easy for the reader to remember and if using them will eliminate unnecessary repetition. Specifically, do not introduce an abbreviation or acronym if it will be used fewer than four times in the document. The first time you use the item to be abbreviated, place the acronym after it in parentheses:

membership in the National Association of Education for Young Children (NAEYC)

Once you have explained the acronym the first time, use it throughout the rest of the document, without explanation.

There are several exceptions to this rule:

- a. Do not use acronyms in a table or figure.
- b. Some acronyms can be used without explanation, as they are commonly accepted as words (i.e., REM, HIV/AIDS).
- c. Do not use “U.S.” as an abbreviation of “United States,” unless it is being used as an adjective. For example, “U.S. Senate” is correct, while “resident of the U.S.” is not.

Statistical Symbols

- a. Use the term instead of the symbol.
- b. Percent (%): use the symbol only if preceded by a number.
- c. Number of subjects can be expressed as $N = 30$.

Paper

- a. Drafts for School of Graduate Studies review may be printed on any type paper.
- b. All required copies for publishing must be printed on 8.5 X 11 inch paper, 20 pound – 25% cotton, printed on one side only.
- c. The approval/signature page cannot be copied; it must have original signatures in black ink. Four (4) original signature pages must be submitted to School of Graduate Studies for the Dean’s signature.

Number of Required Copies

- a. The total number of required copies is four (1 for the School of Graduate Studies, 1 for the university library, 1 for the respective department, and 1 for the student.)

Use of Copyrighted Material

- a. The student must document and acknowledge any part of the thesis obtained from other sources. Limited use of copyrighted material may not require any permission. The student must obtain necessary permission to quote or reproduce copyrighted materials.

Permission to Reprint

- a. Obtain permission to reprint from the publisher if you have reprinted more than five hundred words or for tables (or other figures) to clearly state your sources.
- b. Place the source for a table or other figure directly beneath it.
- c. Obtain permission in writing and keep it for proof.
- d. Three acceptable places for acknowledging permission to reprint:
 1. On the copyright page (if you are copyrighting your thesis)
 2. On the first page of the reprinted material
 3. On a special list of acknowledgements (use this method if there is more than one reprint in excess of five hundred words).
- e. Use phrase such as "reprinted by permission of author" should be used (with an asterisk if it appears in the form of a footnote on the first page of the reprinted material).
- e. Refer to *Publication Manual of the American Psychological Association* (6th edition), pages 176-201 for additional information on the structure of figures.

Grammar

- a. Active voice used throughout manuscript
- b. Past tense used to express an action or condition that occurred at a specific time in the past
- c. Use present perfect tense to express action or condition that did not occur at a specific time or describe action beginning in past and continuing to the present (i.e. Since that time, several investigators have used this method)
- d. Subject and verb agreement
- e. Spelling is correct

- f. Correct use of homophones
- g. Words used correctly throughout manuscript

Binding

- a. Standard bound hard copy is black
- b. When full-page prints of photographs are desired, the image area of the print must conform to the same margins as the text

CONCLUSION

These guidelines are intended to answer general questions concerning format, style, and submission. For more specific questions or answers, please consult your major professor, committee members, or the Graduate School. Finally it is the student's responsibility that the thesis meets all requirements and standards.

Plagiarism - All academic work included in the manuscript must be the student's own unique thoughts and words. If a student's work is not deemed his/her own, the student has committed plagiarism. Disciplinary action will be taken if it is determined plagiarism has occurred.

A Graduate Thesis Reviewer is assigned to read all theses for final formatting approval. The thesis should be submitted to Reviewer electronically and final approved copy will be returned to the student electronically. If the student's thesis requires edits, the student will be provided a checklist outlining the changes to be made. It is up to the student to make corrections in a timely manner. This process will be repeated as many times necessary until the thesis is error free and ready for binding. The following are some common errors students should avoid in their manuscript.

- Incorrect margins
- Grammatical errors
- Headings and page numbers not consistent with Table of Contents
- Incorrect spacing
- Incorrect style and spacing listing references
- Sources noted in manuscript but not listed in references and vice versa
- Numbering pages correctly following the title page

The student is required to submit the original signature pages to Graduate Studies in person or by mail. Once they are signed, the student will be notified to pick them up.

APPENDICES

NOTE: Additional departmental requirements or documents which may be included in an Appendix or Attachment should be obtained from the respective department.

e.g. The ASU IACUC (Institutional Animal Care and Use Committee) form.

APPENDIX A SAMPLE THESIS FORMAT (COVER)

**Title of Thesis or Project, Centered
and Double-Spaced**

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF SCIENCE

IN THE GRADUATE SCHOOL OF

ALCORN STATE UNIVERSITY

JANE DOE, BSN

ALCORN STATE, MISSISSIPPI

MAY 10, 2012

(Appendix B: Title Page)

**Title of Thesis or Project, Centered
and Double-Spaced**

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF SCIENCE

IN THE GRADUATE SCHOOL OF

ALCORN STATE UNIVERSITY

Name of Degree/Department
i.e., SCHOOL OF AGRICULTURE, RESEARCH, EXTENSION, AND
APPLIED SCIENCES

BY

JANE DOE, BSN

ALCORN STATE, MISSISSIPPI

MAY 10, 2012

(No page number on the actual title page)

(Appendix C: Signature Page)

ALCORN STATE UNIVERSITY
DEPARTMENT OF BIOLOGICAL SCIENCES

March 2, 2012

To the Dean of Graduate Studies:

I am submitting herewith a thesis written by John Doe entitled "Title of Thesis." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science in Biology.

Marlon Berry, Ph.D.
Thesis Advisory Committee Chair

We have read this thesis and
Recommend it for acceptance:

Mary Sue White, Ph.D.
Committee Member

John Alto, Ph.D.
Committee Member

Accepted:

Jan Blackmore, Ph.D.
Dean, School of Arts and Sciences

Donzell Lee, Ph.D.
Dean, Graduate Studies

(Appendix D: Dedication-OPTIONAL)

DEDICATION

I would like to dedicate this thesis to my loving sister, Jane Fargo, who always believed in me. She was my muse for choosing this subject for my thesis. It is also dedicated to my mother for her untiring patience and endurance during my long hours of information gathering and asking for feedback and technical assistance.

The dedication page is optional. If a student elects to include a dedication page, the following should be adhered to.

- No heading appears on the except the Dedication heading.
- Text is double-spaced.
- The dedication page is numbered in lowercase Roman numerals at the bottom of the page and centered.

(Appendix E: Acknowledgements)

ACKNOWLEDGEMENTS

First and foremost, I would like to acknowledge and give praise to my advisor for his expertise in advising me through completion of this thesis. His encouraging words helped me navigate through the APA process in keeping the faith that I could get the job done and done well.

I thank the Graduate Studies staff for their technical assistance to ensure that this document was publication ready.

The acknowledgements page is optional. If used, it allows the student to thank supporters, mentors, advisors, and other individuals who have supported the student's research and end product, the thesis.

The following formatting should be adhered to:

- The word acknowledgements should appear in all caps and centered on the page.
- Text is double-spaced.
- The acknowledgements page is numbered in lowercase Roman numerals at the bottom of the page and centered.

(Appendix F: Abstract Page)

Abstract

The label *Abstract* should appear in uppercase and lowercase letters, centered, at the top of the page. Type the abstract itself as a single paragraph without paragraph indentation (no bold, formatting, italics, underlining, or quotation marks).

Beginning with the next line, write a concise summary of the key points of your research. (Do not indent.) Your abstract should contain at least your research topic, research questions, participants, methods, results, data analysis, and conclusions. You may also include possible implications of your research and future work you see connected with your findings. Your abstract should be a single paragraph double-spaced. Abstracts should be limited to 250 words.

You may also want to list keywords from your paper in your abstract. To do this, center the text and type *Keywords:* (italicized) and then list your keywords. Listing your keywords will help researchers find your work in databases.

i.e. *Keywords:* aging, attention, emotion

Double space the text and use the same 1 inch margins as in the balance of the paper. Consult pages 25-27 in the APA manual for some tips regarding the qualities of a good abstract. Pay close attention to grammar and spelling; papers with misspellings and typographical errors will be returned as will abstracts that do not follow the format as illustrated in this document.

(Appendix G: Table of Contents Page)

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NOTE: This thesis template is meant to guide you in formatting your paper according to APA (6th ed.). Students should work closely with their adviser when creating the manuscript for their thesis.

(Appendix H: Tables Page)

List of Tables**TABLES – start each on a separate page**

Table 1: Stats, Stats and More Stats.....10

Table 2: Stats, Stats and More Stats. The title of this table is more than a single line; indent the second line just like this.....13

If you've constructed more than a couple of tables and plan to place them in the body of your paper, include a list of them in a List of Tables. List the table number, name and page on which the table can be found (example above). If you only have a couple of tables, do not construct a List of Tables, simply include the title of the table and its page number in the Table of Contents in the appropriate place in the pagination order.

Note 1: Not all papers will have a List of Tables (see above).

Note 2: Pay close attention to the purpose and format of your tables and figures. Tables and figures are meant to provide a quick graphical reference to the textual discussion within your paper; as such, they should be concise. For a quick visual reference for formatting a variety of tables consult the APA manual. Below is information about producing tables as well as an example of APA table format.

How to Make a Table in APA Style Using Word XP

- Click on *Table*, then go to *Insert* and follow it right to *Table*.
- Figure out how many rows and columns you need. If you aren't right the first time, you can add or delete them later by going to *Insert* and *Delete* under *Table*.
- Click on *Auto Format* in the lower right side of the pop-up.
- Find *Simple 1* (which is green and toward the end of the options) and click on it.
- Where it says "Apply special formats to" toward the bottom of the screen unclick (i.e., get rid of the check mark in the box) all but "heading rows."
- Hit okay.

(Appendix I: Figures Page)

List of Figures**FIGURES – start each on a separate page; include caption on page with figure**

Figures are graphical representations of data (not including tables). If you've included more than 1 or 2 figures in your paper, list them here. List the number, name and page on which the figure can be found (same format as for Tables). If you only have 1 or 2 of figures, include them in the Table of Contents in their appropriate place in the pagination order.

Example

Figure 1: List title here.....	14
Figure 2: List title here.....	18
Figure 3: List title here.....	19

Note: Not all papers will have a List of Figures; consult the APA manual beginning on page 150 for more information regarding the use of figures.

(Appendix J: Introduction Page)

CHAPTER I

(Centered Title)

Introduction

Introductory information here.

Background of the Study

Statement of the Problem

Statement of the problem should include the basic difficulty, area of concern, and/or perceived need for the study.

Statement of the Purpose

Discuss the goal - emphasize practical outcomes or products.

Research Question

Theoretical Framework

Definitions of Terms

Terms and its definition here. Only include terms that may not be well understood by a layperson outside of your field. Information in this section is formatted in paragraphs just like information in any other sub-heading. Bold all terms, but not their definitions. The use of bold for each term is for emphasis, not to indicate the beginning of a new subheading. Treat each definition as if you were quoting from a dictionary. For example, indicate that it is quoted material by adding the **page number** and putting it into **quotation marks if less than 40 words.**

Assumptions

Discuss any assumptions here.

Significance of the Study

Summary

(Appendix K: Literature Review Page)

Chapter II: Review of the Literature

No sub-headings are indicated for this chapter because they will vary considerably from research paper to research paper. The format of headings and sub-headings depends upon the way you have organized your thoughts via the use of heading *levels* in your paper. Place headings in their appropriate spot on the page and use boldface formatting as indicated. For more information about headings, see the APA manual beginning on page 62. See Appendix B for information about writing an effective literature review.

Chapter III: Methodology

Begin with an introduction. Some suggestions include reiterating the statement of the problem and briefly discussing what this chapter will include. Sections to be addressed might include subject selection and description, instrumentation, data collection procedures, data analysis, and limitations.

Introduction

Research Design

Describe the specific type of research design used in the study

Subject Selection and Description

Discuss the sample and population.

Instrumentation

Talk about the survey used, if applicable. Was it created for this purpose or did you find it somewhere?

Data Collection Procedures

A 57 question survey was administered....

Data analysis. How was the data analyzed? Example: A number of statistical analyses were used in this study. The Statistical Program for Social Sciences version 10.0 (SPSS, 2002) was used to analyze the data. Independent T-Test analyses were conducted...

Limitations

Discuss methodological limitations or procedural weaknesses.

Summary

(Appendix M: Data Analysis)

Chapter IV: Data Analysis

Start with another introduction, you might briefly reiterate the purpose of the study and how it was conducted, e.g. a survey was given.... Your sub-headings for this chapter also will vary considerably: some people use each question as a sub-heading and some don't. If you do use each question as a sub-heading, write out the question rather than just "Question 1." The purpose is to provide the reader with *at-a-glance* information about the nature and scope of your paper.

Item Analysis

Use tables when appropriate, but don't overuse them or discuss the whole table in text. Discuss the high points in text, providing the table for further details. All tables should conform to the APA style manual (see pages 125-150). See pages 6 and 7 of this document for more information about tables as well as an example. Tables are different than *figures*, name and refer to them appropriately. Information about *figures* can be found beginning on page 150 of the APA manual.

There is no hard rule as to whether a summary at the end of this chapter should be provided since chapter 5 is often a summary. Discuss this with your advisor.

(Appendix N: Conclusions, Implications, and Recommendations)

Chapter V: Conclusions, Implications, and Recommendations

Again, start with an introduction. Summarize what has happened in your paper so far. This chapter will also vary considerably in headings and organization; what follows is a suggestion or possibility.

Limitations

State them again.

Conclusions

Hit the high points of your findings. There should be a relationship to the literature review: did your study correlate with previous research or did you find something different?

Recommendations

Recommend some further research or a change in practices.

(Appendix O: References Page)

References

Make sure that everything you cite in the text is also in the reference list and vice versa. The *APA Manual* describes the correct format for each type of reference. Be especially careful about how you reference and format on-line sources. **Each entry should be in a hanging indent format. This paragraph is typed using hanging indent format.** See examples of types of references below:

American Psychological Association. (Producer). (2000). *Responding therapeutically to patient expressions of sexual attraction* [DVD]. Available from

<http://www.apa.org/videos/>

Bormann, C. A., & Stone, M. H. (2001). The effects of eliminating alcohol in a college stadium: The Folsom Field beer ban [Electronic version]. *Journal of American College Health, 50*(2), 81-88.

Crowl, T. K. (1993). Qualitative research methods. In P. Geller & S. Schmidt (Eds.). *Fundamentals of educational research* (pp. 432-456). Dubuque, IA: Brown and Benchmark.

Federal Initiative Supporting School-to-Work Transition. (2000). Retrieved October 5, 2002, from <http://www.transitioninschools.org>

Herbst-Damm, K.L., & Kulik, J.A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi: 10.1037/0278-6133.24.2.225

- Liswood, L. A. (1999, March 31). Gender politics and the oval office: Why don't women run for president? [Electronic version]. *Baltimore Sun*, A23
- MiddleKid. (2007, January 22). Re: The unfortunate prerequisites and consequences of partitioning your mind [Web log message]. Retrieved from http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php
- Pierson, A. (2000). *Perceptions of high school faculty of the educational programs held at libraries*. (ERIC Document Reproduction No. ED ### ##)
- Rusch, F., Conley, R., & McCaughrin, W. (1993). Benefit-cost analysis of supported employment in Illinois. *Journal of Rehabilitation*, 59(2), 31-36.
- Silick, T.J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>
- Skrtic, T. M. (1996). *Research methods*. Menomonie, WI: Plenum Press.
- Van Nuys, D. (Producer). (2007, December 19). *Shrink rap radio* [Audio podcast]. Retrieved from <http://www.shrinkrapradio.com/>

(Appendix P: Appointment of Thesis Advisory Committee)

APPOINTMENT OF THESIS ADVISORY COMMITTEE

Thesis Topic: _____

Student: _____

Committee Members:

Chair: _____

Member: _____

Member: _____

Outside Member(s) (if any): _____

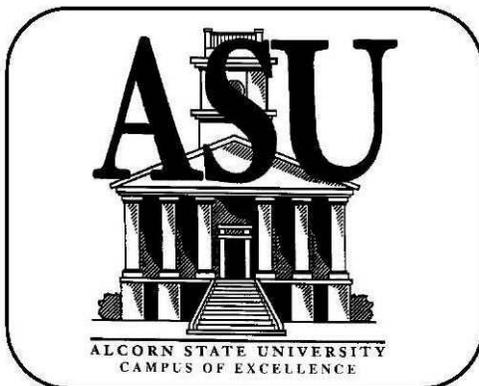
Date

Signature (Department Chair)

ALCORN STATE UNIVERSITY

OR IRB-87-03

INSTITUTIONAL REVIEW BOARD



APPLICATION AND PROCEDURES

FOR

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

Submitted by: _____ Date: _____

Supervisor/Advisor: _____ Date: _____

**APPLICATION TO ALCORN STATE UNIVERSITY INSTITUTIONAL
REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS IN
RESEARCH**

**Instructions: Please read the instructions before completing the
application.**

**No research involving human subject(s) is to be conducted
without prior written approval of the IRB.**

1. Name: _____
(Applicant)

Address: _____

Phone: _____

Department: _____

Title: _____

2. Title of Project: _____

3. Research Project Period: From _____ To _____

4. Funding Source: _____

5. Site of Research: _____

6. Brief Description of Research: _____

7. Give details of the procedures that relate to the subjects' participation, including at a minimum the following information. Use additional page(s) if necessary.
 - a) How were the subjects selected and recruited? (Append copy of letter or ad or transcript of verbal announcement.)
 - b) What inducement, if any, is offered?
 - c) Number and salient characteristics of subjects – age range, sex, institutional affiliation, other pertinent characterization(s).
 - d) If a cooperating institution is involved – school, hospital, prison, etc. – has written permission been obtained? (Append letter)
 - e) Number of times observations will be made.
 - f) What do the subjects do, or what is done to them in the study? (Append copy of questionnaires or test instruments, or description of procedure to be conducted on the subject.)
 - g) Is it clear to the subject that their participation is fully voluntary?
 - h) Is it clear to the subjects that they can withdraw at any time?
 - i) Is it clear to the subjects that they can refuse to answer any specific question that may be asked them?
 - j) Cite your experience with this type of research.

8. How do you intend to obtain the subjects' informed consent? If in writing, attach a copy of the consent form. If not in writing, include a written summary of what is to be said to the subject(s), and justify the reason that oral rather than written consent is being used. Also, explain how you will ascertain that the subjects understand what they are agreeing to.

9. In your view, what benefits may result from the study that would justify asking the subjects to participate?

Applicant's Signature

Faculty Advisor's Signature
For Student Applicant

Date

(Appendix R: Thesis Format Checklist)

Thesis Reviewer Feedback Form

School of Graduate Studies
Alcorn State University

Thesis Formatting Checklist

Each Thesis is reviewed by Graduate Studies using the following check list prior to the publication of a student's manuscript. Style Manual Used: American Psychological Association, 6th edition.

STUDENT'S NAME:

THESIS TOPIC:

NUMBER OF TIMES REVIEWED: 1 _____ 2 _____ 3 _____ 4 _____

Title, Submission Information

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Titles on title page, signature page, and abstract identical |
| <input type="checkbox"/> | <input type="checkbox"/> | Title page is not numbered |
| <input type="checkbox"/> | <input type="checkbox"/> | Title includes no more than 12 words |
| <input type="checkbox"/> | <input type="checkbox"/> | Use of abbreviations in title |
| <input type="checkbox"/> | <input type="checkbox"/> | Spelling errors |
| <input type="checkbox"/> | <input type="checkbox"/> | Grammar errors (incorrect usage) |
| | | <ul style="list-style-type: none"> • Problem with possessives (“<i>student’s</i>” versus “<i>students</i>”) • Confusing/misused words (“<i>affect</i>” versus “<i>effect</i>”) • Homophones used incorrectly (“<i>their</i>”, “<i>they’re</i>”, “<i>there</i>”) |

Abstract Page

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Brief and concise summary of the study |
| <input type="checkbox"/> | <input type="checkbox"/> | Length of abstract 250 words or less (paragraph does not exceed limit of 350 words) |
| <input type="checkbox"/> | <input type="checkbox"/> | Spelling errors |
| <input type="checkbox"/> | <input type="checkbox"/> | Grammar errors |
| | | <ul style="list-style-type: none"> • Pay special attention to possessives (“<i>student’s</i>” versus “<i>students</i>”) • Double check for confusing/misused words (“<i>affect</i>” versus “<i>effect</i>”) • Verify homophones are correctly used (“<i>their</i>”, “<i>they’re</i>” and “<i>there</i>”) |

Table of Contents

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Table of Contents is centered on the page and formatted in bold |
| <input type="checkbox"/> | <input type="checkbox"/> | Same heading system used in text |
| <input type="checkbox"/> | <input type="checkbox"/> | Entries included for List of Tables and/or Figures if applicable. (If fewer than 3 Tables and/or Figures appear in the paper, incorporate the Table #, Title and Page# directly into the Table of Contents; ordered by page number). |
| <input type="checkbox"/> | <input type="checkbox"/> | Each Appendix has a title (e.g. “ <i>Appendix A: Thesis Reviewer Feedback Form</i> ”) |

Copies: Student Thesis Advisor Graduate Dean File

Body of the Work

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 12 point font used for all text (Tables and Indices may contain 10 pt) |
| <input type="checkbox"/> | <input type="checkbox"/> | Manuscript double-spaced |
| <input type="checkbox"/> | <input type="checkbox"/> | Each paragraph indented at the beginning of the sentence |
| <input type="checkbox"/> | <input type="checkbox"/> | Margins conform to APA 1" requirement left, right, top and bottom |
| <input type="checkbox"/> | <input type="checkbox"/> | Four copies of signature page with original signatures of supervisory committee included |
| <input type="checkbox"/> | <input type="checkbox"/> | Signatures of supervisory committee signed with black ink |
| <input type="checkbox"/> | <input type="checkbox"/> | Spelling errors |
| <input type="checkbox"/> | <input type="checkbox"/> | Grammar errors (incorrect usage) <ul style="list-style-type: none"> • Problem with possessives (“<i>student’s</i>” versus “<i>students</i>”) • Double check for confusing/misused words (“<i>affect</i>” versus “<i>effect</i>”) • Verify homophones are correctly used (“<i>their</i>”, “<i>they’re</i>” and “<i>there</i>”) |

Citations (in-text)

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | APA format: References in the text are cited using the author's last name and the year of publication, separated by a comma, all placed in parenthesis. (a page number is included for a direct quote using APA format). |
| <input type="checkbox"/> | <input type="checkbox"/> | Used APA format (latest edition) for all headings and subheadings |
| <input type="checkbox"/> | <input type="checkbox"/> | All in-text citations are listed in the References section |

Tables and Figures

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Tables and figures are labeled and numbered correctly |
| <input type="checkbox"/> | <input type="checkbox"/> | All charts, graphs, and other illustrations are legible |
| <input type="checkbox"/> | <input type="checkbox"/> | Margins adhere to APA standard of 1" top, 1" right, 1" bottom, 1.5" left |
| <input type="checkbox"/> | <input type="checkbox"/> | List(s) of Tables and/or Figures are used only when the paper contains 3 or more Tables/Figures |
| <input type="checkbox"/> | <input type="checkbox"/> | List(s) of Tables and/or Figures appear on separate pages |
| <input type="checkbox"/> | <input type="checkbox"/> | Format of listing tables(or figures) is as follows: Table/Figure #: Title of table/figurepg# |

Reference List

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Starts on new page |
| <input type="checkbox"/> | <input type="checkbox"/> | All references listed in alphabetical order from A to Z, with a Hanging indent format |
| <input type="checkbox"/> | <input type="checkbox"/> | Insert one space after each period that separates each part of the reference |
| <input type="checkbox"/> | <input type="checkbox"/> | Use italics according to APA |
| <input type="checkbox"/> | <input type="checkbox"/> | All web pages should appear in black type- not blue (i.e. remove all hyperlinks in text) |

Pagination

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | An Arabic number (1, 2, 3, etc.) is assigned to each page |
| <input type="checkbox"/> | <input type="checkbox"/> | The title page is #1; the page number is not visible |
| <input type="checkbox"/> | <input type="checkbox"/> | All pages are counted, listed, and total number is listed in the appropriate place on the abstract page |
| <input type="checkbox"/> | <input type="checkbox"/> | No title information (aka <i>running head</i>) is included next to the page number |

Appendices

- | | | |
|--------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Appendices are titled and paginated |
|--------------------------|--------------------------|-------------------------------------|

If no corrections are requested by the reviewer, you may proceed to the final submission stage of having your thesis bound and submitted to School of Graduate Studies, Walter Washington Administration Building Suite 519. This section to be completed by the Graduate School Thesis Reviewer. The task of the reviewer is to serve as a liaison for the student to proofread the draft copy of the Thesis, and give critical formatting feedback to the student based on the APA 6th Edition

COMMENTS:

Reviewer's Signature _____ Date(s) Returned: _____

School of Graduate Studies
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