

**University of Eastern Africa,
Baraton**



**Guidelines for
Thesis/Dissertation
Writing**

2020
Revised Edition

Table of Contents

Introduction

How to Use These Guidelines.

I. Nature of a Master's Thesis and a Doctoral Dissertation

II. Thesis/Dissertation Topic

- A. Choice of a Thesis/Dissertation Topic
- B. Approval of a Thesis/Dissertation Topic

III. Thesis/Dissertation Supervision

- A. Academic Requirements for a Thesis/Dissertation Supervisor
- B. The Role of the Thesis/Dissertation Supervisor
- C. Responsibilities of Thesis/Dissertation Supervisee
- D. Rights of the Students

IV. Writing the Thesis/Dissertation Proposal

- A. Enrolling in Seminar in Research Writing (Thesis/Dissertation Proposal Writing)
- B. Format and Style of Thesis/Dissertation Proposal
- C. Sections of a Thesis/Dissertation Proposal

V. Thesis/Dissertation Proposal Presentation

VI. Comprehensive Examination

VII. Enrolling in Thesis/Dissertation Writing

- A. Requirement for Enrolling in Thesis/Dissertation Writing

VIII. Data-Gathering Procedures

- A. Pilot Study
- B. Permit to Gather Data

IX. Writing the Thesis/Dissertation

- A. Parts of a Thesis/Dissertation

X. The Thesis/Dissertation Examination

XI. Graduate Seminar

XII. The Thesis/Dissertation Oral Defense

- A. Preparation for and Scheduling the Thesis/Dissertation Oral Defense
- B. Rules Governing Oral Defense
- C. The Oral Defense Procedure

XIII. Post-Defense Requirements

Exhibit A: Request for Approval of Thesis/Dissertation Concept Paper and Supervisors

Exhibit B: Consultation/Advising Report (Thesis/Dissertation Proposal)

Exhibit C: Consultation /Advising Report (Thesis/Dissertation)

Exhibit **D**: Request For Proposal Presentation

Exhibit E: Declaration Sheet (Proposal)

Exhibit F: Letter of Request to the Proposal Evaluators

Exhibit G: Proposal Evaluation Criteria

Exhibit H: Grading the Thesis/Dissertation Proposal

Exhibit I: Letter of Approval of Thesis/Dissertation Proposal

Exhibit **J**: Title Page Sample

Exhibit K: Approval Sheet

Formatted[Jane Kerubo]: Indent: Hanging: 6.4 mm, Tab stops:
Not at 1.71 ch + 3.43 ch, Numbered + Level: 1 + Numbering
Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at:
12.7 mm + Indent at: 19.1 mm

Formatted[Jane Kerubo]: Indent: Hanging: 6.4 mm, Tab stops:
Not at 1.71 ch, Numbered + Level: 1 + Numbering Style: A, B,
C, ... + Start at: 1 + Alignment: Left + Aligned at: 12.7 mm +
Indent at: 19.1 mm

Formatted[Jane Kerubo]: Indent: Hanging: 6.4 mm, Tab stops:
Not at 1.71 ch + 3.43 ch, Numbered + Level: 1 + Numbering
Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at:
12.7 mm + Indent at: 19.1 mm

Formatted[Jane Kerubo]: Indent: Hanging: 6.4 mm, Tab stops:
Not at 1.71 ch + 3.43 ch, Numbered + Level: 1 + Numbering
Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at:
12.7 mm + Indent at: 19.1 mm

Deleted[User]: D :

Deleted[User]: J :

Exhibit L : Sample Abstract	Deleted[User]: L :
Exhibit M: Declaration Sheet (Thesis)	
Exhibit O: Thesis/Dissertation Pre-Defense Grading	
Exhibit P : Oral Defense Endorsement	Deleted[User]: P :
Exhibit Q: Grading the Thesis/Dissertation	
Exhibit R Oral Examination Form	
Exhibit S : Certification of Correction of Thesis/Dissertation	Deleted[User]: S :
Exhibit T: Letter of Consent for Archiving Theses and Dissertations	
Exhibit U: Thesis/Dissertation Progression Checklist	
Exhibit V : A Simplified Guide to the APA Writing Style	Deleted[User]: V :
References	

Introduction

The published manuscript for the Thesis/Dissertation is a permanent document that reflects on the writer, the department/school, and the university. The purpose of this Guidelines for Thesis/Dissertation Writing is therefore, to ensure that the presentation of the final manuscript matches the same high quality of the research and scholarship that went into writing it.

Since Theses/Dissertations represent the scholarly output of the university to the entire academic community, and make up one-third to two-thirds of the entire degree program, it is in the collective best interest of all involved that the final product is as polished as it can be. The Thesis/Dissertation advisors work with the advisees with the intent of guiding them to produce the best possible quality document in both content and presentation.

University of Eastern Africa, Baraton (UEAB) uses the Seventh edition of the *Publication Manual of the American Psychological Association (APA)* (2020) as its foundation for manuscript style. The Guidelines for Thesis/Dissertation Writing provides instructions and advice, but it does not offer comprehensive Thesis/Discussion guidelines of APA style. For that, the students must familiarize themselves with the *APA Publication Manual*.

How to Use These Guidelines.

The Guidelines for Thesis/Dissertation Writing addresses formatting and also ethical issues of copyright compliance and protection of research subjects and organizations. It is assumed students have read the postgraduate bulletin required in their discipline and have a working familiarity with the *APA Publication Manual*. Refer to these guidelines during the entire writing process.

These guidelines are to be used in conjunction with the *APA Publication Manual*. You are encouraged to rely on the many samples contained in this document which functions as illustrations for page layout and sequence, as well as formatting and required text. You are also encouraged to read the relevant sections in APA that are cited in these guidelines.

I. Nature of a Master's Thesis and a Doctoral Dissertation

Graduate Studies at UEAB require, among other things, that the student for a master's or doctoral degree submit and orally defend their thesis/dissertation. Before formally graduating, students should submit bound copies of the thesis/dissertation on or before the set deadline.

A master's thesis or doctoral dissertation, is technically, a proposition a candidate wishes to defend. Both use the same research tools, designs and methodologies. For this reason, some clarifications are in order as regards their basic differences.

A doctoral dissertation has a status much more superior and prestigious than that of a master's thesis because of its originality in terms of aim and magnitude of

Deleted[User]: masters

work and coverage. This is expected of the candidates because they have postgraduate research experience with a master's thesis. For example, in a doctoral dissertation the aim of a candidate is to generate a new theory or model based on their desired research study or from previous researches done in a chosen field. This is called *theory-building*. The doctoral dissertation makes a distinct and new contribution. In other words, theory-building may bolster up an old theory whose relevance and responsiveness has proved to be still effective, or it may improve on an existing theory whose improvement is based on its effectiveness to answer current needs, and is able to look for a solution to its weakness(es), or it may completely demolish an old theory to give way to a new one. Or, in some cases, theory-building may take the form of an action program. The doctoral candidate is guided rather than directed as is the case in a masters candidate in writing their thesis.

Deleted[User]: masters

Deleted[User]: model based

Deleted[User]: in writing

A doctoral dissertation, if it is quantitatively oriented, has a more extensive population sampling than that of a master's thesis. The population and sampling technique(s) for example, may extend nationally, regionally or globally.

Deleted[User]: masters

A doctoral dissertation should not cater for studies that are purely evaluative or estimative. However, it cannot be denied that assessment or evaluation may come in as the first step or phase of the over-all graded dissertation scheme. But to simply employ this approach is to demean the status of a doctoral dissertation. The status and the nature of a doctoral dissertation goes for a more in-depth study rather than dwelling simply on evaluating or assessing particular and limited study areas. Therefore, it must produce considerably more original work than is required for a master's thesis. It must be more critical on data collected based on the exercise of independent initiative than in a master's thesis.

Deleted[User]: masters

On the other hand, a master's thesis is less original and grandiose, in the sense that no new theory is offered and the population and sampling technique(s) are less extensive in coverage. It is *theory-verifying*. It may only show how a particular theoretical framework is effective in a particular problem area. A thesis research study, for example, may only go so far as to evaluate, estimate, or assess a particular issue or research area. It is, therefore, of the very nature of a masters thesis that the candidate, at the end of the study, is able to recommend related studies for further research. One of these may be worthy of a future doctoral dissertation research.

Deleted[User]: masters

It may also be a case for a masters thesis to be able to point out the problem(s) arising from a particular precontrived research area, the problem(s) the candidate wishes to solve in a doctoral program. The masters thesis, therefore, is primarily the training ground by means of which the candidate:

- a. is exposed to the basic elements of research,
- b. acquires certain skills and techniques,
- c. learns to present research results in a scholarly manner, and
- d. makes some important contributions to knowledge even though it may not be original.

II. Thesis/Dissertation Topic

A. Choice of a Thesis/Dissertation Topic

The choice of a thesis/dissertation topic is done during the period the student is registered in Research Methods class(es). The research lecturer guides the student in formulating researchable topics.

The students prepare three topics of interest. They write an overview of what they intend to do, which includes, but not limited to, a summary of the thesis/dissertation theme, purpose of the study, and possible research questions, for each of the research topics and a list of references.

Deleted[User]: prepares

The students submit a request for thesis/dissertation supervisors and approval of a research topic, together with the overview as outlined above, to the Department Chair/Graduate Program Coordinator. Request form (see Exhibit A) is available at the Department Chair/Graduate Program Coordinator's Office.

B. Approval of a Thesis/Dissertation Topic

Upon receipt of the request form, the Department Chair/Graduate Program Coordinator, in consultation with the School Dean, schedules a date for topic presentation. Faculty members of the department will evaluate the topics presented, with the Department Chair/Graduate Program Coordinator chairing the proceedings. The Department Chair/Graduate Program Coordinator will send official communication on the approved topic to the student, a copy of which is submitted to the Director of Graduate Studies and Research.

III. Thesis/Dissertation Supervision

Upon the approval of the thesis/dissertation topic, the Department Graduate Studies Committee will select at least two thesis/dissertation supervisors, preferably from the names suggested by the student. The names of the thesis/dissertation supervisors will be recommended to the Director of Graduate Studies and Research for official appointment. The Director of Graduate Studies and Research writes to the student and the thesis/dissertation supervisors informing them of the appointment and the responsibilities of both the supervisors and the supervisee. The supervisee is provided a copy of the Consultation/Advising Report Form (see Exhibit B). The Department Chair/Graduate Program Coordinator is furnished a copy of the letter of appointment.

A. Academic Requirements for a Thesis/Dissertation Supervisor¹

1. The thesis/dissertation supervisor should be a faculty member of the department. When this is not possible, qualified faculty of the university in other departments may be appointed. In extreme cases, a competent external supervisor may be appointed.
2. The thesis/dissertation supervisor should be competent **in the field of specialization called for by the topic of the thesis/dissertation**, should have

¹ Supervisor - means promoter or adviser.

expertise in thesis/dissertation writing, research techniques and presentation of research findings. They should also have competence in oral and written English, particularly the latter.

B. The Role of the Thesis/Dissertation Supervisor

1. The supervisor is the University's agent to ensure advice and encouragement in the thesis/dissertation project.
2. The supervisor guides/directs the student in the thesis/dissertation writing, from the initial stage of the thesis/dissertation proposal development to the completion of the thesis/dissertation project. They must be familiar with the study. They will focus their attention on a satisfactory standard and progress on both the contents and the appropriate style of the DEPARTMENT.
3. The supervisor is to:
 - a. ensure that the candidate completes their work, if possible, on schedule (efficiently and effectively).
 - b. identify obstacles and potentials to progress early enough **to avoid late frustrations.**
 - c. reduce **students' wasted efforts in a visionary manner.**
4. The supervisor makes themselves available to, and encourages, motivates and maintains a positive attitude and cordial relationship with, the supervisee for close and careful supervision. They act promptly on parts of the manuscripts that are recommended for review/correction. They regularly, continually and critically review the thesis/dissertation project.
5. The supervisor should discuss with the supervisee the expectations about the development of the thesis/dissertation at the inception of the series of meetings.
6. As one who is experienced in the field of the study, the supervisor should make concrete and specific suggestions. They should not merely underline, or write "*improve*" or place question marks on the manuscripts submitted to them.
7. The supervisor is obliged to sign the consultation/advising report form- Exhibit C (a copy is kept by the supervisee) every time the supervisee sees them for consultation/advising.

The minimum number of sessions of supervision is set as follows:

- Thesis/dissertation proposal - At least 3 sessions (face-to-face and online) of supervision
- Thesis/dissertation writing – At least 5 sessions (face-to-face and online) of supervision

The signed form is to be presented to the Department Chair before the

Deleted[User]:

Formatted[User]: Indent: Left: 12.5 mm, Hanging: 6.5 mm

Deleted[User]:

thesis/dissertation proposal or thesis/dissertation defense as evidence that consultation and advising had taken place during the thesis/dissertation writing process.

8. The supervisor should exert effort to ascertain that the student is prepared for thesis/dissertation proposal presentation and thesis/dissertation oral defense before they recommend and sign the necessary form for the purpose.
9. During the thesis/dissertation proposal presentation and thesis/dissertation oral defense, the supervisor should not answer for the candidate or contradict any view of the examiner. However, they may clarify questions for the candidate to further understand and take down notes on suggestions, comments, and revisions to be made. Deleted[User]: contradict any
10. The supervisor guides the student in implementing the comments/suggestions of the thesis/dissertation proposal evaluators and the thesis/dissertation oral examiners.
 - i. After the thesis/dissertation proposal presentation, they recommend the submission of the corrected-revised version of the thesis/dissertation proposal to the Department and Office of Graduate Studies and Research before the student is allowed to enroll in Thesis/Dissertation Writing and eventually be authorized to start the data-gathering process.
 - ii. After the student has implemented the suggestions agreed upon by the examiners and the supervisors during the oral defense, the supervisor signs the certificate of correction before the department chair/graduate program coordinator authorizes the binding of the thesis. If necessary, they assist the student in securing the required signatures on the approval sheet of the bound theses/dissertations. Deleted[User]: of correction
Deleted[User]: assists

C. Responsibilities of Thesis/Dissertation Supervisee

1. To draw up, in consultation with the designated supervisors, a schedule of consultation hours, specifying time-availability, frequency and duration and work closely with their supervisor within the agreed schedule of consultation.
2. To obtain the signatures of the thesis/dissertation supervisors every time they seek consultation.
3. Under no circumstances will a student seek advice from a lecturer not formally appointed as their supervisor, unless referred to by the supervisors.
4. The student is discouraged from changing their thesis/dissertation supervisors during the preparation of the thesis/dissertation.

D. Rights of the Students

1. To select three topics in order of preference from which they would seek approval of one of the topics for their thesis/dissertation project.
2. In consultation with the department to suggest three names of members of UEAB faculty from whom the thesis/dissertation supervisors may be chosen by the School Graduate Studies Committee.
3. To be supervised by at least two thesis/dissertation supervisors.
4. To request for dropping a thesis/dissertation supervisor who does not give time to read the submitted paper.

IV. Writing the Thesis/Dissertation Proposal

D. Enrolling in Seminar in Research Writing (Thesis/Dissertation Proposal Writing)

Approval of a topic/concept paper is a pre-requisite for enrolling in Seminar in Research Writing (Thesis/Dissertation Proposal Writing). The grade for this subject will be deferred until the student defends his/her thesis/dissertation proposal. In the process of writing the thesis/dissertation proposal, the student works with the appointed thesis/dissertation supervisors and may seek advice from the Seminar in Research Writing (Thesis/Dissertation Proposal Writing) lecturer toward the improvement of his/her proposal.

B. Format and Style of Thesis/Dissertation Proposal

Format and style of presentation of UEAB graduate thesis/dissertation proposals (and of the thesis/dissertation) must conform to the latest version/edition of the APA (American Psychological Association) format and style (see Exhibit V). The margins in the text are as follows: Left – 1½ inches, Right – 1 inch, Bottom – 1 inch, Top – 1 inch (1½ inches for first page of every chapter). The text should be typed double-spaced on A4 paper (8.27” x 11.69”) using the font Times New Roman, size 12”.

The final master’s thesis must be at least 20,000 words and that of doctoral dissertation must be at least 50,000 words. Excluding references, Appendices?

C. Sections of a Thesis/Dissertation Proposal

All thesis/dissertation proposals should include the following sections:

1. INTRODUCTION

Background of the Study
Statement of the Problem
Research Objectives

Research Questions
Hypotheses (Optional, depending on your research questions)
Significance of the Study
Justification of the Study
Theoretical/Conceptual Framework
Scope
Limitations
Operational Definition of Terms

2. REVIEW OF RELATED LITERATURE AND STUDIES

3. RESEARCH METHODOLOGY

Research Design
Population
Sample Size and Sampling Techniques
Research Instruments
Validity and Reliability of the Research Instrument
Data Collection Procedures
Treatment of Data
Data Analysis Procedures
Ethical Considerations

REFERENCES

APPENDICES

RELATED REQUIREMENTS

Timetable and Budget for Research
Curriculum Vitae

The following discussions describe the special features of each part of the thesis/ dissertation proposal.

Title of Thesis/Dissertation (font size 16")

For the social and natural sciences, the title may contain these three factors:

- a. The variables to be studied;
- b. The relationship among variables; and,
- c. The proposed (generic) population.

The title may contain the *methodology* to be used in the research study. For example: when the research study is an assessment, an analysis, a comparative study, and the like. Where necessary especially when a new word is involved, the candidate should be able to explain succinctly the choice of key words in the title. Such explanation must be included somewhere in the section "Statement of the Problem."

1. INTRODUCTION (font size 16")

Background of the Study (font size 14")

The candidate explains the background of the study that gives the history and the factors that led to the issues being investigated. It cites situations or statements of authorities in support of the choice for the study. The student points out that the study is on/about a special problem different from other problems. The interplay of identified variables that may cause a process to take place is discussed. The background of the study may be viewed as a "funnel" with the last paragraph being the small end of the funnel and leading the reader logically to the problem statement.

Statement of the Problem

The stated research problem that the candidate is about to investigate must relate to their interest, academic background and training. It is expected to yield findings that will provide them information useful in the area of the research. In the choice of the research topic, originality, relevance and responsiveness to contemporary problems, and issues must be considered.

A "Problem Statement" is a description of a difficulty or lack that needs to be solved or at least researched to see whether a solution can be found. It can also be described as either **a gap** between the real and the desired or **a contradiction** between principle and practice.

In the statement of the problem, the research proposes a way to improve the current situation and move it closer to the goal or ideal. It may be about the relationship among variables or the differences among groups which the study aims to establish. It may also be about finding out the extent of such relationship or difference. When stating the problem, the candidate should specify what he is trying to find out or discover. Examples of problem statements are: "In this study, the author intends to find evidence that eating habits have an effect on the academic performance of school age children", "This study intends to give evidence that the theory explaining that

photosynthesis takes place in the presence of light is true”, or “This investigation seeks to find out the root causes of ethnic conflicts in the Great Lakes region.”

One way of analyzing the research problem is to state a major problem in this section as STATEMENT OF THE PROBLEM and its sub-problems. The main problem is the central focus or the “life-blood” of the study. A given sub-problem is a unit of researchable area, and the solutions to all sub-problems, taken collectively, leading to the over-all answer to the statement of the problem.

Research Questions (or Objectives)

Every problem can be broken down into smaller discrete units. The sub-problems are stated in a form of a question or an objective, each of which should be a completely researchable unit. Within each sub-problem, interpretation of the data must be apparent. The sub-problems must add up to the totality of the problem. See to it that nothing in excess of the coverage of the main problem is included and that you have no omission, so that all significant areas of the main problem are covered by the several sub-problems.

There are two types of research questions: **descriptive** research questions and **inferential** research questions. The *descriptive research questions* merely describe or summarize data, without trying to generalize to a larger population of individuals, and are hypothesis-free. These questions are answered by analyzing data using descriptive statistics such as frequencies, percentages, means and standard deviations. The *inferential research questions* are either **difference research questions** or **associational research questions**. The *difference research questions* compare scores (on the dependent variable) of two or more different groups, each of which is composed of individuals with one of the values or levels on the independent variable. This type of question attempts to demonstrate that groups are not the same on the dependent variable. The *associational research questions* relate two or more variables. This approach involves an attempt to see how two or more variables co-vary (e.g., higher values on one variable correspond to higher, or lower, values on another variable for the same persons) or how one or more variables enables one to predict another variable. The inferential research questions require hypotheses and are answered by analyzing data using inferential statistics.

The researcher may write **objectives** instead of research questions, as their department may require. The preceding discussion about research questions applies to objectives. The only difference is in the form of writing.

In a **qualitative study**, inquirers state research questions only, not objectives (i.e., specific goals for the research) or hypotheses (i.e., predictions that involve variables and statistical tests). These research questions assume two forms: a **central question** and **associated sub-questions**). The central question is a broad question that asks for an exploration of the central phenomenon or concept in a study, consistent with the emerging methodology of qualitative research. The research questions evolve and change during the study in a manner consistent with the assumptions of an emerging design.

Hypothesis

The “Hypothesis” states the relationship between/among variables or the difference between/among groups and this relationship/difference, stated in null form, must be tested statistically to find answers to the stated research problem. The hypothesis is accepted or rejected depending on the results of the statistical tests. All *inferential research questions* (or *objectives*) require null hypotheses to be stated.

Hypotheses requiring experimental investigation or statistical testing are stated in negative form and are, therefore called “null hypotheses.” Testing a hypothesis means subjecting this to a preferred statistical statement in order to reject or accept it. **Examples:** “There is no significant relationship between the I.Q. level of a secondary school student and his achievement in Mathematics.” “There is no significant difference between the self-concept of boys and girls in Chemistry. “

Assumptions

In some cases, the research proposal may include “Assumptions,” the facts presumed to be true, which the candidate wishes to include in order to be more precise and adequate. For example, in a study considering the “Effectiveness of planned teaching on the knowledge of staff nurses on physical restraints for psychiatric patients in selected private hospitals in Kenya,” it is assumed that “every nursing student is taught about physical restraint during basic nursing training program.”

Significance of the Study

In this part of the research proposal, the candidate cites the importance, responsiveness or relevance of expected outcomes of the investigation. Research results will come up with the solution to a problem or will encourage and recommend further research on that problem.

The candidate also explains that the research is not a duplication of previous studies. It may, however, be a replication in the sense that the proposed research study follows up a previous study and, therefore, builds on it. In the case of a doctoral dissertation, it may bolster an old theory, improve an old theory or come up with an entirely new theory. The result of the master’s thesis may recommend the reader to further related studies or verifications and in the case of a doctoral dissertation, the implementations of a proposed study.

“Significance of the Study” also states the probable effects of the results of the study on a theory or practice.

By and large, this section must emphasize, first of all, the contributions of the proposed research study to existing body of knowledge in a particular discipline, and to existing and/or future researches in such a discipline, before contributions to the particular entity/ies such as academic institutions, agencies, industries, or businesses are enumerated.

With respect to business-related studies, the research proposal must possess the

following features:

1. Issues/problems should be of the industry, and not of/for a single company alone; and,
2. Unless the research study is intended particularly for a specific institution which has a national, regional or international scope (for Ph.D. ~~alone~~), findings and solutions should contribute to the industry in general and not only to a single company

Deleted[User]: alone)

Justification of the Study

This section is intended to answer the questions about "why" the particular study is being proposed in relation to other work completed in the field. It is a statement of why the particular variables or treatments of interest in the study have been chosen over competing alternatives. Support the arguments presented with reference to other research and/or authoritative opinion that may be described in detail elsewhere in the proposal (e.g., in the review of literature).

Theoretical/Conceptual Framework

The "Theoretical/Conceptual Framework" justifies the rationale behind the investigation. It gives the reason for searching for new data and for analyzing, interpreting and synthesizing these data. The framework also cites the theory(ies) on which the study is premised in order to establish the relationship among the variables in the study.

Some disciplines require the presentation of a paradigm in order to explain how the theory(ies) is/are going to be operationalized in the study. In this discussion, pertinent concepts or new ideas are cited for clarification.

In many fields, theories and propositions about a concept or concepts and relationship have been formulated. In such fields, the researcher may be interested in ascertaining or testing a particular theory or frameworks. The theoretical framework explains how the study in question is related to such theory. A theoretical framework is generalization about a phenomenon based on some amount of evidence and continued verification. A theory develops from studies over a period of time which tends to show that the described phenomenon is true. The theoretical framework shapes the justification of the research problem in order to identify the key concepts that are used in the study for better understanding of the role of theory in research. An investigation is required to formulate existing theories which link the study because theories are useful devices on interpreting, criticizing and unifying established scientific laws and facts that guide the discovery of new generalizations.

A conceptual framework is that part of research related to but different from the theoretical framework. It is the detailed presentation of the variables to be observed in the current study, the concepts defined in a way the researcher wants. The constructs used in the conceptual framework are derived from the theoretical framework and linked with the current study and followed by a paradigm that links the variables by giving the direction of how the researcher will operationalize the variables by relationships or comparison.

Some studies may use either the theoretical framework or the conceptual framework only and others may use both depending on the nature of the study.

Scope

The candidate spells out the coverage of the study in terms of subject, concepts, specific aspects of a phenomenon, treatment, sampling and time frame. The study must clarify the *who? what? when? where? how? and why?*

Deleted[User]: and why

The candidate delimits the aspects of the subject being investigated considering specific constraints such as foreseen weaknesses on methodology and design, statistical analysis, representatives of sampling and time. Delimitation sets the parameter accepting what should be included and rejecting what should be excluded.

Limitations

The limitations set forth reservations, qualifications, or weaknesses inherent in the research design. Generally, these will reflect anticipated inadequacies in regard to internal validity of results, particularly for experimental research. The goal is to recognize inherent threats to internal validity in the study plan.

Operational Definition of Terms

Terms used in the section “Statement of the Problem” must be defined according to how they are used in the study. These terms must be defined *contextually* or *operationally*. This means that the definition is based on how the term is used within the context of the study. Terms may also be defined according to authorities on the subject of investigation. Dictionary definitions may be used if they fit the research context.

An example of an operational definition is: “**Secondary Schools in** this study refers to the four years of study after eight years of primary school in the Kenyan system of education.” Whenever necessary, however, a term or terms may be defined authoritatively. For example: “**Education** is defined by Nyerere (date) as a process of enhancing people’s abilities and capabilities to plan and support their own programs and projects without foreign interference.”

In this section care must be taken to highlight *condensed (summarized)*, *paraphrased*, or *literally cited* definitions. When necessary, (e.g., as in a direct quotation), the corresponding punctuation marks and footnote acknowledgment must be indicated. The terms must be listed and entered *alphabetically*.

2. REVIEW OF RELATED LITERATURE AND STUDIES

The student collates all the reading materials which have, one way or the other, a close affinity with and a substantial bearing on the proposed study. The review of related studies **provides** important concepts and/or theories to support a chosen framework and/or methodology. This chapter includes local and foreign publications.

Deleted[User]: provide

In each section of this chapter, arranging the entries chronologically, i.e. according to the order of the year of publication, beginning from the oldest to the latest is helpful. This helps the candidate to be aware of the latest literature/study done in the subject.

3. RESEARCH METHODOLOGY

This section of the proposed research presents the design of the study, particularly the research methods and techniques to be used, the reasons for the choice of the subjects, the manner of determining the sample size, the instruments to be used and their validation, and data analyses scheme which includes the application of statistical tools for treatment of data arising from the study.

Research Designs

Research designs may be qualitative, quantitative, or a combination of both. Qualitative designs investigate behavior as it occurs naturally in non-contrived situations, and its data are presented in verbal descriptions. Quantitative designs provide statistical descriptions, relationships and explanations about numerical data.

The candidate is free to choose the research design(s) appropriate for his/her research. Below are some representative designs, either common or special:

1. Common

- a. Historical Research - Past events are studied and related to their cause and effect on present and future events.
- b. Descriptive Research - Events are recorded, described, interpreted, analyzed and compared/contrasted.
 - Descriptive Normative Survey - involves the classification and enumeration of collated data.
 - Case Study - investigates intensively a single case or a limited number of typical, interconnected cases and, thus, contribute to the occurrence of certain events.
- c. Correlational study - estimates the extent of relationship between variables.
- d. Evaluation Study - describes a particular situation after which an evaluative judgment is done.
- e. Causal-comparative studies - contrasts similarities and differences among phenomena to determine what factors bear causally on one another.
- f. Quasi-experimental studies - determines cause-effect relationships; subjects are not randomly assigned to experimental and control groups but

statistical controls are used instead.

- g. Experimental studies – determines cause-effect relationships; subjects are randomly assigned to experimental and control groups.

2. Special

They are designs that suit the needs of a particular discipline. To mention some:

- a. Participatory - involves people defining the problem and solving it according to how they perceive it, and on the resources available.
- b. Ethnographic - studies intensively a specific culture.

Population

In this section, the student describes the population, and the manner/the reason for the choice of the subjects, and discusses the sampling technique(s) employed. A statistician may be consulted to determine the appropriateness of the sample size for the study.

Sample Size and Sampling Techniques

Research Instruments

This part thoroughly and succinctly describes the tools for data collection such as tests and questionnaires to be constructed, validated and administered. If the instrument is prepared by the candidate or is adapted from an existing instrument, it should be tested for validity and reliability. If the instrument is standardized, the student indicates its reliability coefficient.

Validity and Reliability of the Research Instrument

Data Collection Procedures

This section includes the methods and procedures the candidate utilizes in doing his/her research. It indicates the steps for the collection of data from reliable sources. Data may be collected from interviews, questionnaires, observations, experiments and official records of documents. This section explains how the data are obtained from various sources.

Treatment of Data

This part identifies the kind of data the study yields and presents the testing of the hypotheses. The hypotheses presented determine the kind of statistical tool to be used. It is advisable to consult a statistician before administering the questionnaire since the manner of questioning and what questions to ask will determine the treatment of the hypotheses. The statistical treatment should be appropriate to the data yielded by the study. This section also presents and justifies the statistical formula used.

In some studies, independent variables are used to predict the dependent variable(s). The candidate should know the value of controlling some intervening variables in order that interference of these variables in the prediction will be avoided or minimized.

For example: high school average grades, entrance test scores and aptitude test scores are independent variables used to predict the dependent variable such as college grades. By controlling the intervening variable IQ, the candidate can be sure that the predicted college grades is a function of the given three independent variables.

Data Analysis Procedures

Ethical Considerations

Ethical issues may stem from the kinds of problems investigated by social scientists and the methods they use to obtain valid and reliable data. They may arise from the nature of the research project itself; the context for the research; the procedures to be adopted; methods of data collection; the nature of the participants; the type of data collected; and what is to be done with the data. Researchers need to protect their research participants; guard against misconduct and impropriety that might reflect on their organizations or institutions; and cope with new, challenging problems. In writing the thesis/dissertation proposal, researchers need to anticipate the ethical issues that may arise during their studies. Writing about these issues is required in making an argument for a study.

APPENDICES

This section contains the research instruments such as tests, questionnaires, interview or observation guides, among others. All documents and tools necessary in going about the research must be shown as appendices.

REFERENCES

This section includes an alphabetical list of works cited or works to which the researcher has made reference. This consists of distinct materials such as Books, Periodicals, Unpublished Materials, Public Documents, Internet sites, and the like.

OTHER THESIS/DISSERTATION REQUIREMENTS

Timetable and Budget for Research

The candidate specifies the time allotted for each phase of the research process. Reasonably adequate time spent for each phase adds to and reflects the credibility of the investigative process. Cost budget is to be prepared.

Curriculum Vitae

This part of the thesis/dissertation proposal is necessary in order to be

acquainted with personal background and academic qualifications of the candidate.

V. Thesis/Dissertation Proposal Presentation

Upon completion of the thesis/dissertation proposal, the student files a request for proposal presentation. Request form (see Exhibit D) is available at the Department Chair/Graduate Program Coordinator's Office. The student submits to the Department Chair/Graduate Program Coordinator the following:

- i. Three (3) copies of the thesis/dissertation proposal with the Declaration Sheet (Exhibit D) signed by the supervisors
- ii. Duly Accomplished Consultation/Advising Report Form (a photocopy is to be submitted to the Office of Director of Graduate Studies and Research).

Procedures:

1. The Department Chair/Graduate Program Coordinator convenes the Department Graduate Studies Committee to appoint members of the panel of proposal evaluators and decide on the date of the thesis/dissertation proposal defense. The thesis/dissertation proposal defense will be scheduled within three (3) weeks after the submission of the proposals to the department.
2. The names of the panel of proposal evaluators will be recommended to the Director of Graduate Studies and Research, who will write the official letter of request (see Exhibit F).
3. The Department Chair/Graduate Program Coordinator distributes the thesis/dissertation proposal with the official letter of request to the proposal evaluators together with the Proposal Evaluation Criteria (see Exhibit G).

The proposal evaluators will serve as the examiners during the proposal defense to assess the proponent's understanding of and ability to respond to questions on the following areas: (i) factors that influenced the choice of the topic, (ii) interest/relevance of the topic, (iii) awareness/anticipation of possible problems in carrying out the research, (iv) justification of the statement of the problem/research questions, (v) theoretical basis of the research, (vi) research methods, design, data collection and statistical treatment, and (vii) process of establishing validity and reliability of research.

The oral examination should evaluate the student's mastery of the content of the proposed study. The examiners will grade the student based on the outlined criteria (see Exhibit H): Time management – 10%; Organization and development (30%); and Mastery of the contents of the study (60%).

During the thesis/dissertation proposal presentation, the Department Chair should appoint a chair and a secretary.

The Department Chair/Graduate Program Coordinator will communicate the result of the presentation to the student (see Exhibit I), a copy of which is furnished to the Director of Graduate Studies and Research. The student is expected to incorporate all the suggestions of the Proposal Evaluation Committee and submits the final draft to the Office of the Department Chair/Graduate Program Coordinator. Submission of the final draft of the thesis proposal will clear the DG grade in Seminar in Research Writing

(Thesis/Dissertation Proposal Writing). The average grade awarded for the thesis/dissertation proposal presentation will be recorded as the student's grade in Seminar in Research Writing (Thesis/Dissertation Proposal Writing). The Seminar in Research Writing (Thesis/Dissertation Proposal Writing) lecturer facilitates the submission of the grade to the Registrar's Office.

VI. Comprehensive Examination

Upon completion of all course work with a grade-point average of 3.00 or higher for the master's program and 3.30 or higher for the doctorate program, the student registers and sits for a Comprehensive Examination scheduled once a year by the department. Result of the comprehensive examination is released not later than two (2) weeks after the examination has been taken. The Department Chair/Graduate Program Coordinator sends an official communication on the result of the comprehensive examination to the student. Passing the comprehensive examination qualifies a student to be a candidate of the master's or doctoral degree.

VII. Enrolling in Thesis/Dissertation Writing

A. Requirement for Enrolling in Thesis/Dissertation Writing

Passing the written comprehensive examination and successful defense of the thesis/dissertation proposal are pre-requisites for enrolling in Thesis/Dissertation Writing.

A student who enrolls in the course, Thesis/Dissertation Writing, must pay the enrolment dues in full (tuition, miscellaneous, and thesis/dissertation supervision fees). Master's students must defend the thesis within one year, while doctoral students must defend the dissertation within two years. Every semester the candidate should officially register during enrolment time, charged with a minimal fee for record handling, to maintain his/her student status.

In the event that the candidate fails to defend their thesis/dissertation within the allotted period, a written request/explanation should be submitted to the Department Chair/Graduate Program Coordinator stating the reason why they should be given extension. This request will be presented to the Department Graduate Studies Committee for deliberation and for recommendation to the Board of Graduate Studies. If the request is approved, the candidate will be given an extension of six months for master's and one year for doctoral candidates. The student will be required to re-enroll in Thesis/Dissertation Writing, and must pay one-half of the tuition fees in full.

VIII. Data-Gathering Procedures

C. Obtaining Research Permit

Upon enrollment in Thesis/Dissertation Writing, the student is required to:

- Obtain clearance from the UEAB Research Ethics Committee.
- Apply for authority to conduct research in the country where they plan to conduct their study. All researchers who plan to conduct research in Kenya are required to file an online application to the National Commission for Science,

Technology and Innovation through the website:
<http://oris.nacosti.go.ke/>.

D. Pilot Study

A pilot study is done to establish the reliability of the research instrument (s). The Director of Graduate Studies and Research, upon the recommendation of the thesis/ dissertation supervisors, writes the letter of request to concerned institution(s) where the pilot study is to be conducted. The Department Chair/Graduate Program Coordinator is provided a copy of this letter.

The thesis/dissertation supervisors should ascertain that the research instrument(s) is/are reliable before allowing the student to gather his/her research data.

E. Permit to Gather Data

Upon the recommendation of the thesis/dissertation supervisors, the Director of Graduate Studies and Research writes the letter of request to concerned officers/ institutions for the student to be allowed to administer the questionnaire(s) or conduct interviews and observations, as the case may be. The Department Chair/ Graduate Program Coordinator is provided a copy of this letter.

IX. Writing the Thesis/Dissertation

This section provides information on the parts and organization of a thesis/dissertation.

A. Parts of a Thesis/Dissertation

PRELIMINARIES (Front Matter)

- Title Page
- Approval Sheet
- Abstract
- Copyright Page (optional)
- Acknowledgment
- Dedication (optional)
- Preface (optional)
- Table of Contents
- List of Tables
- List of Figures
- List of Abbreviated Entries (optional)

CHAPTER ONE INTRODUCTION

- Background of the Study
- Statement of the Problem

Research Questions (or Objectives)
Hypotheses (Optional, depending on your research questions)
Significance of the Study
Justification of the Study
Scope
Limitations (Optional)
Definition of Terms

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND STUDIES

THEORETICAL AND/OR CONCEPTUAL FRAMEWORK

CHAPTER THREE
RESEARCH METHODOLOGY

Research Design
Population and Sampling Techniques
Research Instruments
Data Gathering Procedures
Statistical Treatment of Data
Ethical Considerations

CHAPTER FOUR
PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

Deleted[User]:

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

REFERENCES
APPENDICES

The first three chapters of the thesis/dissertation are the same three chapters of the thesis/dissertation proposal. The proposal uses future tense, as this is a plan of the research at the beginning, while the thesis/dissertation uses past tense, as this is a report of the research process that the candidate went through in finding answers to the research problem.

Title Page

(see Exhibit I for sample title page)

Approval Sheet

(see Exhibit J for sample approval sheet)

The Abstract

This is a must for all theses/dissertations. It is succinct one-page descriptive summary of the thesis/dissertation. It contains, in general, the following items: *the statement of the problem, a succinct description of the research method and design, the major findings, their responsiveness and relevance, and the conclusions.* (see Exhibit K for sample abstracts)

4. PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

This section discusses the results of the investigation with the corresponding interpretations. Tables or charts may be used in this presentation. The order of the presentation must follow the order of the research questions/objectives as listed in the first chapter. In the findings, interpretations should be done in relation to the statement of the problem given much earlier in the first chapter; and, analysis(e)s should be given for the data presented and interpreted based on the data collected. Give the implications of the findings and write a discussion comparing the findings with other related studies in chapter two. Studies which have generated a model should be presented at the end of this chapter.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Summary

This section gives an overview of the study starting from the Statement of the Problem to the analysis of the investigation and then presents a summary of findings which provide the answers to the research questions or objectives raised in the research study.

Conclusions

This part gives the generalizations drawn up from the findings. Conclusions are brief statements that capsulize the findings. It crowns the achievement of the whole research.

The first part of this section should present, in a manner based on the logical flow of argument in the preceding body, the eventual emergence of the over-all conclusion of the research study. The conclusion should be an adequate answer to the statement of the problem posed in the first chapter of the thesis/dissertation.

Recommendations

These are based on the conclusions and solutions to the problem. The candidate suggests appropriate measures to strengthen identified weaknesses, eliminate or solve conflicts or introduce innovative ideas and practices. Recommendations address the specific sectors for implementation and further related research to be made.

X. The Thesis/Dissertation Examination

- 1. Before the student is allowed to defend their thesis/ dissertation a plagiarism check will be conducted using a software to ascertain originality of the work submitted. A thesis/dissertation found to have been plagiarized at 85% will result in failing grade for the course, Change of the topic of research or**

study, dismissal from the University, or any other disciplinary action deemed appropriate by the University,

Formatted[User]: Font: Not Bold

2. Upon completion of the thesis/dissertation, the candidate prepares four (4) bound copies of the thesis/dissertation. The four bound copies of the thesis/dissertation, with the declaration sheet (Exhibit M) duly signed by the candidate and the supervisors, will be submitted to the Department.
3. The Department Chair and the Graduate Program Coordinator in consultation with the Dean of the School will facilitate the appointment of the examiners (two internal and one external). These examiners will be panel members.
4. The Department Graduate Studies Committee will be convened by the committee chair to propose and recommend an external examiner and internal examiners, who will evaluate the readiness of the thesis/dissertation for oral defense. The external examiner for each thesis/dissertation must be approved by the Board of Graduate Studies. The internal examiners should be the thesis/dissertation proposal evaluators.

Formatted[User]: Indent: First line: 0 mm, Tab stops: Not at 5.14 ch, No bullets or numbering

The Department Chair and the Graduate Program Coordinator, through the School Dean, will endorse the appointed external and internal examiners to the Director of Graduate Studies and Research, who will write the official communication to the examiners requesting their services. A copy of this letter will be provided to the Deputy Vice Chancellor, Department Chair and the Graduate Program Coordinator .

Deleted[User]: the Deputy

5. The internal and external examiners must possess relevant qualifications and expertise in the area of the candidate's field of study.
6. Reports of the examiners, based on the criteria set (See Exhibit N), and accomplished pre-defense grading (Exhibit O), are expected to be submitted to the Office of Graduate Studies and Research within 3 weeks.
7. The examiners' reports, upon receipt, will be made available to the Department Chair and the Graduate Program Coordinator. The examiners' reports should clearly indicate whether the candidate is adequately ready or not for oral defense.
8. **If the candidate is ready they will prepare for oral defense before incorporating the suggestions by the examiners.** If two examiners indicate that the candidate is not ready, the candidate will be asked to work on the recommendations of the examiners and resubmit for re-examination.

XI. Graduate Seminar

The Department in coordination with the School, will organize a thesis/dissertation seminar, where the candidate presents their thesis/dissertation to the public, as a way of disseminating the thesis/dissertation findings to the University community. This exercise will also prepare the candidate for the thesis/dissertation oral

defense.

XII. The Thesis/Dissertation Oral Defense

A. Preparation for and Scheduling the Thesis/Dissertation Oral Defense

1. Upon completion of the final draft of the thesis/dissertation (after examination), the candidate will obtain the Oral Defense Endorsement Form (Exhibit O) from the Office of Graduate Studies and Research and seek the signatures of the supervisors, the Student Finance Manager for financial clearance and the Department Chair/Graduate Program Coordinator for academic clearance.

2. The candidate for master's degree must present proof of acceptance of at least one paper for publication in a refereed journal and two papers for doctoral degree.

3. The candidate will submit the following to the Department Chair/Graduate Program Coordinator:

- i. Four (4) bound copies of the thesis/dissertation.
- ii. Duly Signed Oral Defense Endorsement Form
- iii. Duly Signed Consultation/Advising Report Form

4. The candidate submits the following to the Director of Graduate Studies and Research:

- i. Duly Signed Oral Defense Endorsement Form (photocopy)
- ii. Duly Signed Consultation/Advising Report Form (photocopy)

5. The Department Chair and the Graduate Program Coordinator distributes copies of the thesis/dissertation and the WRITTEN THESIS GRADING FORM (Exhibit R) to the designated panel of oral examiners (preferably the thesis/dissertation proposal evaluators). Members of the Panel of Oral Examiners (3 for master's thesis – 2 examiners and a chair of the panel; 4 for doctoral dissertation – 3 examiners and a chair of the panel) are chosen on the basis of their competence, expertise and qualifications. The internal examiner of the thesis/dissertation should be one of the members of the panel of examiners.

6. The oral defense is scheduled within twenty-one (21) days after the submission of the thesis/dissertation to the department.

7. No more than four defenses should be scheduled in a day.

B. Rules Governing Oral Defense

1. If any member of the Panel of Oral Examiners finds any basic defect/discrepancy in the thesis/dissertation, they should inform the Department Chair and the Graduate Program Coordinator about their

Formatted[User]: Indent: First line: 0 mm, Tab stops: Not at 5.14 ch, No bullets or numbering

Deleted[User]:

concern, at least two weeks before the oral defense. The Department Chair/Graduate Program Coordinator will get the consensus of the panel members on whether or not the defense should be postponed. If the majority of the panel decides to proceed with the scheduled examination, it will go on as scheduled.

Some reasons that may require rejection of the manuscript before the oral defense is:

Deleted[User]: are

- a. **There is evidence of plagiarism at 85% of the work**
 - b. The research design is questionable.
 - c. There is evidence that the researcher did not undertake the investigation.
2. Anyone who has accepted the appointment as a member of the panel of oral examiners at a designated schedule is, by all means, bound to that commitment, and should refrain from announcing his unavailability just a few days before the date of oral defense.
 3. The panel of oral examiners are expected to:
 - a. grade the written thesis before the oral defense.
 - b. formulate their respective questions before the oral defense.
 - c. **give specific suggestions with regards to the questions asked.**
 4. The merit of the thesis/dissertation of the candidate itself should be the sole basis and point of departure of the cross-examination.
 5. After the cross-examinations, the panel of oral examiners shall deliberate on the merits of the thesis/dissertation as defended in the presence of the supervisors. The panel of oral examiners and the supervisors should agree on the recommendations and suggestions that should be implemented. The supervisors, however, should not be present at the time the panel discusses the candidate's grade, which immediately follows the said deliberations.
 6. The average grade computed soon after the deliberations is final and determines the final outcome of the oral defense.

Criteria for grading a thesis/dissertation:

- **Written (50%)**
 - Quality of Writing (15%)
 - Contribution to Discipline (15%)
 - Presentation of Results and Interpretations and Discussions (20%)
- **Oral (50%)**
 - Quality of Presentation (15%)
 - Candidate's Breadth of Knowledge (15%)
 - Quality of Response to Questions (20%)

Deleted[User]:

The final grade of the thesis/dissertation is computed as follows:

- 60% from the average grade awarded by the panel of oral examiners
- 40% from the grade awarded by the external examiner

7. Instructions on the manner of rating the candidate's performance should be given by the Director of Graduate Studies and Research.
8. The oral defense should be allowed enough time.
9. Since the thesis/dissertation oral defense is the highest academic exercise of the candidate, it should be conducted with dignity, solemnity and justice. The candidate should equally be accorded due respect by the panel of oral examiners and other invited guests. It should be conducted in a well ventilated, well lighted and well-spaced room with space for using audio visual facilities to help the candidate express themselves accordingly.
10. Candidates desiring to graduate should defend their thesis/dissertation at least three months before graduation date.
11. All bound copies should be submitted to the office of the Director of Graduate Studies and Research one month before the graduation date.

C. The Oral Defense Procedure

The supervisors and the candidate sit in their designated places at the Oral Defense Room with the Panel of Oral Examiners facing them.

During the oral defense, the chair of the panel of oral examiners does not award a grade but could ask questions to clarify certain facts. A secretary who records the deliberations is appointed by the department chair. The thesis/dissertation supervisors are required to take note of all suggestions made by the Panel of Oral Examiners.

Other members of the academic staff, students and relatives of the candidate may be allowed to attend and at the permission of the chair of the panel be allowed to ask questions. Questions on the use of statistical tools or the accuracy of the computation and interpretation of the data may be answered by the statistician without prejudice to the candidate's inability to explain clearly.

Before the oral defense starts, a prayer is offered. After the prayer, the School Dean or Department Chair introduces the members of the panel and then, requests one of the supervisors to introduce the candidate.

The Director of Graduate Studies and Research explains the thesis/dissertation grading criteria (Exhibit Q). The reason for this is to inform the candidate of how they will be examined and to remind the panel members about the focus of the questions to be asked. The grading, mainly, is centered on the three aspects of the study, as follows:

- a. **Content** refers to the thesis/dissertation itself. The panel of oral examiners will decide whether the investigation is comprehensive enough and has answered satisfactorily the problems raised in the study. Emphasis is placed on the “substance”, and not “format” or “style”. (Correct format or style is assumed to have been considered when writing the thesis/dissertation).
- b. **Presentation** refers to the way the candidate presents and elaborates on the content of the paper in an organized, logical manner without missing vital points of the thesis/dissertation. It means mastery of the thesis/dissertation.
- c. **Defense** shows the ability of the candidate to justify their research design, findings and conclusions. They must be able to readily locate the table and page to support his findings.

_____The candidate briefly presents the thesis/dissertation in not more than fifteen (15) minutes for master’s thesis oral defense and twenty (20) minutes for the doctoral dissertation defense, covering the main points of the **problem, its** significance, methodology, findings, conclusions, and recommendations. Cross-examinations by the panel of oral examiners should take at most one and half (1-1/2) hour for the master’s thesis and Two (2) hours for doctoral dissertation. This will give ample time for the panel to summarize comments and suggestions and to **deliberate on** the grade. The chair of the panel acts as the time keeper.

When the chair of the panel of oral examiners declares the defense **over, they** request the candidate and the audience to leave the room, while the panel deliberates on the candidate’s grade using the criteria/rating scales. Once the average grade is computed, no change shall be allowed. The chair requests the panel members to sign the Oral Examination Form (see Exhibit R), and calls back the candidate and the audience to announce the results.

The secretary of the oral defense proceedings, panel of oral examiners, and supervisors will agree on the corrections that need to be implemented by the candidate. These will be written by the secretary on the Thesis Oral Defense Report. The report, signed by the secretary, panel of oral examiners, and supervisors will be given to the candidate to serve as their guide in making corrections and writing the final draft of the thesis/dissertation.

All copies of the thesis/dissertation, with comments and suggestions, must be returned to the candidate to make the suggested revisions therein. After the oral defense, the supervisors confer with the student to review the comments and suggestions of the panel. When there are corrections/revisions to be made, the supervisors take the responsibility of supervising the revisions.

XIII. Post-Defense Requirements

1. When the thesis/dissertation has been successfully defended, the student revises the manuscript according to the comments and suggestions of the Panel of Oral Examiners under the guidance of their supervisors. Submission of the revised manuscript should not take more than three (3) months after the oral defense.

Formatted[User]: Indent: Left: 0 mm

Deleted[User]:

Deleted[User]:

Deleted[User]: problem, its

Deleted[User]:

Deleted[User]:

Deleted[User]:

Deleted[User]:

Deleted[User]: deliberate on

Deleted[User]:

Deleted[User]: over, they

2. The candidate will print one copy of the thesis/dissertation and present to the supervisors. The supervisors will sign the Certification of Correction (see Exhibit S).
3. The candidate will present the printed copy of the thesis/dissertation and submit the Certification of Correction to the Department Chair, who will authorize the binding of the thesis/dissertation. A photocopy of the Certification of Correction must be submitted to the Office of Graduate Studies and Research.
4. As soon as the theses/dissertations are bound, the approval sheet shall be signed by the supervisors. If necessary, the supervisors take the responsibility of assisting the candidate in having the Department Chair and the School Dean sign the approval sheet. The Director of Graduate Studies and Research shall be the last one to sign on the approval sheet to certify the authenticity and originality of the thesis/dissertation.
5. Eight (8) copies of the thesis/dissertation using the prescribed paper and color should be bound.
 - One (1) copy for the researcher
 - One (1) soft copy (in PDF) will be submitted to the Office of the Graduate Studies and Research.
 - One (1) hard and soft copy (in PDF) will be submitted to each of supervisors.

Five (5) copies are to be submitted to the Department Chair, who will distribute to the following offices:

- The Department (1) and a soft copy (in PDF)
 - The UEAB Library (1) and a soft copy (in PDF)
 - Commission for University Education (1) hard and soft copies
 - The Ministry of Education, Science and Technology (2) hard and soft copies
8. The candidate will fill a Letter of Consent for Archiving Theses and Dissertations of UEAB Graduates form (Exhibit T). The filled form, together with the soft copy of the thesis/dissertation in PDF, will be submitted by the Director of Graduate Studies and Research to the Institutional Repository Librarian.
 9. Submission of the bound copies of the thesis/dissertation will clear the NG or DG grade in Thesis/Dissertation Writing. The grade awarded during the thesis/dissertation oral defense will be recorded as the student's grade in Thesis/Dissertation Writing. The Thesis/Dissertation Writing lecturer through the Department Chair facilitates the submission of the grade to the Registrar's Office.
 8. Students desiring to protect their manuscript from "literary piracy" can file an application for a copyright with Intellectual Property Rights Office.

9. Submission of bound copies of the thesis/dissertation is a requirement for graduation.
10. The approved and/or defended thesis/dissertation becomes the sole property of the University of Eastern Africa, Baraton.

Note: See Exhibit U for the **Thesis/Dissertation Progression Checklist**.

Exhibit A

**REQUEST FOR APPROVAL OF THESIS/DISSERTATION
CONCEPT PAPER AND SUPERVISORS**

Date _____

Name _____ Department _____

Degree _____ Area/Emphasis _____

e-mail address _____ Telephone No. _____

.....
I would like to request approval of my thesis/dissertation concept paper. Attached is an overview of what I intend to do in each of the topics. The following are three concept paper of interest:

1. _____

2. _____

3. _____

I suggest the following names to be my thesis/dissertation supervisor(s):

1. _____
2. _____
3. _____

.....
Thank you very much.

Sincerely,

Student's Signature

Do not write below this line. For official use only

Date of Presentation: _____

Approved Topic: _____

Director of Graduate Studies and Research

Exhibit B
**Consultation/Advising Report
(Thesis/Dissertation Proposal)**

Name _____ Degree _____

Title of Thesis/Dissertation Proposal _____

Supervisor: _____

.....

FACE-TO-FACE	REMARKS/SUGGESTIONS GIVEN
Date _____ Time _____ Signature: Student _____ Supervisor _____	
Date _____ Time _____ Signature: Student _____ Supervisor _____	
Date _____ Time _____ Signature: Student _____ Supervisor _____	
Date _____ Time _____ Signature: Student _____ Supervisor _____	
ONLINE	<i>Evidence: Attach printed emails both by student and supervisor</i>
Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____
Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____
Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____
Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____
Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____

Date of Student's E-mail _____ Date of Supervisor's E-mail (feedback) _____

**Exhibit C
Consultation/Advising Report
(Thesis/Dissertation)**

Name _____ Degree _____

Title of Thesis/Dissertation _____

Supervisor: _____

.....

FACE-TO-FACE	REMARKS/SUGGESTIONS GIVEN
Date _____ Time _____ Signature: Student _____ Supervisor _____	
Date _____ Time _____ Signature: Student _____ Supervisor _____	
Date _____ Time _____ Signature: Student _____ Supervisor _____	
Date _____ Time _____ Signature: Student _____ Supervisor _____	
ONLINE	<i>Evidence: Attach printed emails both by student and supervisor</i>
Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____
Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____
Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____
Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____

Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____
Date of Student's E-mail _____	Date of Supervisor's E-mail (feedback) _____

Exhibit D
REQUEST FOR PROPOSAL PRESENTATION

Date _____

Name _____ Department _____

Degree _____ Area/Emphasis _____

Approved Title _____

 Student's Signature

Endorsed by:

 Supervisor

 Supervisor

.....
 For Official Use Only

Date of Defense _____
 (within 21 days after the request)

Panel of Examiners

Signature

1. _____

2. _____

3. _____

Approved by:

 Department Chair/Graduate Program Coordinator

Exhibit E
DECLARATION SHEET (Proposal)

DECLARATION BY THE CANDIDATE

This thesis/dissertation proposal is my original work and to the best of my knowledge this work has not been published and/or presented to any University for an award of a degree.

Name of Student

Date

DECLARATION BY THE SUPERVISORS

This thesis/dissertation proposal has been submitted for examination with our approval as University supervisors.

(Name)
Supervisor

Date

(Name)
Supervisor

Date

Exhibit F
Letter of Request to the Proposal Evaluators

Date _____

Dear _____:

You are appointed to be a member of the panel to examine the thesis proposal of (student's name) _____, (thesis proposal title) _____ which will be presented on _____.

Attached is the **Proposal Evaluation Criteria**, which will serve as your guide as you prepare to examine the student during the proposal defense.

During the 30-minute examination period, the examiners are to assess the proponent's understanding of and ability to respond to questions on the following areas: (i) **factors that influenced the choice of the topic**, (ii) **interest/relevance of the topic**, (iii) **awareness/anticipation of possible problems in carrying out the research**, (iv) **justification of the statement of the problem/research questions**, (v) **theoretical basis of the research**, (vi) **research methods, design, data collection and statistical treatment**, (vii) **process of establishing validity and reliability of research**. The oral examination should evaluate the student's **mastery of the content of the proposed study**.

As an evaluator of the above proposal, you will be appointed as internal examiner or member of the panel of oral examiners of the thesis when it is ready to be examined/defended.

Thank you for accepting this appointment. May God richly bless you as you faithfully serve Him.

Sincerely yours,

Exhibit G
Proposal Evaluation Criteria

Direction: *Please use the following guidelines in the evaluation of the attached proposal. Where the answer is "NO" please specify the desired improvement on the space provided after each section. Thank you so much for your cooperation.*

Yes No

Title of the Study

Does the title of the study properly capsule the main problem of the research?

___ ___

Comments: _____

Research Problem

1. Is the problem relevant to the needs of society? _____
2. Is it significant enough to add to existing knowledge? _____
2. Is the problem testable, that is, is it possible to collect data to answer the research questions/address research objectives? _____
3. Do the sub-problems taken together answer the main problem? _____
4. Are the sub-problems completely researchable units? _____

Comments: _____

Formatted[Jane Kerubo]: Numbered + Level: 1 + Numbering
Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at:
12.7 mm + Indent at: 19.1 mm

Theoretical/Conceptual Framework

1. Does it show relationship of theories with the problem? _____
2. Is the theory/concept spelled out clearly and adequately in simple terms? _____
3. Are the concepts/terms defined in functional or operational term? _____

Comments: _____

Hypotheses (optional, depending on the research questions/objectives)

1. Are the hypotheses testable (they are in forms that can be quantifiable or measurable)? _____
2. Are they deduced from the underlying theory/concepts of the study? _____
3. Are they related to the main problem or sub-problems given by the researcher? _____
4. Are they clearly stated? _____
5. Is there a clear relationship between the hypotheses and the data to be collected? _____

Comments: _____

Review of Related Literature and Studies

1. Has there been an adequate exploration of literature and studies related to the problem investigated? _____
2. Is the review presented systematically and logically? _____
3. Does the review point out similarities and differences with the study being done? _____

Comments: _____

Methodology

1. Is the method of research identified, well organized and clearly defined? _____
2. Have all major variables been identified in the design? _____
3. Will the proposed strategy of the investigation obtain the answers to the research questions/objectives? _____

Comments: _____

Population, Sampling and Research Instruments

1. Is the research population clearly identified? _____
2. Is the sample clearly representative of the population to which the results are to be generalized? _____
3. Are adequate safeguards proposed to remove sampling bias? _____
4. Are the instruments for gathering data properly identified? _____
5. Are the validation processes indicated? _____
6. Are the research instruments appropriate to gather required data? _____

Comments: _____

Statistical Treatment

1. Are the data analysis procedures identified? _____
2. Is the statistical tool appropriate for the analysis of data? _____

Comments: _____

Citation/References

1. Are all cited works listed in the references? _____
2. Do citations/references follow the APA writing style? _____

General Remarks/Suggestions (Use the back page if necessary)

Exhibit H
Grading the Thesis/Dissertation Proposal

NAME OF THE CANDIDATE: _____ **DATE:** _____

TITLE OF THE STUDY _____

	ITEMS TO BE RATED	FULL MARKS	MARKS EARNED
I	TIME MANAGEMENT	10%	
	a. Was the candidate punctual?	2.5%	
	b. Was the presentation completed within the time prescribed?	5%	
	c. Did the candidate use effective visual aids?	2.5%	
II	ORGANIZATION AND DEVELOPMENT	30%	
	a. Is the organization logical and is the subject adequately developed?	5%	
	b. Does the study follow a pattern that makes the study clear and understandable?	5%	
	c. Are the statement of the problem and the research questions clear and justified?	5%	
	d. Is the presentation of theoretical perspectives and/or conceptual framework clear and justified?	5%	
	e. Is the presentation of research methods, design, data collection and statistical analysis clear and justified?	5%	
	f. Does the candidate have the ability to write coherently and reference correctly?	5%	
III	MASTERY OF CONTENTS OF THE STUDY	60%	
	a. Was the candidate able to answer questions based on the content of the study?	10%	
	b. Was the candidate able to explain clearly the concepts and ideas presented in the study?	10%	
	d. Did the candidate demonstrate a clear understanding of the variables and their relationships?	10%	
	e. Was the candidate able to explain and reflect on factors that influenced the choice of topic, and of the interest/relevance of the topic itself?	10%	
	f. Did the candidate show an awareness/anticipation of possible problems in the carrying through of the research?	10%	
	g. Does the candidate have an understanding of the field of enquiry in which the proposal is situated?	10%	
	TOTAL	100%	

IV. Grade Earned (USE the table below) -----

V. Based on your evaluation, give your remark about the candidate (USE the table below)

		Grade Earned	Remarks
80-100%	Outstanding	A	Pass with no correction
75-79%	Excellent	A-	Pass with few corrections
70-74%	Very Satisfactory	B+	Pass with minor correction
65-69%	Satisfactory	B	Pass with minor correction
60-64%	Unsatisfactory	B-	Pass with major correction
50-59%	Poor performance	C+	Repeat Orals
Below 50	Very poor performance	C	Failed

 Examiner's Name Examiner's Signature Date

Exhibit I
Letter of Approval of Thesis/Dissertation Proposal

MEMORANDUM

TO: _____ **DATE:** _____
Student's Name

This is to inform you that your thesis/dissertation proposal entitled:

presented on _____ was approved with a grade of _____. The suggestions and comments given by the designated panel of evaluators should be incorporated in the revised proposal. Prepare a revised copy of the thesis proposal and submit to this office.

CONGRATULATIONS!

Sincerely yours,

Department Chair/Graduate Program Coordinator

xc: Director of Graduate Studies and Research

Exhibit J
Title Page Sample 1

2"

DETERMINANTS OF JOB SATISFACTION AMONG LECTURERS IN PUBLIC
AND PRIVATE HIGHER EDUCATIONAL INSTITUTIONS

2"

A Thesis Submitted to the Department of Education
School of Education, Humanities and Social Sciences

University of Eastern Africa, Baraton

← 1.5" →

← 1" →

3"

In Partial Fulfillment of the Requirements for
the Degree of
Master of Education

2"

John Kosgei

December, 2016

1"

Title Page Sample 2

2"

DETERMINANTS OF JOB SATISFACTION AMONG ACCOUNTANTS IN
PUBLIC
AND PRIVATE HIGHER EDUCATIONAL INSTITUTIONS

2"

A Thesis Submitted to the
Department of Management
School of Business

University of Eastern Africa, Baraton

← 1.5" →

← 1" →

3"

In Partial Fulfillment of the Requirements for
the Degree of
Master of Business Administration

2"

John Kosgei

December, 2016

1"

Exhibit K
APPROVAL SHEET

This thesis/dissertation entitled _____
_____,
written and submitted by _____, in partial fulfillment of the
requirements for the degree of _____ is hereby accepted and
approved.

(Name)
Supervisor

Date

(Name)
Supervisor

Date

Accepted in partial fulfillment of the requirements for the degree of
_____.

(Name)
Department Chair

Date

(Name)
School Dean

Date

(Name)
Director of Graduate Studies and Research

Date

Exhibit L
Sample Abstract - 1

THE PERCEIVED INFLUENCES OF THE SCHOOL CULTURAL ENVIRONMENT ON THE INSTRUCTIONAL PLANNING AND TEACHING OF SECOND-YEAR TEACHERS

By:

Emily Vaughn, Shoemaker, University of Southern California, 1997

This study examined the perceived influences of the cultural environment of a small but comprehensive high school on the development of second-year teachers' instructional planning and teaching. Research questions included: (1) How does the cultural environment of the school influence second-year teacher development in the areas of instructional planning and teaching? (2) What changes in the school's cultural environment would better facilitate second-year high school teachers' development in planning and teaching? Two underlying assumptions guided the study: (1) Teachers' work is affected by institutional constraints as well as opportunities, and (2) common features of the classroom environment shape common patterns of belief and teacher behaviors.

The study used a case study research design; the investigator was a participant observer. Both ethnographic evidence and quantitative data were triangulated for validation. Data were collected using the following techniques: questionnaires, teacher portfolios, classroom observation, interviews, in-depth interviews, review of school documents, and pertinent educational literature.

Cultural characteristics which support a collaborative school cultural environment have a positive influence on and provide opportunities for the development of new teachers' instructional planning and teaching. Micro-political characteristics have a negative influence and provide constraints on the development of new teachers' instructional planning and teaching. A common body of instructional planning and teaching knowledge develop among teachers in a school. Second-year teachers developed instructional planning and teaching practices similar to those of other teachers in the school within the cultural context of the school. The lack of teacher discretionary time and the intensification of teacher work impeded the development of collegial relationships. The development of school norms are influenced by teachers' collaboration, collegiality, reflective thinking, reflective talk, individuality, and teachers' pre-active and post-active thinking.

To strengthen teacher individuality and reflective thinking practices, it is critical to eliminate those factors in the school environment that intensify teacher work. The school principal and/or instructional leader should work to promote group decision making and the development of shared norms, values, and beliefs for instructional planning and teaching purposes.

Note: *In the thesis, the title, author's name and university should not be included. The text in the abstract should be double-spaced.*

Sample Abstract – 2

THE IMPACT OF ACCOUNTING AND DISCLOSURE CHOICE: LESSONS FROM SUPERFUND

By:

Laurel Bon Mitchell, Columbia University, 1997

Accounting and disclosure choices made by firms are of concern to users if three conditions are met: (a) the existence of choice leads to substantial non-comparability; (b) the non-comparability is for reasons that do not benefit some or all users of financial statements; and (c) the non-comparability affects the decisions that users make. This issue is of importance because of recent accounting rules which allow financial statement preparers to choose between disclosure and recognition of accounting transactions. Such rules may tend to diminish comparability between companies.

This thesis addresses the effects of allowing accounting and disclosure choice in the context of the Comprehensive Environmental Response, Compensation and Liability Act, as amended, the so-called Superfund laws which require cleanup of hazardous waste sites. Superfund is a potentially material contingent liability affecting most major corporations in the United States. While there is only one mandated standard for contingencies, the working of the standard allows flexibility in management application of the standard, with the potential for non-comparability in both accounting and disclosure.

The thesis has three main findings. First, there may be non-comparability in accounting and disclosure of Superfund contingencies by major US corporations, since firms with similar amounts of equity at risk to Superfund make different accounting and disclosure decisions. Second, the choices made by the corporations can be partially explained by factors other than the amount of potential liability. Third, there is evidence suggesting that the stock prices of firms at least partially reflect the potential liability, and that the market reflects Superfund at amounts significantly in excess of those recorded to date by sample firms. Finally, as part of the market tests, evidence suggests that recognition and disclosure are valued in different ways by the stock market. There was a negative and significant association between recognition and market values, even after controlling for an estimate of total liability; in contrast there was not a significant relation between disclosure and market values.

Note: *In the thesis, the title, author's name and university should not be included. The text in the abstract should be double-spaced.*

Sample Abstract - 3

AN EXAMINATION OF THE DIAGNOSIS OF ADULT ATTENTION DEFICIT HYPERACTIVITY DISORDER AND INCIDENCE OF IMPULSIVITY, OBESITY AND ALCOHOL ABUSE

By:

Elyse C. Lubell, Howard University, 1998

This study examined the relationship between Attention Deficit/Hyperactivity Disorder (ADHD) and alcohol abuse and obesity. Until recently, ADHD was thought to be a childhood disorder that children outgrew and was not considered a psychiatric disorder in adults. Today ADHD is thought to persist into adulthood for many children. Only in the past ten years has ADHD begun to receive recognition by the professional community as a disorder requiring further examination despite its being in the Diagnostic Statistical Manual (DSM) since 1968 (American Psychiatric Association, 1968).

One hundred twenty-six subjects between the ages of 30-50 were interviewed for this study. Participants who met the diagnosis of ADHD were placed in the ADHD group whereas participants without the diagnosis of ADHD were placed in the control group. Both groups had similar proportions of men and women. The average age was 41.5 years for the ADHD group and 40 years for the control group. Both groups reported similar education and income levels.

Results of the study indicated that the ADHD participants had higher body mass indexes (BMI) than the non-ADHD group. The study also indicated that the ADHD group had a higher degree of alcohol abuse than the non-ADHD group. When gender differences among ADHD participants were examined, it was found that there was little difference among men and women for the intensity of ADHD. When scores on alcohol abuse and obesity were used to predict the probability of a person having ADHD, it was found that the most important predictor was obesity. An equation to predict the probability of an individual having ADHD based upon these relationships was developed. The results of this study have direct implications for screening, diagnosis, and possible treatment of ADHD, obesity, and alcohol abuse. In the event of a diagnosis of ADHD, clinicians can be more aware of related problems that clients may encounter, such as obesity and alcohol abuse. The results of this study further suggest that practitioners may want to use the obesity and alcohol abuse measures when working with clients who suffer from manifestations of impulsive behavior (e.g., overeating) to investigate the possibility of the client having ADHD and to assure proper treatment.

Note: *In the thesis, the title, author's name and university should not be included. The text in the abstract should be double-spaced.*

Exhibit M
DECLARATION SHEET (Thesis)

DECLARATION BY THE CANDIDATE

This thesis is my original work and to the best of my knowledge this work has not been published and/or presented to any University for an award of a degree.

Name of Student

Date

DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as University supervisors.

(Name)
Supervisor

Date

(Name)
Supervisor

Date

\

Exhibit N
Thesis/Dissertation Evaluation Criteria

I. INTRODUCTION

1. The problem is significant enough for the advancement of the chosen field of specialization.
2. The problem is a pioneering effort.
3. The study is based on theories/concepts/principles.
4. The reason for undertaking the study was set forth clearly by the student.
5. The statement of the problem indicates the limits of the study.
6. The concepts and terms were defined operationally or substantially by authoritative sources.

II. REVIEW OF RELATED LITERATURE AND STUDIES

1. Documentation shows how the research problem evolved from previous studies.
2. There is reference or discussion of related literature of studies of other researchers.
3. The review of related studies is comprehensive and selective.

III. RESEARCH METHODOLOGY

1. The method of research is identified, well organized and clearly defined.
2. The strategy of the investigation obtained the answers to the research questions.
3. The research population is clearly identified?
4. The sample is clearly representative of the population to which the results are to be generalized.
5. There are adequate safeguards used to remove sampling bias.
6. The instruments for gathering data are properly identified.
7. The validation processes are indicated.
8. The statistical tools are appropriate for the analysis of data.

IV. PRESENTATION OF FINDINGS, ANALYSIS, AND INTERPRETATION

1. Data are logically sequenced and clearly presented.
2. Data are analyzed in depth.
3. Interpretations of findings are validly based on data analyses.
4. Implications are logically arrived at and justifiably show significant learning on the domain inquiry.

V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS

1. The conclusions are justified by the data analyzed and interpreted.
2. The conclusions logically flow from the findings.
3. The recommendations based on the findings and conclusions are realistic and relevant.

OTHER CONSIDERATIONS

1. The manuscript is publishable.
2. The manuscript is written in good English.
3. The list of References is comprehensive and consists of recent works.
4. The references and citations are done based on APA reference style.
5. The mechanics of APA such as alignment/line spacing, font type and size, paragraph indentation, and levels of headings are followed.

Exhibit O
THESIS/DISSERTATION PRE-DEFENSE GRADING

NAME OF THE CANDIDATE: _____

TITLE OF THE THESIS/DISSERTATION: _____

DATE DUE: _____

	ITEMS TO BE RATED	FULL MARKS	MARKS EARNED
I	ABSTRACT	4	
1	Abstract is precise to the point.	2	
2	Abstract gives an overview of the whole study.	2	
II	INTRODUCTION	28	
1	The study is significant enough for the advancement of the chosen field of specialization.	3	
2	The background of the study is understood.	3	
3	The statement of the problem is clearly stated.	3	
4	The research questions are clearly stated and measurable.	3	
5	The hypotheses (if any) are clearly stated, testable and related to the problem.	3	
6	The reasons for undertaking the study are clearly set forth.	2	
7	The significance of the study is clear.	2	
8	The study is based on theories/concepts/principles.	3	
9	The concepts and terms are defined operationally or substantially by authoritative sources.	3	
10	The theoretical/conceptual framework is related to the problem of the study.	3	
III	REVIEW OF RELATED LITERATURE AND STUDIES	12	
1	The review is comprehensive and selective.	3	
2	The review is presented systematically and logically.	3	
3	Documentation shows how the research problem evolved from previous studies.	3	
4	There is reference or discussion of related studies of other researchers.	3	
IV	RESEARCH METHODOLOGY	18	
1	The method of research is identified, appropriate, and clearly defined.	3	
2	The strategy of investigation obtained the answers to the research questions.	3	
3	The research population is clearly identified.	2	
4	Sampling procedures are clearly articulated and relevant.	2	
5	The sample is clearly representative of the population to which the results are to be generalized.	2	
6	The instruments for gathering data are clearly described.	3	
7	The validation processes of the instruments are indicated.	3	

V	PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION	14	
1	The statistical tools are appropriate for the analysis of data.	3	
2	Data are presented in relevant tables and/or figures.	2	
3	Data are analyzed in depth.	3	
4	Implications are rightly and logically arrived at.	3	
5	Interpretations of findings are validly based on data analyses.	3	
VI	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	12	
1	The summary of findings is based on the research questions.	3	
2	The conclusions are justified by the data analyzed and interpreted.	3	
3	The conclusions logically flow from the findings.	3	
4	The recommendations are based on the findings, realistic, and relevant.	3	
VII	OTHER CONSIDERATIONS	12	
1	The manuscript is written in good English.	3	
2	The list of References is comprehensive and consists of recent works.	3	
3	The References and citations are done based on APA reference style.	2	
4	Works cited in the thesis/dissertation are in the list of References.	2	
5	The researcher used a variety of sources (books, journals, unpublished works, Internet <i>etc.</i>).	2	

Indicate the grade the student has scored from your evaluation above using the following scale:

Score	Interpretation	Grade
90-100%	Outstanding	A
85-89%	Excellent	A-
80-84%	Very Satisfactory	B+
75-79%	Satisfactory	B
70-74%	Pass	B-
60-69%	Major Changes	C
Below 59	Failure	F

Student's Grade: _____

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

Yes

No

Examiner's Name

Examiner's Signature

Date

Exhibit P
Oral Defense Endorsement

This is to certify that the thesis/dissertation written by _____
entitled _____

has been scrutinized by the external and internal examiners and is now ready for oral
defense. The candidate has implemented the recommendations of the examiners.

Supervisor _____ Date _____

Supervisor _____ Date _____

CLEARANCE

Financial:

Student Finance Manager _____ Date _____

Academic:

Department Chair _____ Date _____

Exhibit Q
Grading the Thesis/Dissertation

I. Grading the Written Thesis/Dissertation

NAME OF THE CANDIDATE: _____ **DATE:** _____

Degree Program: () MBA () MEd () MScN () MSc Bio () MPH () MScGH () PhD

TITLE OF THE STUDY: _____

Instruction: Please tick each evaluation criteria that you feel are appropriate within each category.

A. Quality of Writing	A1	<input type="checkbox"/> Writing quality is poor	<input type="checkbox"/> Writing quality is average	<input type="checkbox"/> Writing is publication quality
	A2	<input type="checkbox"/> Numerous grammatical/spelling errors apparent	<input type="checkbox"/> Some grammatical and spelling errors apparent	<input type="checkbox"/> No grammatical/spelling errors apparent
	A3	<input type="checkbox"/> Does not follow UEAB format	<input type="checkbox"/> Follows UEAB format reasonably	<input type="checkbox"/> Within the prescribed UEAB format
	A4	<input type="checkbox"/> Documentation is not strictly according to APA writing style	<input type="checkbox"/> Documentation follows APA writing style but errors are apparent	<input type="checkbox"/> Documentation is excellent
B. Contribution to Discipline	B1	<input type="checkbox"/> Limited evidence of discovery	<input type="checkbox"/> Some evidence of discovery	<input type="checkbox"/> Exceptional evidence of discovery
	B2	<input type="checkbox"/> Limited expansion upon previous research	<input type="checkbox"/> Builds upon previous research	<input type="checkbox"/> Greatly extends previous research
	B3	<input type="checkbox"/> Limited theoretical or applied significance	<input type="checkbox"/> Reasonable theoretical or applied significance	<input type="checkbox"/> Exceptional theoretical or applied significance
	B4	<input type="checkbox"/> Limited publication impact	<input type="checkbox"/> Reasonable publication impact	<input type="checkbox"/> Exceptional publication impact
C. Quality of Discussion and Presentation	C1	<input type="checkbox"/> Arguments are incorrect, incoherent, or flawed	<input type="checkbox"/> Arguments are coherent and clear	<input type="checkbox"/> Arguments are superior
	C2	<input type="checkbox"/> Research questions/objectives are poorly defined	<input type="checkbox"/> Research questions/objectives are clear	<input type="checkbox"/> Research questions/objectives are well defined
	C3	<input type="checkbox"/> Lacks evidence of critical thinking skills	<input type="checkbox"/> Demonstrates average critical thinking skills	<input type="checkbox"/> Exhibits excellent critical thinking skills
	C4	<input type="checkbox"/> Does not reflect understanding of study area and associated literature	<input type="checkbox"/> Reflects fair understanding of study area and associated literature	<input type="checkbox"/> Reflects mastery of study area and associated literature
	C5	<input type="checkbox"/> Explanation of theoretical concepts is vague	<input type="checkbox"/> Theoretical concepts are adequately explained	<input type="checkbox"/> Theoretical concepts are clearly explained
	C6	<input type="checkbox"/> Research questions/objectives, findings, conclusions, and recommendations are not coherent	<input type="checkbox"/> Reflects some coherence in the research questions/objectives, findings, conclusions, and recommendations	<input type="checkbox"/> Research questions/objectives, findings, conclusions, and recommendations are cohesive
	C7	<input type="checkbox"/> Figures and tables are poorly presented and integrated	<input type="checkbox"/> Figures and tables are adequately presented and integrated	<input type="checkbox"/> Figures and tables are clearly presented and integrated
Total Ticked/Score		○ x 1 = <input type="text"/>	○ x 2 = <input type="text"/>	○ x 3 = <input type="text"/>

NAME OF EXAMINER _____ **SIGNATURE** _____

II. Grading the Thesis/Dissertation Oral Defense

NAME OF THE CANDIDATE: _____ DATE: _____

Degree Program: () MBA () MEd () MScN () MSc Bio () MPH () MScGH () PhD

TITLE OF THE STUDY: _____

Instruction: *Please tick each evaluation criteria that you feel are appropriate within each category.*

A. Time Management	A1	<input type="checkbox"/> Arrived late	<input type="checkbox"/> Arrived on time	<input type="checkbox"/> Arrived before time
	A2	<input type="checkbox"/> Presentation completed more than 2 minutes beyond time prescribed	<input type="checkbox"/> Presentation completed less than 2 minutes beyond time prescribed	<input type="checkbox"/> Presentation completed within the time prescribed
B. Quality of Presentation	B1	<input type="checkbox"/> Poor communication skills	<input type="checkbox"/> Good communication skills	<input type="checkbox"/> Excellent communication skills
	B2	<input type="checkbox"/> Slides difficult to read	<input type="checkbox"/> Slides clear	<input type="checkbox"/> Slides outstanding
	B3	<input type="checkbox"/> Numerous grammatical/spelling mistakes and errors of facts apparent	<input type="checkbox"/> Some grammatical/spelling mistakes and errors of facts apparent	<input type="checkbox"/> No errors apparent
C. Candidate's Breadth of Knowledge	C1	<input type="checkbox"/> Reveals critical weaknesses in depth of knowledge in area of study	<input type="checkbox"/> Reveals some depth of knowledge in area of study	<input type="checkbox"/> Reveals exceptional depth of knowledge in area of study
	C2	<input type="checkbox"/> Does not reflect well-developed critical thinking skills	<input type="checkbox"/> Reveals average critical thinking skills	<input type="checkbox"/> Reveals well-developed critical thinking skills
	C3	<input type="checkbox"/> Knowledge in relevant disciplines is narrow in scope	<input type="checkbox"/> Reveals the ability to draw from knowledge in several disciplines	<input type="checkbox"/> Reveals the ability to interconnect and extend knowledge from multiple disciplines
D. Quality of response to questions	D1	<input type="checkbox"/> Responses are incomplete or require prompting	<input type="checkbox"/> Responses are complete	<input type="checkbox"/> Responses are eloquent
	D2	<input type="checkbox"/> Arguments are poorly organized	<input type="checkbox"/> Arguments are well-organized	<input type="checkbox"/> Arguments are skillfully presented
	D3	<input type="checkbox"/> Unclear explanation of variables and concepts presented in the study	<input type="checkbox"/> Adequately explains the variables and concepts presented in the study	<input type="checkbox"/> Competently explains the variables and concepts presented in the study
	D4	<input type="checkbox"/> Answers questions with little insights	<input type="checkbox"/> Provides helpful answers to questions	<input type="checkbox"/> Provides clear and insightful answers to questions
	D5	<input type="checkbox"/> Lacks understanding of the methods and procedures used in the study	<input type="checkbox"/> Reveals adequate understanding of the methods and procedures used in the study	<input type="checkbox"/> Reveals excellent understanding of the methods and procedures used in the study
	D6	<input type="checkbox"/> Does not adequately defend the relevance of the findings	<input type="checkbox"/> Adequately defends the relevance of the findings	<input type="checkbox"/> Competently defends the relevance of the findings
	D7	<input type="checkbox"/> Lacks ability to justify the practicality of the recommendations	<input type="checkbox"/> Knowledge in relevant disciplines is narrow in scope	<input type="checkbox"/> Knowledge in relevant disciplines is narrow in scope
	D8	<input type="checkbox"/> Exhibits lack of confidence in answering questions	<input type="checkbox"/> Exhibits some confidence in answering questions	<input type="checkbox"/> Answers questions with confidence
	D9	<input type="checkbox"/> Responses do not meet the level expected of a master's/doctoral candidate	<input type="checkbox"/> Responses meet the level expected of a master's/doctoral candidate	<input type="checkbox"/> Responses exceed the level expected of a master's/doctoral candidate
Total Ticked		<input type="checkbox"/> x 1 = <input type="text"/>	A: <input type="checkbox"/> x 3 = <input type="text"/> B, C, D: <input type="checkbox"/> x 2 = <input type="text"/>	A: <input type="checkbox"/> x 5 = <input type="text"/> B, C, D: <input type="checkbox"/> x 3 = <input type="text"/>

NAME OF EXAMINER _____ SIGNATURE _____

III. Report of the Final Grade of the Thesis/Dissertation

External Examiner's Grade _____

Panel of Oral Examiners' Grades

Examiner 1 _____

Examiner 2 _____

Examiner 3 _____

Average Grade _____

COMPUTATION OF FINAL GRADE

External Examiner's Grade X 50% _____

Average Grade of Oral Examiners X 50% _____

FINAL GRADE _____

Indicate the grade earned in the table presented below:

			Grade Earned
90-100%	Outstanding	A	
85-89%	Excellent	A-	
80-84%	Very Satisfactory	B+	
75-79%	Satisfactory	B	
70-74%	Pass	B-	
60-69%	Repeat Orals	C	
Below 59	Failed	C-	

Name of Chair of the Panel

Signature

Date

Exhibit R
Oral Examination Form

University of Eastern Africa, Baraton
School of _____
Oral Examination Form

This thesis/dissertation entitled _____
written by _____ for the degree
_____ is accepted and approved by the Panel of Oral
Examiners on _____ with a grade of _____.

The Panel of Oral Examiners

Member

Member

Chair

Accepted by

Department Chair

School Dean

Director of Graduate Studies and Research

Exhibit S
**CERTIFICATION OF CORRECTION OF
THESIS/DISSERTATION**

Department _____ School _____

Name of Candidate _____ Signature _____

Degree Title _____ Date of Oral Defense _____

Title of Thesis/Dissertation _____

Declaration by Supervisors

We, the undersigned, do hereby confirm that we have closely looked at the corrections as recommended by the candidate's panel of oral examiners and the suggestions given during the oral defense and we do hereby certify that **ALL** the corrections have been implemented as agreed.

Name _____ Signature _____ Date _____

Name _____ Signature _____ Date _____

Authority for Final Binding of Thesis/Dissertation

Authority for final binding of thesis/dissertation is hereby granted.

_____ Date and Official Stamp _____

Department Chair

Note: Please submit a photocopy of this form (with all required signatures) to the Office of the Director of Graduate Studies and Research.

Exhibit T
**Letter of Consent for Archiving Theses and Dissertations of UEAB
Graduates**

I, _____, hereby grant my
permission for the archiving of my thesis/dissertation titled below in UEABSpace, the
institutional repository of the University of Eastern Africa, Baraton.

Title: _____

Department: _____

Date: _____

The University acknowledges that the rights granted by the author of this Agreement
do not cause any transfer or assignment of any proprietary rights in the intellectual
property in the document to the University.

Signature of author: _____

Date: _____

Exhibit U

Thesis/Dissertation Progression Checklist

Requirements

- | | |
|--|--|
| 1. Choice of Topic | During the research class |
| 2. Approval of Topic | After the research class (Presentation required) |
| 3. Appointment of Thesis/Dissertation Supervisors | After approval of topic |
| 4. Proposal written | During the seminar in research writing class |
| 5. Proposal Presentation | After satisfactory completion of proposal |
| 6. Approval of proposal | After the successful proposal presentation |
| 7. Submission of revised proposal | All recommendations of evaluators incorporated |
| 8. Comprehensive exam | Upon successful completion of all course work |
| 9. Enrollment in Thesis/Dissertation Writing | Upon passing the comprehensive examination |
| 10. Pilot Study | Before data gathering/Assisted by Statistician, if necessary |
| 11. Data Gathering | |
| 12. Data Analysis | Assisted by Statistician, if necessary |
| 13. All chapters written | |
| 14. Thesis/Dissertation Examination | External and Internal Examiners |
| 15. Correction/Revision | Upon receipt of examiners' reports |
| 16. Graduate Seminar | |
| 17. Oral Defense | |
| 18. Final Revision | |
| 19. Final typing of manuscript | |
| 20. Certification of Correction | Supervisors |
| 21. Authorization of Binding | Department Chair |
| 22. Final approval of thesis/dissertation | Approval Sheet signed |
| 23. Submission of bound copies/soft copy and Filling of consent form for archiving | |

Exhibit V

A QUICK AND SIMPLIFIED GUIDE TO THE

APA (American Psychological Association) WRITING STYLE (6th edition, 2010, updated 7th Edition 2020)

Introduction

Candidates are advised to use the 7th edition, 2020. There are notable changes contained in this edition. New guidelines relating to citing online sources. Other changes worth noting include:

- i) The publisher location is no longer included in the reference.
 - o Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York, NY: Simon & Schuster.
 - o Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon & Schuster.
- ii) The in-text citation for works with three or more authors is now shortened right from the first citation. You only include the first author's name and "et al."
 - o (Taylor, Kotler, Johnson, & Parker, 2018)
 - o (Taylor et al., 2018)
- iii) Surnames and initials for up to 20 authors (instead of 7) should be provided in the reference list.
 - o Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Kelly, R. S., Turner, S. T., ... Lee, L. H. (2018).
 - o Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Kelly, R. S., Turner, S. T., Lewis, F., Lee, L. H., Cox, G., Harris, H. L., Martin, P., Gonzalez, W. L., Hughes, W., Carter, D., Campbell, C., Baker, A. B., Flores, T., Gray, W. E., Green, G., ... Nelson, T. P. (2018).
- iv) DOIs are formatted the same as URLs. The label "DOI:" is no longer necessary.
 - o doi: 10.1080/02626667.2018.1560449
 - o <https://doi.org/10.1080/02626667.2018.1560449>
- v) URLs are no longer preceded by "Retrieved from," unless a retrieval date is needed. The website name is included (unless it's the same as the author), and web page titles are italicized.
 - o Walker, A. (2019, November 14). Germany avoids recession but growth remains weak. Retrieved from <https://www.bbc.com/news/business-50419127>
 - o Walker, A. (2019, November 14). *Germany avoids recession but growth remains weak*. BBC News. <https://www.bbc.com/news/business-50419127>
- vi) For ebooks, the format, platform, or device (e.g. Kindle) is no longer included in the reference, and the publisher is included.
 - o Brück, M. (2009). *Women in early British and Irish astronomy: Stars and satellites* [Kindle version]. <https://doi.org/10.1007/978-90-481-2473-2>
 - o Brück, M. (2009). *Women in early British and Irish astronomy: Stars and satellites*. Springer Nature. <https://doi.org/10.1007/978-90-481-2473-2>
- vii) Clear guidelines are provided for including contributors other than authors and editors. For example, when citing a podcast episode, the host of the episode should be included; for a TV series episode, the writer and director of that episode are cited.

Formatted[Jane Kerubo]: Indent: Left: 12.7 mm, Tab stops: 3.43 ch, Left, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 6.4 mm

Formatted[Jane Kerubo]: Tab stops: 6.86 ch, Left, Bulleted + Level: 2 + Aligned at: 19.1 mm + Indent at: 25.4 mm

Formatted[Jane Kerubo]: Indent: Left: 12.7 mm, Tab stops: 3.43 ch, Left, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 6.4 mm

Formatted[Jane Kerubo]: Tab stops: 6.86 ch, Left, Bulleted + Level: 2 + Aligned at: 19.1 mm + Indent at: 25.4 mm

Formatted[Jane Kerubo]: Indent: Left: 12.7 mm, Tab stops: 3.43 ch, Left, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 6.4 mm

Formatted[Jane Kerubo]: Tab stops: 6.86 ch, Left, Bulleted + Level: 2 + Aligned at: 19.1 mm + Indent at: 25.4 mm

Formatted[Jane Kerubo]: Indent: Left: 12.7 mm, Tab stops: 3.43 ch, Left, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 6.4 mm

Formatted[Jane Kerubo]: Tab stops: 6.86 ch, Left, Bulleted + Level: 2 + Aligned at: 19.1 mm + Indent at: 25.4 mm

Formatted[Jane Kerubo]: Indent: Left: 12.7 mm, Tab stops: 3.43 ch, Left, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 6.4 mm

Formatted[Jane Kerubo]: Tab stops: 6.86 ch, Left, Bulleted + Level: 2 + Aligned at: 19.1 mm + Indent at: 25.4 mm

Formatted[Jane Kerubo]: Indent: Left: 12.7 mm, Tab stops: 3.43 ch, Left, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 6.4 mm

Formatted[Jane Kerubo]: Tab stops: 6.86 ch, Left, Bulleted + Level: 2 + Aligned at: 19.1 mm + Indent at: 25.4 mm

Formatted[Jane Kerubo]: Indent: Left: 12.7 mm, Tab stops: 3.43 ch, Left, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 6.4 mm

viii). Dozens of examples are included for online source types such as podcast episodes, social media posts, and YouTube videos. The use of emojis and hashtags is also explained.

ix). **Inclusive and bias-free language**

Writing inclusively and without bias is the new standard, and APA's new publication manual contains a separate chapter on this topic. The guidelines provided by APA help authors reduce bias around topics such as gender, age, disability, racial and ethnic identity, and sexual orientation, as well as being sensitive to labels and describing individuals at the appropriate level of specificity. Some examples include:

x). The singular "they" or "their" is endorsed as a gender-neutral pronoun.

- A researcher's career depends on how often he or she is cited.
- A researcher's career depends on how often they are cited.

Formatted[Jane Kerubo]: Tab stops: 6.86 ch, Left, Bulleted + Level: 2 + Aligned at: 19.1 mm + Indent at: 25.4 mm

xi). Instead of using adjectives as nouns to label groups of people, descriptive phrases are preferred.

- The poor
- People living in poverty

Formatted[Jane Kerubo]: Tab stops: 6.86 ch, Left, Bulleted + Level: 2 + Aligned at: 19.1 mm + Indent at: 25.4 mm

xii). Instead of broad categories, you should use exact age ranges that are more relevant and specific.

- People over 65 years old
- People in the age range of 65 to 75 years old

Formatted[Jane Kerubo]: Tab stops: 6.86 ch, Left, Bulleted + Level: 2 + Aligned at: 19.1 mm + Indent at: 25.4 mm

xiii) The 7th edition provides different paper format guidelines for professional and student papers. For both types a sample paper is included. Some notable changes include:

- Increased flexibility regarding fonts: options include Calibri 11, Arial 11, Lucida Sans Unicode 10, Times New Roman 12, and Georgia 11. The running head on the title page no longer includes the words "Running head:". It now contains only a page number and the (shortened) paper title.
 - Running head: THE EFFECT OF GOOGLE ON THE INTERNET
 - THE EFFECT OF GOOGLE ON THE INTERNET
- The running head is omitted in student papers (unless your instructor tells you otherwise).
- Heading levels 3-5 are updated to improve readability.

Formatted[Jane Kerubo]: Indent: Hanging: 6.4 mm, Tab stops: 3.74 ch, Left + Not at 1.71 ch + 3.43 ch, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 7.5 mm + Indent at: 13.9 mm

Formatted[Jane Kerubo]: Indent: Hanging: 6.4 mm, Tab stops: 7.17 ch, Left + Not at 1.71 ch + 6.86 ch, Bulleted + Level: 2 + Aligned at: 20.2 mm + Indent at: 26.6 mm

xiv) In terms of style, not much has changed in the 7th edition. In addition to some updated and better explained guidelines, there are two notable changes:

Formatted[Jane Kerubo]: Indent: Left: 7.5 mm, Hanging: 6.4 mm, Tab stops: 3.74 ch, Left + Not at 1.71 ch + 3.43 ch, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 7.5 mm + Indent at: 13.9 mm

- Use only one space after a period at the end of a sentence.
- Use double quotation marks instead of italics to refer to linguistic examples.

- APA endorses the use of the singular pronoun *they*
- APA endorses the use of the singular pronoun “they”

Formatted[Jane Kerubo]: Indent: Hanging: 6.4 mm, Tab stops:
Not at 1.71 ch, Bulleted + Level: 2 + Aligned at: 19.1 mm +
Indent at: 25.4 mm

xv) Alignment/Line Spacing: All documents following APA guidelines are required to be aligned left and double-spaced throughout the entire document. Be sure not to include additional spacing between paragraphs, headings, etc.

All papers types in APA format require paragraphs to be indented one-half inch.

xvi) Levels of Heading: When a document requires the use of headings, the following five levels should be utilized.

Level One
Centered, Boldface, Uppercase and Lowercase Heading

Level Two
Flush Left, Boldface, Uppercase and Lowercase Heading

Level Three
Indented, boldface, lowercase paragraph heading ending with a period.

Level Four
Indented, boldface, italicized, lowercase paragraph heading ending with a period.

Level Five
Indented, italicized, lowercase paragraph heading ending with a period.

In levels three, four, and five, capitalize only the first letter of the first word and the paragraph begins on the same line as the heading.

General APA Guidelines

- Italicize a word or words to reflect emphasis.
- Generally speaking, avoid using the word *I*, unless you are the sole author of the document. Likewise, avoid using the word *we*, unless you are a co-author of the document.

xvii) Avoiding Plagiarism

Plagiarism is a growing problem in educational institutions both domestically and internationally. The word *plagiarize* is defined in *Merriam Webster’s Collegiate Dictionary* (10th edition) as, “to steal and pass off (the ideas or words of another) as one’s own” (1993, p. 888). Plagiarism can take one of two forms: intentional or unintentional. When a writer knowingly uses other authors’ works without providing appropriate reference citations, he or she is intentionally plagiarizing. If, on the other hand, a writer uses others’ thoughts or ideas and does not realize that credit must be provided, he or she is guilty of unintentional plagiarism. Unfortunately, both types of mistakes can result in serious academic consequences. When plagiarism occurs, some

institutions may require that the student receive a failing assignment grade; others may insist on a failing course grade; others may place the student on academic probation; and, in extreme cases, some institutions may actually expel the student.

It is incumbent on the writer to be forthright and honest with regard to using original and/or existing writing. Plagiarism can be easily avoided if the writer simply provides appropriate credit when borrowing ideas or citing directly from another individual's work.

When paraphrasing (rewording) work from another author, the writer must provide credit to the person who developed the original work. This simply acknowledges the fact that the paraphrased material was the work of another individual. It is not primary data (original); rather it is secondary data (information already in existence).

Likewise, when citing a direct quotation, appropriate credit must be given as well. Again, this signifies that the quotation is provided by another individual. When citing verbatim (using another person's exact wording), the borrowed material must be placed in quotation marks and properly cited.

What to document. Any thought that does not come from your head requires documentation. This includes both ideas (individual ideas, summaries, or paraphrases) and direct quotations.

What not to document

1. Your own ideas
2. Common knowledge
3. Very general information found in a variety of sources

In-text Citations

- Always provide appropriate credit; otherwise, it is considered plagiarism.
- Everything cited in the text must appear on the Reference page; likewise, everything cited on the Reference page must appear within the text.
- When paraphrasing an author, the punctuation (period) should be placed *after* the actual reference citation. For example: (Role, 2010).
- When citing a direct quotation less than 40 words, the punctuation (period) should be placed *after* the actual reference citation. For example: "... (Role, 2010, p. 6).
- When citing a direct quotation 40 words or greater, the entire quotation is indented 0.5" and no quotation marks are required. The indentation implies that it is a direct quotation. Further, the punctuation (period) is placed *before* the actual reference citation. For example:

Roueche includes a memorable quotation from a developmental writing teacher just completing the first year of teaching in a downtown community college.

I find it amazing that so many of my students will work so hard to make it when there is so little in their past to give them the confidence to try; I also find it

remarkable that they finally achieve so much in spite of what at first appears to be overwhelming academic and personal odds; but what I find most unbelievable is that they take the chance and even come at all. (Roueche, 2003, p. 121)

- *Paraphrasing an author.* When paraphrasing an author, provide the author's last name and the publication year. Note that the author's name and year are separated by a comma. Additionally, the actual punctuation (period) is placed only after the citation, not before or before and after.
- *Order of multiple authors.* When using a source with more than one author, always list the authors in the same order listed in the book or article.
- *Direct quotations.* There are two different types of direct quotations. When stating a direct quotation (verbatim) that is less than 40 words, the entire quotation is placed in quotation marks. The actual reference citation should include the author's last name, the year published, and the page number where the quotation can be located. The end quotation mark should appear at the end of the last word in the quotation. However, the punctuation (at the end of the quotation) is placed *after* the actual citation. In addition, the abbreviation for page is *p*. If using multiple pages, the abbreviation is *pp*. When citing a direct quotation that is 40 words or greater, the punctuation (period) is placed *before* the actual citation, not after. Also, when a quotation that is 40 words or greater has a second paragraph, the second paragraph of the blocked quotation is indented further.
- *Secondary sources.* When citing a source within a source, name the original work and give a citation for the secondary source. For example, if citing a paraphrased comment from Stemmer in Pratt's article (when Stemmer's original work was not read), reference the citation as follows: Stemmer's work (as cited in Pratt, 2008). If a direct quotation was stated from Stemmer, the page number must also be included. Also, only Pratt's work is cited in the reference page.
- Use a variety of writing style techniques. Do not end every paragraph with the standard method of citing (author's last name, date published). This flexibility will allow for a more logical flow of reading. For example, use different techniques such as the following:
According to Stemmer (2008), ...

Stemmer (2008) indicated...

Author, Date Citations (Follow 7th edition guidelines)

One author: When paraphrasing one author, provide the author's last name and the publication year. Note that the author's name and year are separated by a comma. (Karsten, 2008).

Two authors: When citing two authors, use both authors' names every time, along with a symbol & and when used inside parentheses. (Johnson & Klien, 2010).

No author listed: When citing work with no author, the first few words of the actual reference page entry should be used. Titles of books, periodicals, brochures and reports should be italicized, while titles of chapters, articles, and web pages should be noted in double quotation marks. Examples:

Some individuals believe that leadership is an innate skill that simply cannot be learned (*The mystery of leadership*, 2008).

Leadership is not a scientific art (“Leadership versus management,” 2008).

Anonymous author: When citing work where the author is listed as *Anonymous*, cite the term *Anonymous*. For example: (Anonymous, 2008).

Authors with the same last name: When using different authors with the same last name, use the author’s first initial within the text citation. This is the case even if the publication years differ. Example: B. Robertson (2009) and T. Robertson (2006) extensively discuss leadership characteristics in Fortune 500 companies.

Multiple articles from the same author: When citing the same author with more than one publication within the same year, list the dates including *a, b, c*, etc. Example: Several published documents by Presnal (2008a, 2008b, 2008c, and 2008d)...

Classical works: Example of this is the Bible. Since portions of the bible are consistent in a variety of editions, no reference page entry is required. Example: The Bible makes reference to accepting Christ as one’s Savior for eternal life.

Electronic references: When no page number is provided with electronic sources, cite the paragraph number when paragraphs are numbered. However the paragraph number is needed only in the case of a direct quotation. This can be accomplished by using the paragraph abbreviation *para*. In situations where the paragraph numbers are not provided, give the subtitle of the section along with the number of the paragraph within the section. If subtitle is too long to include, use a shortened title in quotation marks. Examples: (McDowell, 2008, para. 2). or (McDowel, 2008, Union Power section, para. 2). All electronic references are cited in the same format as other citations. In other words, when paraphrasing, simply use the author’s name and year published. If no author is provided, used the first few words of the title (italicized) and year published. When completed in this format, the reader can reference the actual reference page to get the specific webpage address and other citation information.

Tables

Generally speaking, tables and figures that enhance the content of the paper or manuscript can be included in the body of the text. However, if these tables and/or figures are lengthy or distracting, they should be placed in the appendices. Within the text, tables should be referred to by number (table 1). When explaining the table, only an overview of the respective material should be included. The table title should be written in uppercase and lowercase headings and *italicized*.

Example:

Table 1

Performance of SDA Schools in KCSE

	Mean	Std. Dev.
Mean Score (1998-2007)	5.0645	1.00159
Mean Score (2003-2007)	5.3816	1.19563
Mean Score (2005-2007)	5.6033	1.49905

Limit the use of *rules* (i.e., lines) in a table to those that are necessary for clarity. Appropriately positioned white space can be an effective substitute for rules or lines. In the manuscript, use spacing between columns and rows and strict alignment to clarify relationships within a table.

Tables may be submitted either single- or double-spaced. Consider the readability of the table during the review process in making your decision.

Figure Legends and Captions

A *legend* explains the symbols used in the figure; it is placed within the figure. Since the legend is an integral part of the figure, it should have the same kind and proportion of lettering that appear in the rest of the figure. Capitalize the major words in the legend.

A *caption* is a concise explanation of the figure that is placed directly below the figure and serves as the title of the figure. The caption should be a brief but descriptive phrase. After the descriptive phrase, add any information needed to clarify the figure. A reader should not have to refer to the text to decipher the figure's message. Always explain the units of measurement, symbols, and abbreviations that are not included in the legend.

The word *Figure* and the number must be *italicized*. The caption or title is lowercase paragraph heading ending with a period. Only the first letter of the first word and proper nouns are to be capitalized. The caption or title should not be boldface or italicized.

Example:

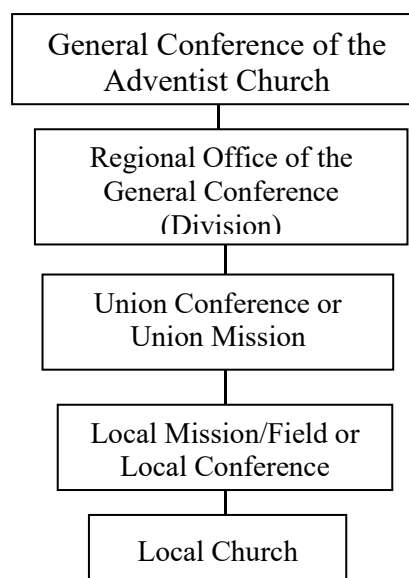


Figure 1. Organizational structure of the Seventh-day Adventist Church.

Reference Page

A list of references should be given on a separate page or separate pages at the end of the thesis. Every reference cited in the text should be listed on the reference page(s), and every reference listed on the reference page(s) should be cited in the text. However, note that secondary sources are not necessary as an entry on the reference page, only the original source.

References are a critical aspect of a paper since they allow readers to find and utilize sources cited in the text. References also indicate the vigilance of the writer, so a concerted effort should be made to pay attention to details (proper spelling, accurate information, punctuation, etc.). Most importantly, the reference section provides proper credit to authors for their work, which is why all information listed should be accurate and complete.

In general,

- Margins should be at least one inch all around (top, bottom, left and right).
- The page heading should be centered and called REFERENCES.
- Double spacing should be used.
- Bold type should be used in appropriate headings only.
- Underlining should not be used on the reference page.
- Professional credentials (i.e., PhD) should not be used on the reference page.
- Personal conversations, e-mails, interviews, and letters should not be listed since the reader is unable to retrieve these types of sources (cite as *personal communication* in text, but do not list on the reference page).
- The first list of each reference entry should start at the left margin with the following lines being indented one-half inch (hanging indent).
- References beginning with numerals should have the numeral spelled out.
- Acceptable abbreviations include:

ed.	Edition	Vols.	Volumes (as in 3 Vols.)
2 nd ed.	Second Edition	p.	Page
Ed.	Editor	pp.	Pages
Eds.	Editors	No.	Number
Rev. ed.	Revised Edition	n.d.	No Date
Vol.	Volume (as in Vol. 1)		

- State names should be abbreviated using the U.S. Postal Service two-letter abbreviation.
- Spell out cities and countries outside of the United States.

- References should be listed in alphabetical order by authors (using surname of first author), associations (if the work is authored by an organization), and *Anonymous* (if work is signed *Anonymous*).
- Authors should be listed with last name first, followed by first and middle (if given) initials.
- If no author is provided, the title should be moved to before the date and alphabetized according to the first word of the title (excluding *a, an, the*).

Order of Reference Entries

When listing by author(s)

- First and middle initials only should be used (no complete first or middle names; one space between initials). Example: Comos, M. E. (2006) should be used for a 2006 article authored by Michael Eugene Comos.
- For one author, list author before date.

Schreck, E. P. (2007). *Mistakes of supervising a culturally diverse workforce in the USDA*. Boston, MA: Corrigan Books.

- For two to seven authors, separate authors with commas and use an ampersand (&) before the last author's name, followed by the date.

Sienkiewicz, J. H., Scarcelli, T. A., & Alexandrowicz, M. P. (2006). *Great high school athletes transition coaching roles*. Clawson, MI: Roddy Press.

- For eight or more authors, separate the first six authors with commas, then use an ellipsis (three periods with a space before and after each) to connect the sixth author to the last author, followed by the date.

Partz, M., Mentro, J. P., Harcelli, T., Banshi, P. P., Cretzell, G., Smith, C. E., . . . Sauls, C. E. (2008). A qualitative study of modern Native American dance. *Journal of Dance Methodology*, 12(3), 12-21.

- The publication date should be placed in parentheses after the author's name(s).

Harcourt, J. (2008). The influence of peer pressure on dating within the same group of friends. *Journal of Social Interaction*, 55, 312-319.

- The entire date should be used when citing magazine articles, newspaper articles, or newsletters. In journal articles, it is necessary to use only the year, assuming that the issue number is provided.

- Use *n.d.* after the author's name if no date is available.

Zajciw, P. (n.d.). *Ukrainian culture in United States' elementary schools.*

Miami, FL: Dolson Books.

- Use *in press* after the author's name if his or her work is in press (not yet published).

Bojelay, M. J. (in press). *Beginning a successful career in real estate: Ten*

secrets you need to know. Chicago, IL: Petersville.

- List publication dates chronologically (the earliest first) if an author has more than one reference entry cited.

Ahern, J. (2005). *The beginning of electricity.* New York, NY: Lawrence

House.

Ahern, J. (2006). *Electricity as we know it today.* New York, NY: Lawrence

House.

Ahern, J. (2008). *Electricity in the future.* New York: NY: Lawrence House.

- Multiple citations containing the same author should list the single author first (regardless of date).

Talbot, B. P. (2005). *Marketing retail cosmetics in California.* New York:

NY: Mitch Clawson Press.

Talbot, B. P., & Peace, J. (2004). *Packaging technology in the United*

Kingdom. New York, NY: Mitch Clawson Press.

- Multiple citations containing the same author and different second or third authors should be listed alphabetically by the surname of the second author (or third author if the second author is the same).

Jones, T., & Henson, R. I. (2006). *Fire prevention in schools.* Philadelphia,

PA: Johannesburg Books.

Jones, T., & Timocco, M. (2005). *Fire prevention at work.* Philadelphia, PA:

Johannesburg Books.

Jones, T., Timocco, M., & Smith, R. L. (2007). *Fire prevention at home.*

Philadelphia, PA: Johannesburg Books.

Jones, T., Timocco, M., & Yandley, P. T. (2003). *Fire: A Historical Analysis*.

Philadelphia, PA: Johannesburg Books.

- Multiple citations containing the same author and year should be listed alphabetically by the title of the book or article.
- A lowercase *a*, *b*, *c*, etc. should be used after the year to distinguish the entries. This is also used in the in-text citations.

Munson, R. (2006a). *Human socialization at home*. Chicago, IL: Hawthorne Press.

Munson, R. (2006b). *Human socialization at work*. Chicago, IL: Hawthorne Press.

When listing by association (if author is unknown, but not anonymous)

- The association should use upper and lowercase letters.

American Psychological Association
The Florida Guide to College Scholarships

- The publication date should be placed in parentheses after the association.

Patrick S. Houghton Heart Foundation. (2005).

- Use *n.d.* after the association if no date is available.

Warren Woods High School. (n.d.).

- Use *in press* after the association if the work is in press (not yet published).
Detroit Cancer Society. (in press).

When listing by Anonymous (if signed Anonymous)

- The word *Anonymous* should be used if the work is signed Anonymous (alphabetize this as if *Anonymous* is a true name).

Anonymous. (2007).

When listing publishers

- Full names should be used for any university press or association acting as publisher.

Nairobi University Press

- Unessential terms such as *Co.* or *Publishers* should be excluded, but terms such as *Press* or *Books* should be included.

Johnson Co. should be listed as Johnson

Hernden Books should be listed as Hernden Books

- The city and state should be listed for all United States cities (use United States Postal Service two-letter abbreviations).
- The city, state, province and country should be listed for non-United States publishers.

Windsor, Ontario, Canada: Thompson Books

Berlin, Germany: Mueller

- The state should not be repeated if it is included in the publishing name.

Columbus: The Ohio State University Press

When listing page numbers

- The abbreviation *p.* (one page) or *pp.* (multiple pages) should be used for newspapers.
- These abbreviations should be used in book citations only when referencing a chapter or a section of a book.

p. C1 should be used instead of C1 for a newspaper reference

pp. 312-321 should be used for a chapter or section in a book

- Periodicals other than newspapers should use page numbers only.

Johnson, R. (2004). Talk on the streets. *American Psychological Review*,

87(3). 521-529.

- All numbers (figures) should be listed for inclusive page numbers.

521-529 should be used instead of 521-9

Books

- In general, a book reference should list the author(s), publication date, title, edition (if other than first), and publishing information.

Jackson, L. P. (2008). *The times are changing for urban developers* (2nd ed.).

Allester and Bacon.

- A book title should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

Modern management gurus

Racism at work: The war in Mississippi continues

Forget the stress. Start living better today

Never give in without a fight! The basics of negotiation

- A book with no author or editor should list the title, the year, and then the publishing information.

Communication in the workplace. (2005). Cambridge, NJ: Boston Books.

- An edited book should list *Ed.* Or *Eds.* After the editor(s) names.

Dewa, P., & Runkel, G. (Eds.). (2006). *Chess strategies made simple.* Davidson Books.

- A revised edition of a book should list *Rev. ed.* after the title.

Williams, D. (2008). *Physical therapy and the aging athlete* (Rev. ed.).

Wayne State University Press.

- A subsequent edition of a book should list the edition in parentheses after the title.

Lapensee, D. L. (2010). *Financial incentives behind sibling rivalries in family business* (2nd ed.): BBM College Press.

- In general, a book published by the author should list *Author* as the publisher. American Psychological Association. (2010). *Publication manual of the American*

Psychological Association (6th ed.). Author.

- In general, a chapter in an edited book should list the author(s), publication date of book, chapter title, book editor(s), book title, pages, and publishing information.

Shurlez, S. S. (2007). Rethinking manufacturing. In P. J. Samakal (Ed.),

Modern business strategies (pp. 63-78). Pemberton

Books.

- In general, an article in an edited book should list the author(s), publication date of book, article title, book editor(s), book title, pages, and publishing information.

Czajkowski, A. (2006). Asian politics. In T. T. Homes (Ed.), *World politics today* (pp. 87-99). Wiley Books.

- An article in a volume in a series should list the author(s), publication date of book, article title, series editor, volume editor, volume title, volume number, volume series, edition, pages, and publishing information.

Cook, T. C. (2005). Meat inspection in pilot plants. In D. K. Wlasiuk (Series Ed.) & J. K. Grems (Vol. Ed.), *Meat inspection: Vol. 4. Small plant issues* (4th ed., pp. 27-34). Hillman.

- An encyclopedia or dictionary should list the author(s) [if signed], publication date, subject title (if available), editor(s) (if given), book title, edition, volume(s), page(s), and publishing information.

Ritter, J. J., & Wells, P. (2007). Physical strength. In J. R. Ritter, & P. Wells, *The British encyclopedia* (4th ed., pp. 25-37). Avonhurst Books.

Mackson, P. D., & Erickson, T. I. (Eds.). (2005). *Johnson's dictionary of psychiatry* (5th ed., Vol. 2, pp. 352-375). Massillon.

Peters, V., & Henz, T. R. (2007). Fossil fuel. In *The new world encyclopedia* (Vol. 19, pp. 440-449). New World Encyclopedia.

- An encyclopedia with no author or editor should list the subject title, publication date, book title, edition (if given), volume, pages, and publishing information.

Missouri. (2008). In *The encyclopedia of the Americas* (Vol. 21, pp. 210-218). Dripping Springs, TX: Encyclopedia of the Americas.

- A dictionary with no author or editor should list the book title, edition (if given), publication date, and publishing information.

Merriam-Webster's collegiate dictionary (12th ed.). (2007).

Merriam-Webster.

- A manual published by an association should list the association, year, book title, edition (if given), and publishing information.
- Use *Author* in the publisher position if the publisher is the same as the author.

American Dental Association. (2007). *Diagnostic manual of gum disease* (6th ed.). : Author.

Journals

- In general, a journal reference should list the author(s), publication date, article title, journal title, volume, issue, and page numbers.

Roddy, P. K. (2004). A study of communication between a 1964 rock band and youth: The influence of the Rolling Stones on American teenagers. *Journal of Social Commentary*, 23(2), 254-287.

- An article title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).
- Journal titles should be italicized, using upper and lowercase letters (significant words should be capitalized).
- Only list page numbers, do not use *p.* or *pp.*
- The volume and issue number are required for journals. In the previous example, 23 is the volume number while 2 is the issue number. The volume number is italicized. The issue number is placed in parentheses, with no space or punctuation between the volume and issue.

Magazines

- In general, a magazine reference should list the author(s), entire publication date, article title, magazine title, volume, and page numbers.

Hoban, D. M. (2007, July 23). Fighting high cholesterol in diabetic adults. *Healthweek*, 12(2), 54-57.

- Magazine titles should be italicized, using upper and lowercase letters (significant words should be capitalized).
- An article title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

- Only list numbers, do not use *p.* or *pp.*
- The volume number is required for magazines. In the previous example, 12 is the volume number while 2 is the issue number (optional). The volume number is italicized. The issue number, if available, is placed in parentheses, with no space or punctuation between the volume and issue.

Newspapers

- In general, a newspaper reference should list the author(s), entire publication date, article title, newspaper title, and pages (separate non-consecutive pages with a comma).

Helm, T. R. (2007, May 23). Terrorism in the food chain. *The Montgomery Times*, pp. A1, A11.

- Use *p.* or *pp.* before page numbers.
- An article with no author should list the article title, publication date, newspaper title, and pages (non-consecutive separated by commas).

Gambling: Who really loses?" (2006, January 27). *The Shreveport Gazette*, pp. B5-B6, B12.

- A letter to the editor should list [*Letter to the editor*] after the title.

Yastremski, P. R. (2008, August 21). Olympics need stricter drug screening protocol [*Letter to the editor*]. *The Alabama Daily*, p. C2.

- Newspaper titles should be italicized, using upper and lowercase letters (significant words should be capitalized).

The Daily Nation

- An article title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

Dissertations or Theses

- Master's theses and doctoral dissertations are available from personal websites, institutional archives, and databases.
- A doctoral dissertation obtained from a database published by UMI (University Microforms International) should list the author, publication date, title (*Doctoral dissertation* in parentheses), database, and accession or order number.

Carthworth, J. A. (2007). *The portrayal of young African American females in hip-hop music video* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 80143267).

- An unpublished doctoral dissertation should list the author, publication date, title (*Unpublished doctoral dissertation* in parentheses), institution and location.

Billesti, M. R. (2008). *The effects of aging on Asian population growth* (Unpublished doctoral dissertation). University of Michigan, Ann Arbor.

Unpublished Works from a University

- In general, an unpublished manuscript should list the author(s), publication date, title, *unpublished manuscript*, department, university and location.

McCale, H. L., & Torrell, N. (2008). *A quantitative analysis of birth control usage*. Unpublished manuscript, Department of Sociology, Rhinehurst College, Albuquerque, NM.

- An unpublished manuscript title from a university should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).
- An unpublished manuscript from a university should list the city and state (if not part of the university name).

Reports

- In general, a report reference should list the author (or organization), publication date, report title, issue number (or report number), and publishing information.

United States Mental Health Service. (2008). *Statistical data for psychological research* (USMHS Publication No. 43). Washington, DC: U.S. Government Printing Office.

- A university report should list the name of the reporting department after the university name.

Kowlakowski, D., & Martz, D. (2007). *Eliminating mercury in fillings* (Report to the dean). Delta University Press, Dental Committee.

- A report published by the author should list *Author* as the publisher.

Harlem Music Institute. (2007). *Hip-hop in urban areas* (HMI Report No. 12).:

Author.

- A report title should be italicized, and only the first letter and proper nouns should be capitalized (unless using a colon, period, question mark, or exclamation point; then the first letter after the punctuation should also be capitalized).

Unpublished Contribution to a Symposium or Meeting

- An unpublished contribution to a symposium should list the author(s), date, title of unpublished contribution, chairperson, title of symposium (italicized), title of meeting, and location.

Randazzo, T., & Somerset, D. (2007, May). Progress in the development of an anti-microbial agent for inhibiting pathogenic bacteria. In F. W. Lauder (Chair), *Meat processing*. Symposium conducted at the meeting of the Midwestern States Meat Processors Association,.

- An unpublished paper presented at a meeting should list the presenter(s), date, title of unpublished paper (italicized), title of meeting, and location.

Fenster, R. L. (2009, June). *Ronald Reagan: Great communicator or great manipulator?* Paper presented at the International Conference on Presidential Leadership,

Electronic Media (Internet)

- Internet sources are often the most difficult to properly list since addresses change, move, or become unavailable.
- Be certain to accurately transcribe the entire address, using upper and lowercase letters exactly as they appear (copy and paste the address if possible).
- Retrieval date should not be listed unless the document referenced changes over time (such as medical research or legal statutes).
- If a Uniform Resource Locator (URL) needs to be divided between lines, attempt to do so after a slash and do not hyphenate.
- If the URL ends the entry, do not use a period at the end of the entry.

- Database information, such as ERIC, does not need to be included since coverage can change.
- If a document can only be located in a database and there is no digital object identifier (DOI), list the URL of the database.
- A DOI should be used whenever available.
- List page numbers if available.

Internet Journals (and other periodicals)

- A journal article found on the Internet should list the author(s) or editor(s), publication date, article title, journal title, volume, issue, page numbers and digital object identifier (DOI) [if available].

Ostroff, C. (2002). The relationship between satisfaction, attitudes, and

performance: An organizational level analysis. *Journal of Applied*

Psychology, 12(2), 963-974, doi: 10:2114-445.57.291.

- A journal article with no DOI available should list the URL.

Griffeth, R. W., Hom, P. W., & Gaertner, S. (2004). A meta-analysis of

antecedents and correlates of employee turnover. Update, moderator

tests, and research implications for the next millennium. *Journal of*

Management, 26(3), 463-476. Retrieved from

<http://www.nwlink.com/~donplark/leader/learnor2.html>

- Journal titles should be italicized, using upper and lowercase letters (significant words should be capitalized).
- An article title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized.
- A special issue of a journal should list [*Special issue*] after the article.

Spentz, J. A., & Marles, T. P. (Eds.). (2009). Gun control in Iraq [Special Issue].

International Review, 12(2), 142-156. doi: 10:9067.32.45.6628

Other Internet Documents (non-periodicals)

- In general, if no date is provided, *n.d.* should be utilized.
- A document with no author or date should list the title, (*n.d.*), and URL.
- Internet titles should be italicized, using upper and lowercase letters (significant words should be capitalized).

Hispanic men in the corporate world. (n.d.). Retrieved from

<http://www.psychek.com/psy/edu.htm>

- A document from an organization with no publication date should list the organization, (n.d.), title, and homepage URL.

Healthy Living Foundation. (n.d.). *Living sugar free*. Retrieved from

<http://www.hlf.org>

- A chapter or article of a book authored by an organization should list the organization, publication date, editor(s), chapter or article title (in italics), page numbers (in parentheses), and URL.

National Business Research Council. (2009). In T. L. Roils (Ed.), *Standards for conducting business* (pp. 91-107). Retrieved from

<http://www.nbr.org/standards>

- A document obtained from a university program or department should list the author(s), publication date, title, and URL.

Johns, K., & Sims, P. T. (2007). *Social structures within political organizations*.

Retrieved from <http://www.mu.edu/publications/paper.html>

Internet Technical Reports and Research

- A U.S. government report on an agency web site should list the agency, publication date, report title, report number (in parentheses), and URL.

Federal Bureau of Investigation. (2008). *Overview of white-collar crime in the United States*. (FBI Publication No. 843-1165). Retrieved from

<http://www.fbi.doc.gov/bbi/trade.htm>

- A report or research title should be italicized and only the first letter and proper nouns should be capitalized.

Internet Meetings and Symposia

- A paper presented at a virtual conference should list the author(s), date, title, conference, and URL.

Merrill, T. J. (2008). *Merrill communication climate report*. Paper presented at

Merrill 2008 virtual conference. Retrieved from

<http://www.merrill.com/topicofthemonth/press.html>

- A paper or abstract title from a meeting or symposium should be italicized, and only the first letter and proper nouns should be capitalized.

Online Newspaper Articles from the Internet

- An online daily newspaper article from the Internet should list the author(s), entire publication date, article title, newspaper title, and URL.

Hewlett, M. T. (2007, March 23). Education helps stop turnover. *Boston Herald*.

Retrieved from <http://www.bostonherald.com>

- Newspaper titles should be italicized, using upper and lowercase letters (significant words should be capitalized).
- An article title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized.

Online Newsletters from the Internet

- An article from a newsletter with no author should list the article title, publication date, newsletter title, and URL.

Robberies increase in south end of city. (2009, Fall). *Town Acres Newsletter*.

Retrieved from <http://www.townacres.org/fall9/headline.html>

- Newsletter titles should be italicized, using upper and lowercase letters (significant words should be capitalized).
- An article title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized.

Online Magazine/Journal Articles from the Internet

- An online magazine or journal article retrieved from the Internet should list the author(s), publication date, article title, journal title, volume, issue, pages and URL.

Henning, P., & Stein, J. (2007). A controlled study of aggression: Inside a

federal prison. *Journal of Experimental Psychology*, 41(2), 102-116.

Retrieved from <http://www.expsych.com>

- Magazine and journal titles should be italicized using upper and lowercase letters (significant words should be capitalized).
- An article title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized.

Online Dissertations and Theses from the Internet

- An online dissertation from an educational database should list the author, publication date, title (*Doctoral dissertation* in parentheses), and URL.

Richardson, B. J. (2007). *Situational factors affecting the demise of higher education in the United States* (Doctoral dissertation). Retrieved from <http://www.montanalinkage.edu/ett/>

- An online dissertation retrieved from the web should list the author, publication date, title, (*Doctoral dissertation* and institution in parentheses), and URL.

Mavernesky, T. I. (2009). *The impact of verbal aggressiveness on European immigrants attending inner city schools* (Doctoral dissertation, Vermont State University). Retrieved from <http://www.dissform.vsu.edu/doc/ths/>

- Dissertation titles should be italicized, and only the first letter and proper nouns should be capitalized.

Electronic Media (non-Internet)

Television

- In general, a television broadcast should list the producer, publication date, title [Television broadcast], city, state, and station.

Belechik, G. (Producer). (2007, September 1). *Scared to speak out* [Television broadcast]. New York, NY: WMTW.

- A television broadcast title should be italicized, and only the first letter and proper nouns should be capitalized.
- A television broadcast should list the city, state, and the name of the studio.

Nairobi, Kenya: NTV

Television Series

- In general, a television series should list the producer, date, title [Television series], city, state, and station.

Jackson, L. (Producer). (2005, July 17). *The human body* [Television series].

WMEP.

- In general, a specific television episode from a television series should list the writer(s) and director(s), publication date, episode title [Television series episode], series producer, series title, city, state, and station.

Cantrell, C. (Writer), & Donato, C. (Director). (1979). Swimming with the big

fish [Television series episode]. In T. Jones (Producer), *San Francisco*

Bay. WMEW.

- A television episode title from a television series should not be italicized or placed in quotation marks, only the first letter and proper nouns should be capitalized.
- A television series should be italicized, and only the first letter and proper nouns should be capitalized.
- A television series should list the city, state, and name of the studio.

Music Recordings

- In general, a music recording should list the writer(s), date of copyright, song title, recording artist (if different from writer), album title [medium], city, state, label, and recording date of the version (if different from copyright date).

Barries, D. (1956). Johnny move over [Recorded by Ted Barker]. On *Songs that*

rock [CD]. Springfield, MO: Pezzy Records. (1987).

- A music recording song title should not be italicized or placed in quotation marks, and only the first letter and proper nouns should be capitalized.
- A music recording album title should be italicized, and only the first letter and proper nouns should be capitalized.
- A music recording should list the city and state where the recording was made and the name of the label.

Computer Software

- Computer software should list the author(s) or rightsholder(s), date, software title (name), version (if applicable), program (or software or manual – brackets), city, state, and producer.

Parnello, J. (2008). Production output analyzer (Version 3) [Computer

software]. Buffalo, NY: Spectra Systems.

- A software, program or language title (name) should not be italicized or put in quotation marks, and only the first letter and proper nouns should be capitalized.
- A software, program, or language source should list the city and name of the producing organization.
- Standard software such as Microsoft Word, Microsoft Excel, or SPSS does not need to be listed.

References

American Psychological Association. (2010). *Publication manual of the American*

Psychological Association (6th ed.). Washington, DC: Author.

Houghton, P. M. & Houghton, T. J. (2009). *APA: The easy way!* (2nd ed.). Flint, MI:

Baker College.

Rossiter, J. (2007). *The APA pocket handbook*. USA: DW Publishing.

Streefkerk, R. (2020). APA Manual 7th edition: The most notable changes.

<https://www.scribbr.com/apa-s>