

Guidelines for Preparing Theses and Dissertations for Submission

All theses and dissertations must now be submitted as ETDs. The following guidelines for writing and formatting have been revised to be consistent with the new sixth edition of the *Publication Manual of the American Psychological Association*.

Manuscript Formatting (see pp. 228-231)

- Margins should be one inch all around.
- The preliminary pages are formatted according to the graduate school guidelines. For example, the abstract is to be single spaced while the rest of the document would follow APA formatting and use double spacing.
- The sixth edition of APA does not make special exceptions for theses, dissertations, and student papers as the fifth edition did. The entire text should be double spaced, including blocked quotations, reference list, headings, footnotes, and figure captions. The only use for single spacing is in tables and figures.
- APA prefers the Times New Roman typeface with a 12-point font.
- Indentation for paragraphs and footnotes should be ½ inch (5 to 7 spaces).
- APA page headings have changed (see p. 230, sample manuscript pp. 41ff).
 - A running head (short version of title) is placed at the top-left of every page.
 - Page numbers are placed in the top right corner of every page.
- Double space after periods ending sentences. (Fifth edition required single spaces.)

Headings (see pp. 62-63)

- APA still uses five levels of headings, but they are different from the headings given in the fifth edition of the manual.

Level 1	Centered, Bolded, Initial Caps
Level 2	Left Margin, Bolded, Initial Caps
Level 3	Indented, bolded, paragraph heading, first word capitalized, followed by period.
Level 4	<i>Indented, bolded, italicized, paragraph heading followed by a period.</i>
Level 5	<i>Indented, italicized paragraph heading followed by a period.</i>
	Some word choice is similar to that of the manual for ease of use.

- Whenever you break to another level of headings/subheadings, be sure there are at least two. Headings on a level represent breakdowns of the information of the section. You can't break down and come out with just one.
 - If you have just one subheading in a section and it is near the beginning, it may be just a slightly more specific rewording of the section heading. Just make it the section heading.
 - If you have just one subheading and it is close to the middle, it may be that the material preceding it is really a subsection and needs a subheading designating it as a unit as well. Give the earlier material the subheading that it needs.
- Not all chapters or sections need to have the same number of heading levels. More complex sections may require four or five levels; less complex units may require only three or even two.

- If your document has chapters designated as **Chapter 2, Chapter 3** etc., the chapter designation should be on the same level as the chapter title.

**Chapter 3
Methods**

Tables and Figures (see pp. 125-168)

- Use tables only when you have substantial amounts of data (more than one or two columns or rows).
- Be sure that the table supplements, not duplicates, the written text.
- See the APA manual for formatting instructions; table titles, headings, notes and canonical (standard) table forms; and figure types, standards, and legends and captions. Examples as well as instructions are included. Study the section carefully; there have been changes in the sixth edition of the manual.
- Short tables appear on a page with text—do not have a short table on a page with blank space. Long tables and figures are placed on a separate page immediately after the page on which the table or figure is first mentioned.
- Tables may be single spaced if desired. The top of sideways tables should be on the left.

Seriation (see pp. 63-65)

- Within a sentence or paragraph, set off series items with lower case letters in parenthesis: (a), (b), (c) etc.
- For paragraphs set off in an indented series, use Arabic numbers followed by a period. Do not use parenthesis with an indented series.
- For sentences set off as an indented series, use Arabic numbers as described above. Begin each sentence with a capital and end it with a period.
- For a series of fragments set off (formally) as an indented series, begin each with a capital but do not end with a period.

Positive behavior support is based on three levels of intervention:

1. The universal level, which is considered to benefit all students
2. The more focused level, targeted for students who are at risk for emotional and behavioral disorders (EBD)
3. The intense level, designed for students who are currently displaying EBD

Series is formally introduced with a complete statement and a colon.

Series items are fragments; they all begin with a capital but do not end with a period.

- For series items that are set up as an indented list attached to a sentence stem.

After appropriate screening, students were grouped as

1. not at risk for EBD,
2. at risk for EBD, or
3. currently showing symptoms of EBD.

Series is set up with a sentence stem, so items are considered to be within the sentence. No colon is used.

Series items are not capitalized and are punctuated as if they were part of the sentence.

Note that length, complexity and relationship of items determine which form of seriation is used. Do not use a colon unless it is preceded by a complete statement. If material is complex and needs a formal series, introduce it with a complete statement.

Incorrect: The four suggestions are:
Correct: Four suggestions are given:
Incorrect: To complete the procedure, teachers must:
Correct: To complete the procedure, teachers must do the following:

Reference List (see pp. 169-224)

- The reference list must be double-spaced. APA no longer makes an exception for student writing.
- Retrieval date is no longer required on electronic sources unless the source is one that is subject to frequent change.
- An international publishing group has developed an identification system for digital network materials, known as digital object identifier (DOI). Every article is given “a unique identifier and underlying routing system” (APA, 2009), that links readers to information on desired topics, including embedded linking in the reference lists of articles published electronically. When a source with a DOI number is referenced, this identifier must be included. The following example is quoted directly from the sixth edition of the APA manual.

Herbst-Damm, K.L., & Kulik, J.A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi: 10.1037/0278-6133,24,2,225.

- MANY new guidelines, formats, and examples are given for working with electronic materials (including podcasts, blogs, and even video games).
- Formats and approaches are given for working with archival materials.
- New labels are given for sources not yet in print.
- For those who have published previously, there is an explanation of self-plagiarism

Additional Sections That Are Helpful

- Writing style (pp. 65-70): Includes achieving coherence and avoiding wordiness.
- Mechanics:
 - Punctuation (pp. 87-95)
 - Grammar and usage (pp. 77-86)
 - Capitalizaion (pp.101-104)
 - Italics (pp. 104-105)
 - Numbers (pp. 111-114)
 - Statistical and mathematical copy (116-124)
 - Quotations (170-172)

Available Support

In addition to the sixth edition of the *Publication Manual of the American Psychological Association*, you can consult the following:

- APA website (www.apastyle.org)
- Other universities' websites: e.g. Purdue and Indiana University have excellent online writing labs.
- MSE departments' graduate handbooks and web pages
- External editors: A list of available editors is posted on the McKay School Website.