THE

THESIS

GUIDEBOOK

Revised January 2010
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INTRODUCTION

The final phase of study for some Walden master’s students is the execution of a research study or, more commonly, a comprehensive, critical literature review with a proposed research design. Walden does not favor any particular research approach or methodology but does require that the thesis reflect a high level of conceptual manipulation of ideas and be an original contribution to knowledge. Walden requires its students to demonstrate knowledge of research design and the ability to interpret research findings both orally and in writing.

The Walden Thesis Statement

This statement is designed to provide a broad vision of the Walden thesis and an understanding of the university’s thesis requirement:

The Walden thesis embraces and reflects the core values and mission of the university. Walden strives to produce graduates who combine academic credentials with professional skills and leaders whose actions are motivated by informed intellect and educated attitudes. The university’s graduates are armed with the learning necessary to set forth new ideas and enlightened insights and to effect change in individuals, organizations, and society.

As accomplished practitioners, Walden students bring a wealth of expertise to their studies. Walden’s flexible curricula provide the foundation upon which students build their competence and mold their interests, culminating in the thesis learning experience.

Since Walden students and their courses of study vary, the nature of Walden theses and their purposes also vary. The university’s approach to scholarship is flexible. While maintaining the fundamental elements of quality and integrity and demonstrating a literate grounding in the relevant fields in which it is written, the thesis can be built upon a foundation of basic or applied research, multidisciplinary perspectives on scholarship, improved teaching, or an appropriate and acceptable combination of different forms of rigorous scholarship. Each suits the Walden thesis insofar as it relates to the nature of the inquiry and its purpose.

The Walden thesis demonstrates a commitment to improving the caliber of professional practice. It is an inquiry that addresses unanswered questions or issues lacking thorough study and envisions what could happen as a result of the research outcomes. It contributes to professional practice by offering new knowledge or a new understanding of existing knowledge arrived at through a rigorous application of appropriate research methodology and provides a basis for further research. The presentation of its results is worthy of publication.

The Walden thesis demonstrates a commitment to addressing the phenomena of social change and, within that context, exhibits sensitivity to societal conditions and a consideration of social issues. It either reflects an understanding of how social change can be implemented or recognizes means for its facilitation.

The Walden thesis confirms a student’s understanding of and commitment to academic honesty and scholarly integrity.
Although Walden students are as diverse as they are dispersed, the thesis is the unifying capstone of all thesis students’ academic experience. Every thesis is shaped by the university’s core values of integrity and quality, as well as its mission: to provide a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change.

How This Guidebook Is Organized

The Thesis Guidebook complements other important resources during this phase of your graduate career, including your thesis committee, your faculty chair, the academic advisors and other university staff members, the APA style manual, and the Walden Writing Center.

Part 1 of this guidebook describes the steps of the thesis process, including the use of evaluative rubrics. Part 1 also explains the responsibilities of the thesis committee, policies and procedures related to ethical standards and use of human subjects in research, and Walden’s policy on academic integrity.

Form and style guidelines appear in Part 2. Unless noted otherwise, references to APA style in this edition of The Thesis Guidebook reflect the sixth edition of the APA manual. When the university has style preferences for theses that supersede APA manual guidelines, those are indicated in green boxes.

Following a series of frequently asked questions in Part 3, Part 4 addresses common form and style problems. At the end of the guidebook, for your convenience, is a list of helpful phone numbers and websites.

What’s New

Significant changes to the thesis process have been enacted for the start of winter quarter 2009 to reflect new processes involving University Research Review (URR). This process has replaced what was formally known as Academic Review. The changes are a result of incorporating feedback from students and faculty members concerning the thesis process to enhance the experience of our current student body. The URR has been designed to help facilitate more timely and critical feedback to students at the various stages of the thesis process. Please take time to review and understand the new processes surrounding the thesis stages outlined in this guidebook. There is also a new policy change concerning replacement of a committee member, which is outlined on page 9.
PART 1: THE THESIS PROCESS

As of winter 2009, the process for theses has been modified to make it easier for both faculty members and students. The steps are detailed in this guidebook. A shorter form of these guidelines and forms you will need can be found on the [Office of Student Research Support section](#) of the university’s website.

If you wish to graduate in a specific quarter, you must plan your program carefully. Begin planning for program completion at least 13 months in advance of your anticipated graduation date. The table below provides a quick summary of the steps involved in completing your thesis. The following sections describe these steps in more detail.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospectus and Committee</td>
<td>The prospectus is a brief document that provides preliminary information about your thesis. The prospectus helps you organize, delineate, and make decisions regarding your thesis and appropriate research style. You submit it simultaneously with the committee nomination form(s). Upon approval from the program director, you will be assigned a University Research Reviewer (URR).</td>
</tr>
<tr>
<td>Nomination</td>
<td></td>
</tr>
<tr>
<td>Thesis Development</td>
<td>You will work with your committee chair to develop your thesis, consulting the specific university-approved rubric that will be used to evaluate the thesis. You will also complete a self-evaluation of the Turnitin report and submit that to your thesis chair. (Note: Your thesis chair will complete a separate Turnitin report, which will be submitted to the URR for review along with your thesis.)</td>
</tr>
<tr>
<td>IRB Approval — For Research</td>
<td>Walden’s Institutional Review Board (IRB) reviews each study conducted by Walden students to determine if the anticipated benefits of the study outweigh risks associated with participation in it. <strong>All students whose thesis work includes collection or analysis of data must submit an IRB application.</strong> Once your thesis chair is satisfied with the first three chapters of your thesis, which establish the rational for conducting the study and describe the design and methodology it will utilize, you can submit your IRB application. Following IRB approval, you can collect, analyze, and report your findings, and complete the remaining chapters of your thesis.</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
</tr>
<tr>
<td>University Research Review</td>
<td>When the chair is satisfied that your full thesis draft and abstract meet all the requirements specified in the appropriate rubric, the chair will submit the thesis, rubric, and Turnitin report to the URR for review. The URR will review the thesis using the appropriate rubric, including items relevant to content, methodology, form and style, abstract, and ethical procedures. You will work with your committee to make any requested revisions.</td>
</tr>
<tr>
<td>Form and Style Review</td>
<td>Upon URR approval of the thesis, the document will be submitted to an editor for a Form and Style Review, a final check for errors in APA style, spelling, grammar, punctuation, and related issues.</td>
</tr>
<tr>
<td>Oral Defense Teleconference</td>
<td>Following the Form and Style approval, you will present your thesis via a teleconference scheduled with the OSRS. The oral defense is a formal discussion of the scholarly content of the thesis followed by an evaluation of your thesis. You may need to revise your thesis based on feedback during the teleconference.</td>
</tr>
<tr>
<td>Final University Research</td>
<td>After successful completion of the oral defense and committee approval of the thesis, the chair forwards the final document along with the consensus rubric to the URR for a final review, to make sure all methodological, content, and writing issues have been addressed. In addition, the URR reviews the abstract to make sure it meets university guidelines.</td>
</tr>
<tr>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Chief Academic Officer Review</td>
<td>After final URR approval, the OSRS will send the abstract to the university’s chief academic officer (CAO) or designee. Upon CAO approval, the thesis is officially completed.</td>
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Registering for Thesis Credits

The completion of the thesis occurs in an online classroom under the mentorship of a thesis chair. Weekly participation in the class is required. Registration for the Thesis course (e.g., COUN 6390, PSYC 6390, PUBH 6610) takes place during the regular course registration period. Students cannot register for this course themselves; they will be registered by their academic advisors after the appointment of their thesis chair is confirmed (see the Nominating the Thesis Supervisory Committee section below). Once registered for the first quarter, students are then registered automatically for the Thesis course in accordance with the sequence prescribed by their Program of Study until the thesis is formally approved by the chief academic officer.

Students should check the Walden University Catalog regarding their program’s prerequisites for enrolling in the Thesis course.

Nominating the Thesis Supervisory Committee

You begin the thesis phase of your program when you nominate a thesis committee. Note: M.S. in Public Health students nominate two committee members, while M.S. in Psychology students nominate only one, the thesis chair. The committee nomination form is available on the Office of Student Research Support section of the university’s website.

Complete and submit the nomination form to your chosen faculty member(s), along with a copy of your draft prospectus (see section on page 9). When a faculty member has agreed to be on your committee, the approved prospectus and nomination form are submitted to the Office of Student Research Support at thesis@waldenu.edu (Note: The actual flow of steps in the nomination process may vary, depending on your program and type of thesis project. Consult a graduate student services coordinator in the Office of Student Research Support for guidance as needed.) Approval of the committee and course registration will be coordinated by the graduate student services coordinators and the Academic Advising Team.

You are responsible for verifying that the graduate student services coordinator (thesis@waldenu.edu) receives the completed committee nomination form and that you are registered for the correct course(s).

When members of the faculty in a graduate program accept the duty of serving as a committee to advise a student through the thesis requirement to earn a master’s degree, they assume a dual responsibility of high importance. One part is service to the student; the other is service to the academic practice, the discipline, and the professional field to which the thesis is related. For the first part, expectations concerning the faculty service to be performed are determined by the needs of the student and university academic policy pertaining to how these are to be addressed. For the second, expectations are set both by university academic policy and by policies and practice that frame acceptable work in the discipline and professional field at large. Walden University’s published statement on the Walden thesis (p. 5) describes the outcome of these expectations as applied in the university.

Role of Thesis Supervisory Committee Chairperson

The individual faculty member who serves as chairperson of the thesis committee is the key person in the process of your production of an acceptable thesis. The chairperson has the primary responsibility of assuring that the work of the committee effectively fulfills the expectations of both service to you and service to the academic discipline or disciplines and professional fields of practice involved. While the
thesis must be your work, the committee is expected to offer full support from their experiences and backgrounds and from the related resources of the university at large. The chairperson is engaged with you throughout the entirety of the thesis process. This includes the following:

1. The committee chair provides you with feedback regarding writing the problem statement, conceptualizing the research issues, and identifying the breadth and magnitude of the literature review. Feedback may include accurately focusing on an issue, identifying all variables and potential relationships, making the research intent clear, establishing topic importance, and clarifying the proposed research.

2. The committee chair provides you with feedback on your proposed thesis design, indicating the appropriateness for addressing the problem statement and research question(s) or for testing stated hypotheses.

3. The committee chair provides you with feedback regarding the selection of a specific methodology, suggesting an alternative methodology when appropriate and critically assessing the methodology with respect to the research question(s). The committee chair also questions you about the actual implementation of the selected methodology, assuring that program norms are followed and that generally accepted ethical and moral principles regarding human subjects are respected. The selection of correct research instruments and the proper use of those instruments are crucial to a successful thesis. The need for pilot studies or testing of research instruments is discussed.

4. The committee chair provides constructive criticism about data collection and analysis, presentation of the data, statistical analyses, and conclusions drawn from the analysis. The committee chair provides you with feedback about the validity of the conclusions. The committee chair discusses with you how assumptions and limitations (identified in the early chapters of the thesis) impact the research conclusions.

5. The committee chair examines the thesis to find evidence of critical thinking, including a discussion of how the research outcomes may affect social behavior or change. The chair provides you with feedback about the overall significance of the research findings or outcomes and how the findings may contribute to new knowledge and benefit the profession.

6. The committee chair offers you overall guidance about the acceptability of the thesis, taking into account program norms, form, and style.

**Changing a Committee Member**

The approved committee will serve until your thesis has been completed and approved. Only under special circumstances will the restructuring of a committee be considered once work on your thesis has commenced. Appointments of thesis committee members are decisions informed by the best knowledge available at the time of the decision. While most relationships with faculty will endure for the tenure of a student's academic career, the university recognizes that situations arise that may necessitate change in the duration of such services.

In instances when a faculty member has resigned from duties with the university, either temporarily or on a permanent basis, you will not need to file a petition to obtain a replacement member. You will need to work with the remaining members of their committee, as well as the Academic Advising Team, to identify potential replacements. You will follow the standard nomination process when replacing departed members of your committee.

When other circumstances necessitate reconsideration of faculty appointments, the process detailed below will be followed to help minimize disruption of academic service:

1. If pursuing a change in committee formation, you will need to discuss this issue with the Academic Advising Team to identify potential replacements.
2. Once a potential member is found, you will be responsible to obtain written assent from this new member to serve on your committee.

3. In requesting a change for one or multiple committee members, you will need to file a petition (see below) with the college.

4. The petition will be reviewed and a decision will be rendered by the college dean or the dean’s designee.

With the Student Petition Request Form, which can be accessed online, you will need to do the following:

- **Include written approval (e-mail) from the proposed member.** When requesting to change a committee member for another faculty member, you will need to obtain assent from the proposed member. A petition that fails to include the approval from the new proposed member will not be considered.

- **Describe the outcome that you are seeking. For example:** “I would like to change my chairperson from Dr. Smith to Dr. Jones.”

- **Provide a detailed rationale that demonstrates the need for the requested change.**

Any change in committee formation will become effective at the start of the next term. You can obtain further information about this process from the graduate services coordinators or the Academic Advising Team.

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**Completing the Prospectus**

Locate the prospectus form for your school on the Office of Student Research Support section of the Walden website. The prospectus will help you organize, delineate, and make decisions regarding your thesis and appropriate research style. It is submitted simultaneously with the committee nomination forms to the graduate student services coordinator (thesis@waldenu.edu) and your tentative (i.e., non-approved) committee members.

**Developing the Thesis**

**Consult the Appropriate Rubric**

Walden’s thesis rubrics are used to operationalize Walden’s Thesis Statement. The rubrics are designed to assist students, thesis committees, and the university’s academic leadership to determine whether a thesis meets Walden’s standards. Download the appropriate rubric when your committee and prospectus are approved.

Walden University’s evaluations for theses follow a university-approved rubric, as described below:

- The purpose of the rubric is to guide students and thesis supervisory committees as they work together to develop high-quality theses. The rubric should be shared with students early in their master’s programs and frequently used in advisement and graduate courses to reflect Walden University’s expectations for high-quality theses.

- The use of the rubric is intended to provide ongoing and flexible evaluation and reevaluation of the thesis drafts as they are developed. For the final copy of each document, there must be unanimous
approval by the thesis supervisory committee before the student proceeds to the oral defense (although revisions may be required following the oral).

- Rubrics have been developed for use with studies employing qualitative, quantitative, and mixed research designs and for evaluating both types of theses (the research study and the critical literature review with proposed research design). Be sure to download the rubric version most appropriate for your thesis project.

- As the thesis is developed and submitted for review to the thesis supervisory committee, each committee member should use the version of the thesis rubric selected by the committee to communicate his or her evaluations to the student, the chairperson, and any other members of the committee. This process of ongoing evaluation and communication will continue throughout the development of the thesis.

- Quality indicators are specified in the rubric for each chapter of the thesis. The subsections for each chapter are made up of descriptions of substantive characteristics of the thesis, specifically related to the scholarly quality and integrity of the document. A numerical rating scale is associated with each subcategory of thesis quality indicators.

- A space for comments is provided for each subgroup of quality indicators in each chapter. Comments provided by the evaluator (committee member) should refer to praiseworthy aspects of the document as well as offer specific guidance for revision when needed. Comments should provide formative evaluation for that particular chapter and be useful to the student and other members of the thesis supervisory committee. The spaces provided for comment are not to be used for communicating line-by-line editing of the manuscript. If the document is in need of editing, the committee member needs to comment to that effect, but provide any extensive comments in a separate communication.

- Descriptors to be used on the 5-point rating scale connote sequential levels in the developing quality of the document and/or chapter. Specific expectations relating to revision, reevaluation, and approval are in the definition for each value on the rating scale.

The rubric will aid you, along with your committee chairperson, in writing your thesis. Please make sure you are using the correct rubric for your program and research style when you begin the thesis process. Forms can be accessed via the Office of Student Research section of the Walden website.

**Write and Revise**

You should consult with your committee chairperson early and frequently when developing your thesis. With guidance from your committee chairperson, you conceptualize a topic, organize the literature, and determine a research methodology appropriate to the subject matter. Your chairperson will coordinate sharing the draft with any other committee members. Your committee reviews preliminary drafts to help you clarify the research framework for your project.

Revise the draft according to the committee’s suggestions. When the committee approves the draft, using the thesis rubric, it is ready for the University Research Review. **Note:** You will also complete a self-evaluation of the Turnitin report and submit that to your thesis chair.

**Getting Approval for Research**

All students, faculty, and staff members who undertake research studies, including a thesis, that grow out of their affiliation with the university or that involve interviewing, surveying, testing, treating, and/or
experimentally manipulating human participants are required to have approval from Walden University’s Institutional Review Board (IRB) prior to beginning the research. Download the current version of the IRB application and instructions from the Office of Research Integrity and Compliance section of the Walden website.

The IRB reviews requests and determines if the proposed research complies with accepted ethical standards. Walden University does not accept responsibility or liability for research conducted without the IRB’s approval, and the university will not accept or grant credit for student work where the student has failed to comply with the policies and procedures related to ethical standards in research.

The Purpose of the IRB

The IRB is primarily concerned with the following:

- Studies involving protected classes (e.g., children, prisoners, cognitively/mentally impaired, elderly)
- Studies where informed consent and identification of subjects may be problematic
- Studies involving the deception of subjects
- Studies involving potential coercion
- Studies involving personality, attitude, and gender preference measurements

The IRB’s purpose is to evaluate proposed data collection methods to ensure that the risk to subjects is eliminated, the study complies with commonly accepted ethical principles for human subject research, and all requirements for informal consent have been satisfied.

The IRB’s authority is consultative to the CAO (or designee) with regard to the approval of proposed research studies.

IRB Application Process

All students whose thesis work includes collection or analysis of data must submit an IRB application.

You must submit a current IRB application form to your chairperson when asking for review of the research plan proposed within the first three chapters of your thesis. Complete the IRB application form in its entirety, attach supporting documentation (e.g., copies of consent forms, surveys, other instruments), and submit all materials to your committee chairperson. The committee chairperson reviews, electronically signs, and then returns the application to you. You then submit the application to irb@waldenu.edu, copying your chair. Please be sure to utilize the checklist at the end of the application. Review of your materials will begin when your application is complete. Although the IRB staff will aid you with completing your application, completion at its initial submission will speed the process.

After your IRB application has been approved, you can conduct your research. You may not initiate data collection until you receive written notification that your IRB application form has been approved. This prohibition includes recruitment of subjects; advertising, mailing, or distributing consent forms; interviewing; surveying; data gathering; and so on.

The IRB has the authority to require revision of your request, to ensure compliance with the university’s policy on ethical standards in research. If the IRB rejects your application, the IRB chair and your committee will work with you to revise and resubmit your application. Note: Data collected without IRB review and approval cannot be included in the thesis. Prohibited activities conducted prior to IRB approval do not fall under the legal protection of the university.
**Gaining URR Approval**

Upon approval of your committee nomination and prospectus, you will be assigned a University Research Reviewer (URR). When satisfied that your thesis manuscript sufficiently meets university criteria, the committee chairperson will submit a copy of the thesis, completed rubric, and Turnitin report directly to the assigned URR, copying thesis@waldenu.edu.

The purpose of the URR is to ensure that your finished thesis meets the graduate-level expectations of the university. To help you complete a high-quality thesis, the URR provides you with a source of independent feedback on all aspects of your work. The independence of the URR enables him or her to view your thesis in the manner that a potential employer or research colleague would view it. An external party unfamiliar with your thesis may notice portions of your work where points could be made in a clearer manner, which your committee members, who are very familiar with your work, could overlook.

The URR will review the thesis using the rubric, including items relevant to content, methodology, form and style, abstract, and ethical procedures. Once the URR has completed the review, he or she will send the outcome of the review to thesis@waldenu.edu, copying you and your chair. At this stage, the URR can refer you for mandatory consultation with the IRB office and/or the Writing Center to address ethical or writing concerns, respectively. URRs are obligated to make IRB/Writing Center referrals should they note significant ethical or writing concerns.

When changes have been requested by the URR, the committee will work with you to make the requested revisions. When the chair feels that the necessary revisions have been made, he or she will forward the thesis along with the rubric and the Turnitin report to the URR while copying thesis@waldenu.edu. The URR will then review the revised materials. Once the URR deems the thesis ready for the Form and Style Review, he or she will send an e-mail to thesis@waldenu.edu indicating this information, along with the URR-approved thesis and Turnitin report.

**Optional Pre-Oral Teleconference**

At the request of the URR or committee chair, an optional pre-oral conference can be scheduled to discuss recommendations of the URR and reach agreement about changes that are necessary before the oral defense. It is recommended that the pre-oral conference be held when there are serious concerns raised by the URR and/or when the committee requests the opportunity for discussion and clarification. The purpose of the pre-oral conference is to prevent multiple submissions and reviews and thus facilitate the process of completion.

**SCHEDULING THE PRE-ORAL TELECONFERENCE**

To schedule a pre-oral teleconference, identify several commonly available dates and times among those participating in the teleconference (you and the committee members). Forward that information to the committee chairperson, who will then use the Conference Call Reservation Form (which is securely kept on the Walden site) to submit the request to reserve the date and time that is convenient for you and all committee members. Note: Reservation forms must be submitted at least one week prior to the teleconference date requested.

A confirmation of the request will be sent to all participants with instructions for calling in at the appointed date and time. Before the call, please ask your chairperson to clarify any expectations of the content of the conference call if necessary. A pre-oral conference will not be recorded.
Form and Style Review

A thesis goes to Form and Style Review before the thesis oral defense teleconference. The URR will notify the Office of Student Research Support that your thesis is ready for Form and Style Review. The URR will send a copy of your completed thesis along with the Turnitin report to thesis@waldenu.edu. The graduate student services coordinator will send it to the editor. The editor has 14 calendar days from the date the thesis is received to process the document. Manuscripts are reviewed in the order received.

Please note that submissions missing the basic required components (such as an abstract, CV, and references section), or that still contain editing marks, may be returned by the editors un-reviewed, until the appropriate items are included.

Note: Thesis documents must be submitted for the Form and Style Review as a single Microsoft Word document. Form and style guidelines are found in Part 2 of this guidebook.

Outcome of the Form and Style Review

Once the draft has been submitted for the Form and Style Review, you may work with your chair to schedule your oral defense. You may collect convenient dates and times for your thesis teleconference while your paper is being reviewed. However, the teleconference may not be held until after your paper has been received back from the Form and Style Review.

Upon your receipt of the completed Form and Style evaluation, and in consultation with your committee chair, you will need to address the editor’s recommended revisions.

If questions concerning scholarly integrity arise as a result of the review, the Form and Style editor will contact your committee chair, URR, and program director with the concerns. Please refer to the Walden University guidelines in the catalog concerning academic integrity.

Thesis Oral Defense Teleconference

You present your thesis via a required teleconference with your committee members. The teleconference, which is paid for by Walden University, will be led by your committee chairperson. The oral presentation may commence only after the committee members have reviewed the current draft of your thesis and have reached consensus as to its level of development by using the guidelines of the rubric.

During the oral presentation, committee members may determine that revisions to the thesis are needed. In such an event, the committee chairperson will supervise you in making the stipulated changes. When all requested changes have been made, the committee chairperson authorizes you to forward the revised manuscript and approval forms to all committee members for a final review.

Scheduling the Thesis Oral Teleconference

Identify several commonly available dates and times among those participating in the oral (you and the committee members). Forward that information to the committee chairperson, who will then use the Conference Call Reservation Form (which is securely kept on the Walden site) to submit the request to reserve the date and time that is convenient for you and all committee members. Note: Reservation forms must be submitted at least one week prior to the first teleconference date requested. A confirmation of the
request will be sent to all participants with instructions for calling in at the appointed date and time. The call’s reservation will be confirmed again 48 hours before the call. Prior to the call, please ask your chairperson to clarify any expectations of the content of the conference call if necessary.

**Note for Psychology Students:** Students and faculty members will join a call with four students and four committee chairpersons (8 people total) and present to the whole. Theses may be presented on:

- Mondays: 10 a.m.– noon, 5–7 p.m. Central time
- Tuesdays: 3–5 p.m. Central time
- Wednesdays: 1–3 p.m. Central time
- Thursdays: 2–4 p.m., 6–8 p.m. Central time
- Fridays: 1–3 p.m. Central time

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**Final Approval**

Following the successful completion of the oral defense and committee approval of the final thesis, the chair forwards the document to the URR for review. At this time, the URR conducts a final review to make sure all methodological, content, and writing issues have been addressed. In addition, the URR reviews the abstract to make sure it meets university guidelines. The URR conducts any additional reviews that are necessary until the final copy, including abstract, meets full approval.

When approval from the URR has been received, the graduate student services coordinator will send the abstract of the thesis to the university chief academic officer (CAO), or the CAO’s designee. The review will take 14 calendar days. The results of the review will be communicated to the graduate student services coordinator, who will then forward the results to you, the URR, and the committee chairperson. If changes are necessary and a resubmission to the CAO is required for approval, an additional 14 calendar days is allotted to the CAO for each subsequent review.

The university CAO, or designee, will approve the thesis and notify the graduate student services coordinator. *Tuition stops at this point.* The graduate student services coordinator will send you a congratulatory letter and copy your committee. Approval must be received by the close of business (5 p.m. Central time) on the last business day of your intended term of graduation. You will graduate in the following quarter if approval is received after this deadline.

The registrar’s office will complete the final audit. You will know the audit is completed when you receive the final bill, which the bursar’s office will send you. *If you finish within the first 7 days of a quarter, you are not charged tuition for that quarter. If you finish partially through the quarter, you will be charged prorated tuition.*

Students who want to participate in the summer commencement ceremony must have their thesis approved no later than the last business day of the spring quarter. Students who want to participate in the winter commencement ceremony must have their thesis approved no later than the last business day of the fall quarter. **Note:** You are not automatically registered for commencement. If you want to attend a commencement ceremony, you can register online.

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**Policy on Academic Integrity and Plagiarism**

Walden University regards academic honesty to be essential to the entire academic enterprise and will not
tolerate any violation. No student shall claim credit for another’s work or accomplishments or use another’s ideas in a written paper or presentation without appropriate attribution through proper documentation. The consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a grade of NC or F filed for the course in which the violation occurs, written reprimands, and dismissal from the university.

In *The Craft of Research* (University of Chicago Press, 1995), Booth, Colomb, and Williams offer a useful definition of plagiarism:

> You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow. (p. 167)

The following excerpts show the difference between plagiarism and paraphrasing according to the Booth et al.’s definition:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>There is evidence to suggest that newsmakers are becoming particularly savvy about placing items on the media agenda. When, for example, President Reagan was running for his second term, he took a tour to promote his administration’s record on environmentalism. The tour was full of photo opportunities, including the president standing on a fishing boat in the Chesapeake Bay and the president wearing a park ranger’s hat at Mammoth Cave, Kentucky. Even though some thought that the Reagan administration had a terrible record on the environment, many people were likely to see photos of the president in the ranger hat and make a positive link between Reagan and the environment.</td>
<td>Evidence suggests that newsmakers are becoming keenly aware about placing items on the media agenda. When, for instance, President Reagan ran for his second term, he took a tour to promote his administration’s environmental record. The tour was full of photo ops, including Reagan on a fishing boat in the Chesapeake Bay and the president wearing a park ranger’s hat in Kentucky. Even though a few environmentalists said Reagan’s record on the environment was terrible, people who saw photos of the president in the ranger hat made a positive association between Reagan and the environment (Severin &amp; Tankard, 1992, p. 224).</td>
<td>Severin and Tankard (1992) observed that a president has considerable power to form public opinion by using the media to his advantage. As an example, they cite President Reagan’s photo ops during the 1984 campaign, in which he was shown visiting several remote national resources. Although environmentalists complained about Reagan’s record on the environment, “many people were likely to see photos of the president in the ranger hat and make a positive link between Reagan and the environment” (p. 224).</td>
</tr>
</tbody>
</table>


In the above example of plagiarism, the student credited the authors with an author/date/page number citation at the end of the paragraph, but the words and ideas are straight out of Severin and Tankard. Because of the conventions of documenting sources, the reader cannot distinguish who originated the ideas and words.
For a detailed discussion of the ethics of scholarly writing, see Chapter 1 of the *Publication Manual of the American Psychological Association, Sixth Edition*.

Walden uses a service provided by Turnitin.com to check manuscripts for plagiarism. Submission to this service is handled and determined by the committee chairperson. Any instance of suspicion will be expressed to you and the committee members and will slow completion the thesis process.

**Required Data Storage**

You are required to maintain all raw data—interview tapes, spreadsheets, questionnaire results, and so forth—for no less than 5 years upon completion of your thesis. For safekeeping, store copies of data in two different locations.
PART 2: STYLE – APA AND WALDEN UNIVERSITY

Students writing theses must use the sixth edition of the Publication Manual of the American Psychological Association (APA). Additional specific requirements for Walden theses, above and beyond APA style, are included in this guidebook. In rare instances where Walden University’s requirements conflict with the APA manual, the university style standards prevail. These items are indicated in this guidebook by green boxes.

Students are encouraged to download the thesis template from the Walden Writing Center’s website.

The following sections are intended to supplement guidelines and instructions that appear in the thesis template, rubric, and other information sources.

Overall Structure

The Walden thesis consists of the following sections, in this order:

- Abstract title page.
- Abstract.
- Title page.
- Dedication page (optional).
- Acknowledgments page (optional).
- Table of Contents, including List of Tables and List of Figures pages, if necessary – Begin the pagination of the preliminary pages with i centered in the footer of the first page of the Table of Contents.
- Body of the paper – Begin the pagination with 1 in the upper right corner of the first page of Chapter 1. Paginate consecutively on every page to the last page of the CV.
- Reference list.
- Appendices (optional).
- Curriculum vitae (CV).

Abstract

Concise and well-written abstracts highlight the richness of your research. A complete abstract primer can be found in Walden University’s online research center. Below is a quick summary.
The abstract title page is the cover page of the Walden thesis. It is identical to the main title page, except the word *Abstract* appears at the top of the page, centered. It does not have a page number.

**Abstract Content**

- In the first couple of sentences of the abstract, describe the overall research problem being addressed and indicate why it is important (i.e., who would care if the problem is solved). **Note:** You can include a general introduction of the issue in the first sentence, but you need to quickly move to a clear statement of the research problem being addressed.
- Identify the purpose and theoretical foundations, if appropriate.
- Summarize the key research question(s).
- Describe, briefly, the overall research design and methods.
- Identify the key results, one or two conclusions, and recommendations that capture the heart of the research.
- Conclude with a statement on the implications for positive social change.

**Form and Style Tips**

- The abstract must be a single paragraph, with no indentation, contained on one page.
- Maintain the scholarly language used throughout the thesis.
- Keep the abstract concise, accurate, and readable. Use correct English.
- Ensure each sentence adds value to the reader’s understanding of the research.
- Use the full name of any acronym and include the acronym in parentheses; you can thereafter refer to the acronym.
- Do not include references or citations in the abstract.

The Walden abstract cannot exceed one page. It is double-spaced in the same font size and style of the thesis body, is one block paragraph, and has the same margins as the thesis body. It does not have a page number.

**Common Abstract Problems**

The following issues could delay the approval of your abstract:

- There are grammar, punctuation, and spelling errors.
- You have not included definitions of terms, especially those important enough to be in your title (e.g., *WiFi, PTSD, UN*).
- Social change implications are inadequate or are missing.
- The research problem, research question, or purpose of the study is unclear.
- You have not answered the question “So what?” You need to indicate why the research was/is important. Who would care if the problem is solved?
The abstract exceeds more than one page.

**Tables and Figures**

In the body of the thesis, information that does not appear in textual form must be formatted and labeled as either a table or figure. APA does not allow for the words *graph, illustration, or chart.* Refer to them as either a *table* or a *figure.*

- Tables and figures must fit within the margin specifications.
- Do not separate a title or caption from the table or figure it identifies.
- Tables and figures are to be numbered without a suffix or indicator of the chapter in which they appear: Table 1, Table 2, Table 3; Figure 1, Figure 2, Figure 3, and so on. In the appendices, tables are called Table A1, Table B1, Figure A1, Figure B1, and so forth.
- In the text, capitalize the words *table* or *figure* when referring to them (e.g., *see Table 12*). Refer to the specific table number, not to the page number on which it appears or as *the table below.*

**Tables**

Place the word *Table* and the table number **above** the table, flush left. The title of the table appears below the table number and is double-spaced flush left in italics, in title case. If the title runs over one line, single-space the two lines of the title, leaving the space between the table number and the first line of the title. Double-space or triple-space before and after the table—be consistent.

**Table 1**

*Comparison of Learning Styles With Self-Reported Multiple Intelligences*

Information regarding abbreviations or symbols used in a table, copyright information, and probability must be located in a note below the table. See APA 5.16 for information about formatting table notes.

**Figures**

Place the word *Figure* and the figure number **under** the figure, flush left in italics. The title of the figure goes next to the number in sentence case, Roman type, double-spaced. In theses, do not type captions on a separate page.

**Figure 1.** Bar graph showing hours of television watched per week by age group. From “Stations increase; viewing time decreases,” by M. J. Fazio, 1994, *Journal of Broadcast Communication, 4*(1), p. 145. Reprinted with permission.
In theses, tables and figures are inserted into the narrative as close to the text that introduces them as is practical.

Do not split a table unless it is too large to fit on one entire page. Placing a table on its own landscape-oriented page is permissible. Do not place any text on a page if a table or figure takes up three fourths or more of the page.

The font size used in tables and figures may be smaller than that used in the text; however, to ensure a professional appearance and legibility, it should be no smaller than 8 points and no larger than 12 points.

Grayscale (shading) and color used in figures is acceptable; however, they often will not reproduce well. Instead, consider using crosshatching, broken lines, and so forth.

**Appendices**

The appendices follow the reference list. They are lettered A, B, C, and so forth. Figures and tables in the appendices are labeled A1, A2, B1, and so forth, according to the appendix in which they fall. **Note:** If there is only one appendix, it gets no letter. Figures and tables within a single appendix are labeled A1, A2, and so forth.

A blank divider page is unnecessary between appendices unless the reader is served or if a heading cannot be placed on the first page of an appendix. (Typically this could happen when you insert a scanned document that takes up an entire page.) The materials in the appendix must not extend beyond the margins of the rest of the thesis: Reduce the appendix materials as needed.

In general, permission to use tables and figures reproduced or modified from published works outside the public domain must be demonstrated, most often by a copy of the letter of permission in an appendix. Permission to reprint is usually indicated on the first page of a copyrighted document, following the wording requested by the copyright holder.

**Definitions of Terms and Glossaries**

Many theses include a brief listing of key terms that the author interprets and clarifies for the reader’s benefit. In general, do not define a common term such as *teenager* (“a person between 13–19 years, inclusive”). List only ambiguous, controversial, or operational terms used throughout the thesis. Technical terms are usually defined in the text, if necessary. Definitions must be explicit, specific, and scholarly. See below for more information on defining terms and further instruction on words used as words.

If defining a term, you need to determine whether the definition belongs in a list or in the text. Walden suggests the following three options for defining key terms. Consult your committee chairperson about what is most appropriate for the reader’s comprehension.

- List key words or phrases in a section called *Definition of Terms*, at the end of the first chapter.
- List all key terms in a glossary, in an appendix.
• Define more common terms, particularly acronyms and technical terms with only immediate application for the reader, upon first usage. (Per APA 4.21, remember to italicize key terms on first usage.)

**Definition Examples**
Note that it is important to give proper credit to the originator of the definition.

1. The following examples illustrate different approaches to this issue. The first two examples might well appear in a section called Definition of Terms.

   *Dialects:* Language varieties that initially and basically represent various geographic origins (Fishman, 1972, p. 5).

2. This writer might have chosen an entirely different definition, depending on how it was employed in the project.

   *Dialects:* Differences between kinds of language that are differences of vocabulary, grammar, and punctuation (Trudgill, 1974, p. 17).

3. Or the writer might have decided, for purposes of this paper that the reader is best served by defining the term in the text, as below.

   Fishman (1972) used the term *dialects* to mean “varieties of language that initially and basically represent divergent geographic origins” (p. 5).

**Words Defined and Words Used as Words**
To emphasize a word or highlight a word used as a word, set it in italic type on first reference. Be consistent throughout the document. This most often occurs in the context of defining a word, term, or phrase:

The term *networking* refers to creating relationships and saving contact information for a specific situation, usually a job search.

Roman, not italic, type should be used for such scholarly Latin words and abbreviations as ibid, et al., and etc. An exception is made for the term *sic*, which is always italicized and set in square brackets, as shown here.
**Footnotes**

APA does not allow for endnotes or source footnotes. Content footnotes, used sparingly, may assist the reader. In general, however, something important enough to appear in a content footnote is important enough to appear in the text.

**Curriculum Vitae (CV)**

The curriculum vitae (CV) is the final item listed in the table of contents. A copy of the author’s CV must be included at the end of the thesis. The CV may be formatted in either basic outline form, as a résumé, or in full-sentence form. The CV must conform to the same margin specifications as the thesis and be included in the pagination.

**Verb Tense**

The thesis appears in present and past tense as appropriate. As a general rule for social science writing, ongoing issues and current realities should be reported in present tense. What has occurred, what has been reported, and what the writer and sources have accomplished should be reported in past tense. For example, writing the statement “There were 50 states in the country” is ungrammatical and illogical since there are now 50 states in the USA. Similarly, do not write in the problem statement that “Managing health care costs was a big problem in the United States” or “The amount of crude oil imported in the United States increased since 1965” unless the problem no longer exists or you are reporting the findings of a study conducted over a specific period of time. Thus, if health care costs no longer are a problem or if oil imports are no longer increasing, past tense works; otherwise, as ongoing realities, these examples should be described in present tense.

In the review of literature, use the past tense when reporting past research. “Jenkins (1994) observed three reasons why victims of abuse do poorly in school.” Note here that what Jenkins observed is a present tense clause. Presumably, these three are still the reasons victims of abuse perform poorly. However, the predicate of the sentence (“observed”) is written in the past tense. Of course, if Jenkins was reporting a historical fact, the entire sentence would appear in past tense: “Jenkins (1994) found four reasons that AIDS spread through the gay population in the 1980s.”

Some writers refer to past research in present tense. “Jenkins (1994) reports that there are three main reasons that victims of abuse do poorly in school.” But if this same writer decides to refer to Merton (1950) or Watson (1920), he or she will have difficulty staying consistent: “Watson (1920) argues that . . . .” Watson is long dead and, therefore, it is awkward to report his 80-year-old research in the present tense. APA specifically requires that the literature be presented in the past tense: “Watson argued that . . . .”

**Point of View**

Appropriate use of first person is acceptable in all Walden students’ academic writing, as discussed on page 69 of the sixth edition of the *Publication Manual of the American Psychological Association*. 
**Inclusive Language**

Language used in scholarly writing should be inclusive. By now, most writers know the gender-restrictive nature of words like policeman, mailman, or fireman. Accordingly, students should employ words that are not sexist and more accurately describe American society.

Some ethnicity and nationality titles require sensitivity due to historically racist usage: Oriental, American Indian, and Eskimo, for example. The APA manual, in Chapter 3, offers an informative discussion of this issue at length. Check any of several dictionaries devoted to this subject to learn more. The director of the Walden Writing Center suggests the University of New Hampshire’s *Guidelines for the Use of Nonsexist Language*.

One of the most troublesome issues related to sexist language for writers revolves around the pronouns *he* and *she*. The combination *he or she* is common if cumbersome; some readers resent if *he* always precedes *she*. Some writers choose as a matter of course to only use the word *he* and then add a note of apology at the beginning of a manuscript. This is dated and seen as a poor solution by many readers. Some writers go back and forth between *he* and *she*—also cumbersome, but effective in certain instances.

One frequent solution is changing the singular third-person pronoun to the plural *they*. Thus, replace “A junior high school teacher spends much of her day just maintaining order,” with “Junior high teachers spend much of their day just maintaining order.” In this example, another solution is, “A junior high school teacher’s day is spent, to a large extent, maintaining order.”

Walden University’s preferred usage for groups of people whose ancestors can be traced to Africa is *African American*. The usage should be consistent:

* African Americans make up the largest minority in America, while European Americans compose the majority.  

Above all, students are asked to be sensitive to the terminology of racial, ethnic, and religious groups.

**Documenting Sources**

**In-Text Citations**

APA requires the parenthetical referencing (author–date) system. Authors’ names and dates of publication are given in parentheses within the text or at the end of block quotations. These parenthetical citations are reflections of items in a reference list placed at the end of the paper and arranged alphabetically by the authors’ last names and chronologically within lists of works by a single author.

Consult the APA sections on citations (Chapter 6) when writing scholarly papers, including exceptions and explications. Also, see the related sections in this guidebook on paraphrasing and quoting.
IN-TEXT CITATION EXAMPLES

1. If a secondary source identifies additional research by other sources, do not refer to those primary sources unless you have actually read them, or indicate otherwise by citing the secondary source. For example, if Foucault’s work is cited in Rabinow, and you did not read Foucault’s work, list the Rabinow reference in the reference list. In text, use the following citation:

   (Foucault, as quoted in Rabinow, 1989).

   Note: The primary source (Foucault, in the example above) does not appear in the reference list.

2. In parenthetical author–date citations, place a comma between the author and the year.

   (Zuckerman, 2009).

3. In parenthetical author–date citations with more than one author, use an ampersand.

   (King & Wold, 2005).

4. In nonparenthetical author citations with more than one author, use the word and.

   According to Cook and Timmerman (2006) . . . .

5. When citing more than one source within parentheses, separate them with a semicolon and cite the research in alphabetical order according to first author surname listed.

   The losing candidates (Bush & Quayle, 1992; Gore & Lieberman, 2000; Palin & McCain, 2008) suggested that . . . .

6. When citing specific parts of a source, indicate the page number at the appropriate point in the text. Here, note that the final punctuation comes at the end of the sentence after the reference.

   The Democrats were “confident [they] would hold the White House throughout the 1980s” (Carter & Mondale, 1980, p. 432).

   Alternative:

   Carter and Mondale (1980) wrote that the Democrats were “confident [they] would hold the White House throughout the 1980s” (p. 432).

MULTIPLE AUTHORS AND USE OF ET AL.

- When referring to two authors, always cite both surnames.
- When referring to three to five authors, include all the names the first time. Thereafter, refer to the first author only, followed by et al., and the date of publication. Within the same paragraph, refer to the first name only, followed by et al. (no comma or date).
- When referring to six or more authors, cite only the name of the first author and use et al., and the year in all references.
See the APA manual for exceptions.

**BLOCK QUOTES**

Quotations of 40 or more words must appear in a free-standing block, indented five to seven spaces, or about 0.5 in. from the left margin (in the same position as a new paragraph). The right margin remains the same as the rest of the text, with a ragged border. The final punctuation is at the end of the final sentence; no punctuation follows the citation at the end of the block quote (APA 6.03).

Note in this example of a block quote that the left margin is indented about five spaces.

There are no quotation marks, although you would use them to quote words within a block quote, such as the “hyperbolic tendencies” of a speaker. The right margin is flush with the rest of the manuscript. The first word can be capitalized even if the original is not. It is double spaced per APA 6th edition. (Taylor & Fife, 2009, p. 46)

**WHEN TO CITE PAGE NUMBERS**

When directly quoting an original source, use quotation marks or set it off as a block quote, as described above. Per APA 6.04, Walden strongly encourages students to provide page numbers when citing an idea or when paraphrasing. The reader will appreciate knowing the exact location of all references, and it will clarify the origination of the ideas, whether they are the author’s or from another source.

**Reference Lists**

Note that a reference list cites works that specifically support the thesis. A bibliography cites works for further reading. As such, theses require reference lists but not bibliographies. The following information regarding APA style for references is taken from Chapters 6 and 7 of the publication manual. Review these sections thoroughly before developing a reference list.

- The reference list must be paginated.
- Use the first and middle (if any) initials of all authors; do not write out the first name. There should be a space between the initials. With two or more authors, use & rather than and before the last author. Separate the names with a comma: Foyt, A. J., & Andretti, M. P. (APA 6.27)
- When a reference has up to seven authors, spell out all authors’ names. When a reference has more than seven authors, spell out the first six, then put an ellipses and the last author’s name: Zuckerman, J., King, M., Cook, A., Wold, K., Patterson, J., Marshall, H., . . . Walsh, L. (2009).
- If two or more of the works by a single author or set of authors have the same publication date, the dates are assigned the letters a, b, c, and so on.
- For the titles of books and journal articles, capitalize only the first word of the title and of the subtitle, and any proper nouns. The titles of journals are capitalized in the “normal” title case manner. Italicize titles of books and journals. Quotation marks should not be used around titles of journal articles.
• The abbreviations *Vol.* and *No.* are not used in reference to journals. The volume number should be italicized. The issue number is indicated if the journal is paginated separately by issue. Follow the volume with a comma and the page numbers:


• Page numbers of journal articles should not be preceded by *p.* or *pp.*

• In reference lists, use U.S. postal code abbreviations for all state names.

**ELECTRONIC SOURCES**
The APA manual provides extensive guidance on citing sources from databases and other electronic publishers. See also the [APA website](http://www.apastyle.org) for additional rules.

1. To cite the source of a *journal article*, copy and paste the digital optical identifier (DOI) number at the end of the reference. (If there is a DOI, you’ll find it somewhere on the first page of the journal article. It might appear hidden behind a database button.)


2. If no DOI number is shown, APA style states you should indicate the homepage of the journal that you are using as a source.


3. For *online newspaper articles* you need not provide the specific page number, retrieval date, or lengthy URL—just the newspaper’s home page.


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**Copyright Information**

A statement of copyright ownership to a thesis is not necessary, because by federal law a copyright exists once a work is “fixed in a tangible form of expression.” If a copyright notice is added, place this wording at the bottom of the acknowledgments page: © [year] by [author’s name]. All rights reserved. For more information on copyright law and theses, contact ProQuest UMI, at 1-800-521-0600, ext. 7020.
NOTE ON COPYING TEST INSTRUMENTS, SURVEYS, AND QUESTIONNAIRES

Gaining permission to reproduce a survey instrument for participants in a study is necessary when such a document is not in the public domain. Still, that is not the same as permission to reproduce it in the thesis. If the committee asks you to include a published document outside the public domain in the thesis itself, specific authorization must be obtained from the copyright holder.

Type

A serif font such as Palatino, Century Schoolbook, Book Antiqua, or Times New Roman is recommended. All text copy must be printed in the same point size: 12-point is preferred. A sans serif font may be used for tables and figures if its use improves readability and format. The font size used in tables and figures may be smaller than that used in the text; however, to ensure legibility, use fonts no smaller than 8 points and no larger than 12 points.

The title of the thesis should not include chemical or mathematical formulas, symbols, superscripts, subscripts, Greek letters, or other nonstandard characters. Words must be substituted for any such characters.

Highlighted words, such as words being defined on first reference, and titles of books, journals, newspapers, and magazines, must appear in *italics*.

Although manuscripts submitted to the American Psychological Association for publication must contain a brief manuscript running head, Walden theses do not have a running head.

Margins and Page Numbers

The margins of the thesis must conform to the following guidelines. This includes the appendices, tables and figures, and the curriculum vitae (CV). Set your document’s margins at these measurements:

- Left margin: 1.5 in. – to allow for binding
- Right margin: 1 in.
  **Note:** Text at the right margin must be ragged—not justified—throughout the thesis.
- Top margin: 1.38 in. – to allow for page numbering (see below)
- Bottom margin: 1 in.

On Table of Contents pages (including List of Tables and List of Figures pages), page numbers are indicated in lowercase Roman numerals placed 1 in. from the bottom of the page, centered, beginning with *i* on the first page of the Table of Contents.

Starting with the first page of Chapter 1, an Arabic page number must appear 1 in. from the top edge of the page and 1 in. from the right edge. The first line of text appears 0.38 in. under the page number, or 1.38 in. from the top edge of the paper. To accomplish this, set the top margin to 1.38 in. and the header...
to 1 in. **Note:** Some versions of Microsoft Word are defaulted to set the page number at 0.5 in. from the top edge of the paper. The margin must be changed for Walden theses.

Pages containing tables and figures may be formatted in landscape page setup. The bound margin must still be 1.5 in. Page numbers should be placed consistently with the rest of the manuscript.

Nothing can appear in the margins. All page numbers, text, tables, figures, and so forth must be contained completely inside the area bounded by the margins.

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**Spacing**

- Double-space between all text lines throughout the manuscript, including block quotes and the reference list.
- Acknowledgments and dedications must be double-spaced and use regular paragraph indents.
- Never use single-spacing or one-and-a-half spacing except in tables or figures.
- Do not leave a heading “floating” at the bottom of a page without accompanying text.
- Begin each chapter on a new page.
- Do not begin each subsection on a new page. Sections should follow one another immediately in order to avoid large blank spaces.
- One-line “widows” and “orphans” are acceptable at the top and bottom of a page; however, for increased readability, two lines are preferred.

- Use a single space after end punctuation (e.g., periods, colons).
- Double-space or triple-space between tables and figures and subsequent and preceding text. Be consistent.
- If a table or figure takes up more than three fourths of a page, do not place any additional text on the page.
- End-of-line hyphenation is acceptable in Walden theses. For improved readability, avoid two consecutive end-of-line hyphenations.

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**Headings**

Headings must be worded identically in the Table of Contents and the text. Do not strand a heading at the bottom of a page. Headings should not be labeled with letters or numbers.

Per APA, double-space between a subheading and the preceding text.
The sixth edition of the APA manual does not show specifically how to format chapter headings. Walden has matched the hierarchy in the sample paper in the manual and incorporated a plain centered Level 0 heading for chapter headings, in title case (mixed uppercase and lowercase), like this:

Chapter 1: Introduction to the Study (Level 0)

Background of the Problem (Level 1)

APA’s level, position, and format of headings in a thesis with five levels are listed below, with the addition of Walden’s chapter heading (Level 0).

Centered Uppercase and Lowercase Chapter Heading (Level 0)

Centered Uppercase and Lowercase Heading, Bold (Level 1)

Flush Left, Uppercase and Lowercase Heading, Bold (Level 2)

Indented, bold, lowercase. (Level 3)

Indented, bold, lowercase, italics. (Level 4)

Indented, plain, lowercase, italics. (Level 5)

Lists: Seriation

Seriation refers to lists of items (APA 3.04). Two of the most important aspects of formatting lists are readability and consistency: The reader needs to keep track of the listing. Unfortunately, APA inadequately describes certain nuances and does not provide a software-friendly style. The information that follows is intended to complement the manual.

Formatting Lists in Text

For listed items within a paragraph like this (a) use letters, not numbers, in parentheses; (b) separate each item with a comma; or (c) separate each item with a semicolon, as shown in this example, if there is already a comma in one of the clauses.

When listing items vertically, use the numbered format below:

1. When listing items vertically, or breaking them out of the paragraph format, use 1.,

2. 3., and so forth, and continue to double-space.

2. Indent the number the same as for a paragraph, usually 0.5 in.
3. End each item in a list like this with a period, even if it is not a complete sentence.

Bulleted lists are formatted the same as a numbered lists. Use a bulleted list when you do not need to indicate a certain order or chronology.

**Formatting Lists in Block Quotes**

If copying from text that already appears in list form in the original source, determine if the entire quote needs to be included. The text may be better served with a paraphrase. If a block quote of a list is required, indent the entire set of items in the list. By properly punctuating the end of the block quote, the reader will identify this as a block quote. Further instructions on block quotes are on page 26. See the example below:

Hosmer (1982) offered four statements typical of psychological egoism:

1. People always look out for No. 1 first.
2. People act so as to benefit themselves, whether or not they also benefit others.
3. People always do what they want to do, or if that is impossible, what they dislike doing the least. (p. 70)

**Punctuating Lists**

Properly punctuating lists is a bit of an art and a bit of a science. As noted above, APA allows the use of periods at the end of items in lists, even if the item is not a complete sentence. However, consider the syntax of the introductory phrase of this example:

Sometimes writers introduce lists with a phrase just like this:

1. Item 1 in a list per APA.
2. Item 2 in a list per APA.
3. Item 3 in a list per APA.

In this example, the phrase that introduces the list ends as if the end of a sentence. That is, the items in the list do not complete the introductory phrase. In this case, per APA, capitalize the first word in each clause, and use periods at the end of the items.

On the other hand, see this example:

Sometimes, however, writers introduce lists with a clause that concludes with

1. item 1 in a list per APA that completes the introductory clause,
2. item 2 in a list per APA that completes the introductory clause, and

3. item 3 in a list per APA that completes the introductory clause.

In this case, the three items in the list complete the introductory clause. Per APA, separate the items with commas if there are no other commas in the items, or semicolons if there are. Start each clause with a lowercase letter.

**Numbers and Percentages**

The APA manual has an extensive section (4.31–4.38) dealing with the nuances of presenting numbers. Always check the manual if unsure of the proper style.

1. In general, numbers 10 or greater are written as numerals. There are quite a few exceptions, including at the start of a sentence and when two numbers appear consecutively.

   Fifteen men participated in the study.

   But twelve 13-year-old children refused to state their gender.

2. Write as numerals all numbers that denote a specific place in a numbered series or in parts of books and tables, and each number in a list of four or more numbers. Use a percentage sign, not the word percent, unless connected to a number at the start of a sentence.

   As noted in Table 4, company profits have risen by 9% since November 1994, while workers’ wages rose by 2%. (See Chapter 5 for details.)

3. Write as numerals all numbers that represent time, dates, ages, or points on a scale; numerals as numerals; and numbers preceding a unit of measurement.

   A similar study was completed 6 years ago.

   Within the past 2 decades, the rate of growth in real wages has decreased.

   On a 7-point Likert scale, the FDA was rated an average of 2.

   The Pirates won two pennants during the 1970s.

   **Note:** There is no apostrophe in plural numbers: *1970s*, not *1970’s*.

   The children scored 6s and 7s on the exam. None was able to score a 10.

   We live 5 miles from downtown.
She drank 3 pints of ale.

4. Ordinal numbers follow the pattern of cardinal numbers (APA 4.34).

She was the sixth one through the door; he was the 11th one through.

You are in the 2nd year of graduate school.

5. Review the APA manual carefully for rules on fractions and other mathematical functions, such as ratios (APA 4.31–4.32, Table 4.1).

Nearly three fourths of the American people have stated their displeasure with the previous administrations.

A two-thirds majority indicated they had not yet purchased a luxury car, a clear sign of the economy’s weakness.

More than 2 times as many people use disposable razors now than in 2002 (Sainio, 2009).

6. School grades are described in APA 4.31.

My daughter starts Grade 4 in the fall.

My daughter will be a fourth grader. My son will be an 11th grader.

My daughter is in her 4th year of school.

**Note:** Use commas in most figures of 1,000 or more. (See APA 4.37 for exceptions.)

A survey was sent to 1,046 parents.

**Abbreviations**

- Latin abbreviations such as *e.g.*, *etc.*, *i.e.*, and *cf.* should be used only in parenthetical materials. Use the English translation of these abbreviations in nonparenthetical material. See APA 4.26.

- *United States* should be written out when referred to in noun form. Per APA, it is abbreviated when used as an adjective: *U.S.*

- Lowercase should be used for Latin abbreviations, such as *a.m.*, *p.m.*, *i.e.*, and *e.g.*

- The plural of the abbreviation *p.* is *pp.* Such abbreviations are rarely used when not within parenthetical elements.

APA has many additional rules regarding abbreviations. See APA 4.22–4.30 and consult the index of the style manual for more information.
Spelling and Punctuation

Merriam-Webster’s Collegiate Dictionary (2005) is the authority for matters of spelling in Walden theses. APA has some additional conventions regarding spelling.

Only standard American English is acceptable in Walden theses. Naturally, cited material from previously published sources should be left in the original form, including British or archaic spelling and excessive punctuation or lack of punctuation.

1. In most cases, make the possessive form of proper names ending in s by adding an apostrophe and s: Jones’s, Grimes’s, Wilks’s, Sanchez’s. The Chicago Manual of Style notes several exceptions: Moses’, Jesus’, Xerxes.’

2. In text copy, spell out the names of states and countries.

3. Do not add an apostrophe when making the plural form of a number:

Most of you scored 1s and 2s.
The 1950s was a decade of great social homogenization.

4. In general, compound adjectives that end in -ed are hyphenated when they precede the noun they are modifying:

   client-centered service
   group-oriented process
   self-described phenomena

   but

   Billie is quick tempered.

5. Many prefixes do not require hyphens, including anti, non, inter, intra, semi, mini, pseudo, and under. (See APA 4.13.)

6. Check the style manual for the appropriate hyphenation of combinations of words like long term and well being and the spelling of such words as appendices.

7. Academic degrees are spelled as follows in lowercase, unless following a person’s name:

   doctorate
   doctoral degree
   bachelor’s degree
   master of science
   master’s degree
   Sam Beam, MFA
   Denise Dezolt, PhD
8. If a compound adjective cannot be misread or if its meaning is established, a hyphen is not necessary:

   covert learning conditions
   health care reform
   day treatment program
   sex role differences
   grade point average

9. Quotation marks nearly always go outside the final punctuation.

   The title of the article was “A Day in High School.” One respondent noted, “My boss is a
   source of great joy at my job.”

   but

   As Hernandez (2008) observed, “Nothing is more important than financial integrity in
   higher education” (p. 26).

10. A comma must be used between items (including before and or) in a series of three or more items
    (e.g., trains, planes, and automobiles).

11. The proper format for a dash is an “em dash” or two hyphens with no space between them or on
    either side: like this—or--like that. This is automatic in some software programs. Other programs
    leave spaces around a hyphen, requiring adjustment or an override of that function: In Microsoft
    Word, use Tools/AutoCorrect/AutoFormat as You Type. Consult the APA manual (4.13) for extensive
    help with dashes and hyphens.

12. Use double quotation marks for quotations. Use single quotation marks within double quotation
    marks only. For a quote within a quote in a block quotation, the internal quote gets double quotation
    marks. (APA, 4.08)

13. The subject and verb must agree in number (i.e., singular or plural). Data and media are plural nouns.
    (“The data were misleading, but the media were reporting the erroneous information anyway.”)
    Datum and medium are singular nouns.

14. Pronouns must agree in number and gender with the nouns they replace.

15. Do not use contractions.

16. No comma appears between the month and year when used alone—for example, December 1957.

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**Capitalization**

1. Do not capitalize the names of job titles unless they immediately precede a person’s name.
The vice president of the United States is the second in command.

Vice President Nelson Rockefeller came from a wealthy family.

An associate professor in the English Department has many responsibilities.

Professor B. F. Persky has published an article in an acclaimed journal.

The director of the program in human services is a respected scholar.

The queen of England in the post-WWII era has been Queen Elizabeth.

2. Do not capitalize the names of laws, theories, or hypotheses, but retain uppercase of proper names (e.g., Murphy’s law).

3. Do not capitalize words related to schools when they are used generically. Capitalize such words when used with the name of a school.

    a high school student
    the junior high school
    Churchill Area Senior High
    this university
    Walden University

Terms designating academic years are lowercase: freshman, junior.

4. Per APA, capitalize the first word after a colon that begins a complete sentence. Use one space after a colon.

    Proper names associated with topographical features, geographical locations, and names of organizations are not discussed at length in APA. Walden recommends The Chicago Manual of Style’s extensive sections on such terms. In general, follow these examples:

    • the state of Washington; Washington State; New York State
    • the East Coast; the West Coast
    • the South; the southeastern United States
    • the Columbia River; the Columbia River valley
    • the Allegheny, Monongahela, and Ohio Rivers; Mediterranean and Caspian Seas
    • a senator; Senator Barack Obama
    • the Congress; congressional; the Senate, the House, the Court (as Supreme Court of the United States); juvenile court
    • the Democratic Party; a democrat; communism
Sample Pages

Sample Abstract Title Page

The sample title pages, abstract, and manuscript pages are not from an actual approved thesis; they serve as examples for form and style purposes only. See the thesis template on the Writing Center's website for formatting guidance.

Abstract

The abstract title page is identical to the main title page, only it has the word Abstract at the top.

Absence of Television on Family Patterns, Values, and Child-Rearing Practices

by

M. G. Krebs

BS, University of Minnesota, Duluth, 1999

This information is optional on your title pages.

Thesis Submitted in Partial Fulfillment

of the Requirements for the Degree of

Master of Science

Psychology

Include the name of your program here.

Walden University

February 2011

Include the last month of the quarter in which you will graduate.
Sample Abstract

The abstract should not exceed one page. Abstract text must be double-spaced with no paragraph breaks. Theses can be divided into two groups: those that report a proposal for a research study and those that report a completed study in which data were collected and analyzed. Thus, the abstract for the proposal thesis should include the elements for the proposal stage described in the abstract guidelines, whereas the abstract for the completed study thesis should include all the elements described for the final study. More details on writing the abstract can be found in the Abstract Primer.

Abstract

Although research has shown an association between television (TV) viewing and children’s attitudes toward violence, consumerism, and gender, little research has been done on such attitudes of children raised without TV. In this study, the traits of families who choose not to have TV in their homes were examined, along with their reasons for not having TV sets and the attitudes of children who do not watch TV in their homes. A mixed methods, sequential design was used to collect data. The Multifactor Values Questionnaire was administered by mail to 312 twelve families who responded to a flyer posted in a local community center in an urban Midwestern city. The return rate of the survey was 82%. Pearson correlational analyses were used to indicate that parental choice not to own a TV was associated with higher self-ratings of anticonsumerism, conservative political values, and conservative religious values. Children without TV were associated with higher self-ratings in literacy skills and extroversion. Eight families without TV were then interviewed as a follow-up to expand and confirm the survey results. Case study methods were employed to code and analyze the transcribed interviews and revealed a predominant cross-case theme that parents without TV were challenged to find alternatives to TV’s babysitting role. Findings suggest that decreasing children’s access to TV may lead to positive improvements in literacy and social skills. This study can contribute to positive social change by helping to inform parental education programs that encourage more creative outlets of shared extracurricular time in the home.
Absence of Television on Family Patterns, Values, and Child-Rearing Practices

by

M. G. Krebs

BS, University of Minnesota, Duluth, 1999

Note that your committee chair’s name and signature do not appear on your thesis title pages. They appear on a separate approval page.

Thesis Submitted in Partial Fulfillment

of the Requirements for the Degree of

Master of Science

Psychology

Walden University

February 2011

Include the last month of the quarter in which you will graduate.
Chapter 1: Introduction to the Study

Background of the Study

Until the age of 13, children come into contact with television more than with any other medium (Billingsley, 1996). During its first decade of widespread use in the 1950s, TV displaced radio, comic books, playmates, and babysitters as the greatest source of entertainment for children (Bernipitz & Whitney, 1994). On the average, television is on over 7 hours a day in American homes (Bates, 1996, p. 460). In addition to the offerings of the networks, 61% of American homes in 1997 also had access to cable television; more than 70% had a VCR (Bissell-Turner, 1992b). Bates (1996) noted that “more than 98% of all households own at least one TV and that the average child between the ages of 2 and 5 spends over 25 hours a week in front of the TV set” (p. 144).

At least in part as a response to this overwhelming contact with the television tube, several authors of popular literature have warned parents of the perils of television, and in two cases proposed either the total or temporary elimination of television from people’s lives. Mander (1978) suggested in his Four Arguments for the Elimination of Television that television, for the most part, cannot be completely blamed for all the . . . .

(Manuscript page examples continue.)
Effects of Television on Children

A meta-analysis by Foster, Rogers, and Hensler (1996) debunked nine common assumptions of television effects, including that television mesmerizes children and that they are not cognitively active during viewing. Foster et al. concluded:

That there is an association between viewing violence on television and aggressive behavior among some children is clear. Yet despite all of the research that has been done, we cannot wholeheartedly state that viewing violence in itself necessarily leads to violence or aggression—or, for that matter, that viewing television in itself creates or distorts deeply held values. (p. 192)

Sexism on the screen. Doright (1989) studied Saturday morning television and found that male characters outnumber female characters by a 5:1 margin and that females were more likely to be seen as victims by young viewers (see Table 2). Fudd (1994) concluded . . . .

![Bar Chart](image)

**Figure 2.** Incidence of sex role identifiers on Saturday morning television. From “Saturday Morning Sex” by D. Doright, 1989, *Popular Media, 4*, p. 198. Copyright by PMStudies, Inc. Adapted with permission of the author.

*Note that the thesis writer had permission to use the figure and cited that permission under the figure. Copyright permission must be sought for the thesis but not for the proposal.*
PART 3: FREQUENTLY ASKED QUESTIONS (FAQS)

Questions About the Thesis Process

Can someone from outside of Walden serve on my committee?
Occasionally—not often—students nominate an additional external committee member. Such a nomination is subject to approval by the chair of your program.

Once my committee nomination forms have been submitted to Walden, does that mean I have an approved committee?
The Office of Student Research Support must approve the committee. If the committee is approved, you will be notified by e-mail. If the committee request is denied—most often because a faculty member is serving on his or her maximum number of committees—you will be notified by e-mail of that as well so that you can nominate someone else.

What if I want to change a committee member?
The submission of nomination forms will follow the normal process if the departing committee member is no longer a faculty member at the university. If you want to change a committee member for any other reason, you will need to file a petition (see p. 9). Keep in mind that the complete thesis process may take more time, as the replacement of a committee member is not a “normal” step in the progression. Please talk to the graduate student services coordinator and the Academic Advising Team to receive the proper steps and forms for this process.

How do I set up a teleconference? How much does it cost?
You should work with your committee to identify possible dates and times for your conference. (Several alternates should be requested, in case your first choice is not available.) Your committee chairperson will submit the scheduling form to the graduate student services coordinator, and the committee chairperson will be responsible for handling the instructions for the phone call. The conference line and recording service are provided for you free of charge. International toll-free phone numbers are available.

When do my tuition charges stop?
Tuition stops when the thesis is approved. If you finish within the first 7 days of the new quarter, you are not charged tuition for that quarter. If you finish partially through the quarter, you will be charged pro-rated tuition.

My thesis has been approved. When is my official graduation date?
Graduation dates fall at the end of the quarter. Your official graduation date will be the end of the quarter in which you finish your degree. You are finished when all prerequisites are met, your thesis is written and approved, and your tuition is paid in full.
If I want to participate in the commencement ceremony, when do I need to finish?

Your thesis must be approved by the chief academic officer (or designee) no later than the last business day of the spring quarter to participate in the summer commencement or the last business day of the fall quarter to participate in winter commencement. You are not automatically registered for commencement; to attend a commencement ceremony, register online.

Questions About Form and Style

What is the correct style to use? Is there a manual that explains it?

Walden University endorses and uses APA style, as explained in the sixth edition of the Publication Manual of the American Psychological Association. Throughout this guidebook, the few Walden style preferences that supplant APA recommendations are indicated in green boxes.

What font should I type my thesis in? What point size?

A serif type such as Palatino, Times Roman, Century Schoolbook, Book Antiqua, or Garamond is preferred. Tables and figures can be sans serif to help improve readability and appearance. Particularly for Times Roman, 12-point font is preferred.

Which is right: italics or underlines? Can I use bold?

Italics are correct, rather than underlines. Use bold only in heading levels, as prescribed in the APA manual, and in tables and figures, sparingly, to improve readability.

How do I format citations of electronic sources?

APA changed its rules for electronic citations in 2009. See the information on electronic sources in this guidebook or, for up-to-date websites that show proper formatting for web references and other online documentation, visit the Walden Writing Center’s website or APA’s section on electronic references.

Can I single-space block quotes and reference lists?

No. Walden follows the sixth edition of the APA manual, which specifies double-spacing for block quotes and reference lists.

How far down should the page number and first line of text appear?

The page number must appear 1 in. from the top edge of the page and 1 in. from the right edge. The first line of text appears about 0.38 in. under the page number, or 1.38 in. from the top edge of the paper. Caution: Students have run into problems with Microsoft Word’s page number placement. Be sure your page layout is adjusted correctly. Set the top margin to 1.38 in. and the header to 1 in.
Do all the tables and figures come at the end of the thesis? What about table titles and figure captions?

In theses, tables and figures (and their captions) are inserted in the text as close to where they are referred to as possible. If you plan on having your thesis published, please see APA’s many requirements for papers submitted for publication.

What do I do if a table goes longer than one page?

Always try to fit the table on one page. If the table must run over onto the subsequent page, type the phrase table continues in parentheses flush right at the bottom of the table on the first page. Repeat the column headings, but not the table number or title, at the top of the subsequent page.

If including a long table or figure, can I format it in landscape instead of portrait?

Yes. The “top” of the page needs to have a margin of 1.5 in. to allow for binding. The page number is placed in the same spot as the rest of the manuscript. This can be accomplished electronically in Microsoft Word.

Do I need a running header on my thesis?

No. Walden does not use running headers on theses.

Does it matter if I write Chapter One, Chapter I, Chapter 1, or CHAPTER 1?

Yes. Per APA, only the form Chapter 1 (Arabic numeral) is correct in chapter headings. In text, use a capital C with chapter numbers.

Should the references or the appendices come first? When should page 1 start? Should preliminary pages (such as acknowledgments, abstract, etc.) be numbered with small Roman numerals?

Per APA, the references come before the appendices. For the preliminary pages starting with the first page of the Table of Contents, use lowercase Roman numerals, centered, at the bottom of the page. (Any pages before the Table of Contents are not counted in the pagination.) The first page of Chapter 1 is page 1—using Arabic numerals, not Roman.

May I use British spelling of English in my thesis?

Walden follows APA style for theses, which allows only standard American English. Most word-processing software programs have spell-check features that convert British English to American English.

Do the key terms go in a glossary or at the end of the first chapter?

Most often, key terms belong in a Definition of Terms section at the end of the first chapter. But you and your committee chairperson should decide how the reader is best served.
Am I supposed to use one or two spaces after periods and colons?
Use a single space after periods and colons.

What is the format for my curriculum vitae (CV)?
A copy of your CV must be included at the very end of your thesis. The CV may be formatted in either basic outline form, as a résumé, or in full-sentence form. Most students limit the CV to one or two pages.

Should I hire an editor to help me? Where do I find one? Do the thesis editors do all that for me?
The thesis editors will point out patterns of errors and offer instructions and suggestions on improving your narrative, but they will not indicate every mistake. The Walden Writing Center has information on finding a professional editor who is familiar with APA style. You and your committee members (or the Writing Center staff) can decide whether you need additional editing help.

Is there software that can do the APA formatting for me?
Yes. Check the Walden Writing Center for information about software packages that automatically format reference lists in APA style, as well as set up pages, keep a running database of references, and offer other useful features.

Is there a template for formatting theses?
Yes. The Walden Writing Center website has templates available for you.
PART 4: COMMON FORM AND STYLE

HEADACHES

1. **Left margin** is 1.5 in. from the left edge of the paper. Right margin is **ragged**, not justified, at 1 in. from the right edge of the paper.

2. **Page numbers** in the body of the thesis are inserted 1 in. from the top edge of the paper and 1 in. from the right. Pagination begins with 1 on the first page of Chapter 1. Pagination of the preliminary pages begins with i on the first page of the Table of Contents: Lowercase Roman numerals are placed 1 in. from the bottom of the page, centered.

3. **APA basics**:
   a. **Commas** between three or more nouns or noun phrases (bacon, lettuce, and tomato).
   b. **Ampersands**/no ampersands in citations, such as Smith and Jones (2007) but (Smith & Jones, 2007).
   c. **Alphabetical in-text citations** (Smith & Jones, 2007; Thompson, 2008; Zentichko, 2004)
   d. **Numbers** – two apples but 12 apples and 2 days and 2 participants (4.31–4.38)
   e. **Quotations 40 or more words** in length must be put in block form. At the end of block quotations, the final punctuation appears **before** the citation, as in the following example (6.03):

      as a result of overharvesting in the tuna industry. (Mauer & Morneau, 2008, p. 45)

4. **Heading levels.** Here is one example with four levels:

   Chapter 2: Literature Review
   
   Research on Television Effects
   
   Violence and Sex
   
   Sexism on the screen. Research conducted on children who viewed Tarzan. . . .

5. Common **citation errors** often include inconsistencies between what students have in the text and in the reference list, missing references, plagiarism, missing page numbers on direct quotes, and errant punctuation marks. The APA manual and the online Walden Writing Center are your best friends when it comes to citations.

6. Students often neglect to include their CVs at the end of the thesis.

7. Regarding the use of **tables and figures and survey instruments** from published sources: You **must have permission** to reprint them if they are not in the public domain, even if you have retyped them.
8. Per APA, words with prefixes such as pre, post, non, anti, and multi usually are not hyphenated. For example: pretest, posttest, nondenominational, antidemocratic, multitalented.

9. Table titles

Table 10

*Appear in Title Case, Above the Table, Flush Left, Like This*

10. Figure 6. Figure captions are written in sentence case, below the figure, like this.

11. Do not split a table unless it is too large to fit on one entire page. If a table must go over to a second page, then type *(table continues)* under the table on the first page, flush right. Repeat column headings at the top of the table continuation on the next page, but do not repeat the table number or title.

12. The font size used in tables and figures may be smaller than that used in the text; however, to ensure legibility on microfilm, it should be no smaller than 8 points. Grayscale and color often will not photocopy well. Use shading, crosshatching, broken lines, and so forth. Use color only sparingly.

13. Lists are a real headache. Per APA, use (a), (b), and (c) in a paragraph, but 1., 2., and 3. (or bullet points) in a vertical list. So in a paragraph, items are (a) listed like this; (b) separated with commas; unless (c) there is a comma in one of these clauses, as shown here, in which case you separate the items with a semicolon.

A vertical list looks like this:

1. Palatino font type is often used by students. It is a warm looking font that is appealing to the eye.

2. Use Microsoft Word’s numbering feature to format a vertical list. Double-space the list.

Bulleted lists should be used when the order of the listed items is not important.

14. In general, numbers under 10 are written out while numbers 10 and above appear as Arabic numerals. Exceptions include a series of numbers, numbers preceding elements of time or measurement (e.g., 4 miles, 2 months, 6 decades, 18 years), and a number beginning a sentence (e.g., Fifty-seven percent of those surveyed disagreed with the statement.). Other exceptions include 7-point Likert scale. (APA 4.31–4.38)

15. Formatting for your Table of Contents can easily be done in Microsoft Word by using features called tabs and dot leaders. The Writing Center offers help with formatting.
WEBSITE LINKS, PHONE NUMBERS, AND E-MAIL ADDRESSES

WALDEN UNIVERSITY RESOURCES

Office of Student Research Support
Graduate Student Services Coordinator: thesis@waldenu.edu

Request for Appointment of the Thesis Supervisory Committee

Thesis Prospectus:
Psychology
Public Health

Proposal/Thesis Rubrics:
Psychology – Critical Literature Review, Quantitative Study, Qualitative Study
Public Health – Critical Literature Review, Quantitative Study, Qualitative Study

Institutional Review Board (IRB) Application
Institutional Review Board (IRB): irb@waldenu.edu

Writing Center

Bursar: bursar@walldenu.edu or 1-800-444-6795

Registrar

Commencement

OTHER RESOURCES

APA Style Website

Inclusive (Nonsexist) Language Resources:
University of Minnesota
University of New Hampshire

Please see www.WaldenU.edu for complete references or call 1-800-WALDENU (1-800-925-3368).