TUSCULUM COLLEGE

Graduate and Professional Studies

Research Handbook

June 2010

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SECTION 1: General Information About Research Projects

Statement of Purpose

Conducting a research project on a topic related to one's major field of study strengthens the competencies identified by the College as essential qualities that graduates in their respective programs must possess. It promotes the ability of all graduates to test theories through applied research in order to meet both personal and professional decision-making needs. Successful completion of a research project and presentation of the research report allows students to demonstrate that they have accomplished the goals and objectives set forth for their program.

The goals of the Tusculum College Graduate and Professional Studies Research Center are to (a) establish and maintain standards and guidelines for the research process for the academic programs and (b) provide current resources and guidance for students and faculty involved in the research process. **Note that prior to collecting data for any research project, students must check the Institutional Review Board (IRB) webpage (http://cs.tusculum.edu/irb/) to determine the level of IRB review, if any, required for their project.**

This section provides students and faculty with specific guidelines for the successful completion of a research project. This handbook generally adheres to the format presented in The *Publication Manual of the American Psychological Association,* which is a guide for "copy" manuscripts that will become typeset for the publication of journal articles. Consistent with other colleges and universities, Tusculum College uses the *APA Publication Manual* (or *APA Manual, 6th ed.*) as a guide for the preparation of the "final" manuscript of a research report. This guidebook itself adheres to APA format, except where deviations in line spacing and boldface print are used for clarity and instructional purposes.   All forms and documents related to the research project are identified in boldface and are made available by the Research Center through instructors, class representatives, and online.

Project Overview

All graduate students at Tusculum College must successfully complete a research project in order to graduate from their respective programs. The requirements vary depending on the program in which students are enrolled. For those enrolled in the Masters programs, completion of the research component involves these steps: (a) receiving passing grades for the research course(s) and (b) presenting the research/project report to a scholarly audience.

An empirical research project has five main characteristics. It is (a) driven by questions, (b) original, (c) applicable, (d) public, and (e) substantial.

1. The project is driven by questions. Research is a search for knowledge and understanding of a defined topic. Research is not simply a collection of data; it is an attempt to answer a question or a set of questions. The information collected by the student is whatever provides the answer to the research question(s) posed in the study. The questions are critical; they drive the whole research process. The project is **not** an attempt to prove a point, but should lead to new information that answers research questions.

2. The project is original. The approach to the topic, the questions asked, and data, which assist in answering the questions, result in an original study. Questions may be asked about a common topic but from a new perspective.

3. The project is applicable. The project should be of potential use. The research questions asked and answered in the study should relate to the field of management or education.

4. The project is public. Many research reports become a permanent part of the archives of Tusculum College and the public is given access to the report via the Tusculum College library and the College's web site. Both content and appearance are important. Besides quality research, the highest standards of grammar, syntax, and punctuation, as well as adherence to the spelling, typing, and citation rules of the *Publication Manual of the American Psychological Association* (5th ed.) are required. Requirements that differ from this manual and are unique to the Tusculum format of presentation are specified within this handbook.

5. The project is substantial. The scale of an empirical project makes it qualitatively and quantitatively different from shorter 'research' papers. The nature of research and the completion of an applied research study within a limited time frame entail significant intellectual engagement and complex problem solving.

Academic Procedures Concerning the Research Project

There are two academic procedures which are unique to the completion of the research sequence of courses and the completion of the research project. These procedures are as follows:

Incomplete research courses. The student in any of the research courses who needs extra time to complete a phase of the research project must request an IP grade of the instructor in writing. In research courses only, an IP (In Progress) grade can be requested. The written request from the student is attached to the grade sheet and submitted by the instructor. The College will not accept IP grades submitted without documentation.

Research courses allow IP rather than I (Incomplete) grades to permit on-going

work on research without conflicting with the program rules limiting the number of incomplete grades a student may receive before being suspended. However, there are specific timelines tied to the receipt of an IP grade.

An IP grade requested for the first course in any research sequence must be removed no later than 30 days after completion of that course. An IP grade requested for second, or subsequent courses in the sequence may extend to 30 days after the completion of the respective course. A student may not receive more than one IP grade at a time. If an IP grade is not removed within the designated time limit, it converts to a grade of F. In extreme hardships, a second 30-day extension may be requested in writing from the Research Center, but only for second, or subsequent courses.

Institutional archival of research reports. For those whose papers will be archived, copes must be submitted to the Research Center for review within 30 days after completion of the last class session of the research sequence. In the case where an IP was granted, the report must be submitted within 30 days of the IP deadline. Failure to submit the report within 30 days results in the student repeating courses in the research sequence.

Policies on Ethics in Research Report Writing

Tusculum College maintains a code of ethical standards in social research. Two major areas of ethical standards are those regarding (a) protection of human participants and (b) plagiarism. **Note that prior to collecting data for any research project, students must check the Research Institutional Review Board (IRB) webpage (http://cs.tusculum.edu/irb/) to determine the level of IRB review, if any, required for their project.** Students should also carefully review the guidelines listed in this section.

Plagiarism means using the work of others without giving credit due. Details regarding plagiarism are addressed in the *Tusculum College Catalog*. A *Verification of Authorship* form must be signed by each student and submitted to the Research Center with research reports. Students are advised to retain possession of all data and documentation from the project for at least one year after graduation. Tusculum College guidelines for dealing with cases of suspected plagiarism are delineated in the above mentioned documents.

The guidelines set forth by the American Psychological Association's Committee on Scientific and Professional Ethics and Conduct in 1992 have been adopted by Tusculum College Graduate and Professional Studies Research Center. The *Ethics in Research Agreement*, which indicates a student's willingness to abide by these ethical guidelines, must also be completed prior to data collection, and submitted with the research report, but should not be cited or included as an appendix. In addition, permission and cover letters must inform participants, supervisors, and other responsible personnel of any research being conducted. Parents of minors (children

under 18) must sign letters granting permission to participate in research studies. **All projects that: a) include minors as research subjects, b) include Tusculum College faculty, staff, or students as research subjects, or, c) will be presented to audiences beyond the Tusculum College class in which the project was completed must be submitted to the Tusculum College Institutional Review Board for prior approval (http://cs.tusculum.edu/irb/).** All approval documents, which are cited in the report, will be included as appendices in the report. Additional information concerning ethical standards for the reporting and publishing of scientific information is found in the *APA Manual, 6th ed.* (p. 231) as well on the college's IRB webpage.

Tusculum College letterhead is not to be used for cover letters accompanying research surveys sent out by Graduate and Professional Studies students. Cover letters should not indicate that the research is being conducted by the College.

Policy on Use of Consultants/Tutors

Occasionally students may require assistance with the research project, which is beyond that which is provided in the classroom. Areas where such assistance is often required include proofreading and statistical analysis.

Proofreading. It is a common and accepted academic and business practice to have someone else proofread a report. Such proofreading should, however, be limited to review and editing of the student's writing, not rewriting of the report.

Statistical tutoring. Students involved in data analysis who find themselves having difficulty should start by contacting the instructor to receive guidance on analyzing the data. When additional assistance is required students may need to contact a tutor. Such assistance should be in the form of guidance (assistance on determining the types of tests to use and how to calculate the test statistics) and review (checking the student's work for accuracy and appropriate use of statistical tests). All report writing must be completed by the student and be in the student's own words. Presentation and defense of the research project (required for many programs) make it essential that the student have a good understanding of the analytical procedures used as well as interpretation of data since students are expected to be able to explain the tests used (as well as their meanings) during the presentation. Violations of this policy will be subject to penalties described for plagiarism.

Policy on Using Tusculum College Staff, Students, or Faculty as Research Subjects

In general, Tusculum College discourages students enrolled in research courses from using the College's own staff, students, and faculty as participants in research. The large numbers of students going through the research courses prohibits using this convenient population. If, however, a faculty member determines that a student's

research proposal merits the use of one of these Tusculum College groups as participants (e.g. when a student is also an employee of the college and wishes to complete a study related to his/her work position), that student may request special permission from the Tusculum College Institutional Review Board for an exception to this policy (http://cs.tusculum.edu/irb/). Should approval be granted, student/faculty/staff names and addresses are to be kept confidential and never provided by the institution for public use.

Policy on Tusculum College Research Conditions

It is the policy of Tusculum College that research subjects be exposed only to conditions or treatments which exist under normal organizational conditions. No studies will be conducted which in any way would violate institutional policies, a safe work environment*,* or laws, policies, and procedures set forth by any governing bodies. Participation in research studies should never threaten subjects in any way. If instructors or students are unsure as to the viability and approval of a proposed study, the Director of the Tusculum College Graduate and Professional Studies Research Center should be contacted for clarification. Parental permission, as well as IRB approval, must be obtained any time minors participate as subjects. In addition to the instructor's permission, the work site supervisor's permission is required for work site studies (see Ethics in Research form)*.*

SECTION 2: Brief Description of Typical Components and Layout of the Research Project's Final Report

In every field, professional communication is structured in accordance with commonly held specifications. "Rules" or "conventions" of format serve at least two purposes. For the researcher, rules insure that at least some specified range of material is covered and included, and that important elements from that range are not totally eliminated. For the reader, rules create clear expectations for the kind and form of information to be presented, so that it may more easily be located and referenced. The following is a brief description of the required format and recommended content of Tusculum College research reports. Students are responsible for using the *APA Manual (6th edition)* and this handbook as guides for successfully completing the research project.

For demonstration purposes, this section is presented using heading levels that are consistent with those required for use in the project, with the exception that spacing is reduced. For example, in this handbook single spacing is used, where the report should be double-spaced; and double spacing is used here, where the report should be quadruple-spaced (See *APA* pp. 62-63 for level headings).

Description of the Report

Overview of the Chapters

Research reports generally consist of four chapters. Chapter 1 (Introduction) is the foundation of the study. It presents the purpose of the study, what is currently known about the topic, and research questions or hypotheses to be addressed. Chapter 2 (Methods) provides the reader with the details of how the study was conducted. It reveals information about the participants, the instrument(s), and the procedures used to conduct the study. Chapter 3 (Results) is a report of the findings. It presents an analysis of the data. Chapter 4 (Discussion) provides the major findings, how they fit with the literature, and the answers to the research questions/hypotheses.

The sequence of pages, their general content, and helpful information about them are presented in this section. It should be noted that the components of the chapters are typical, but do not necessarily need to be entitled or placed in the sequence exactly as presented. Alternative headings may be used. Students should select a heading title that best fits the content. The content of each component, however, must be included, even if the component headings differ slightly from those in this section. Finally, ***each chapter usually contains an introduction and/or summary, but care should be taken for consistency with other chapters***.

For demonstration purposes, this section is presented using heading levels that are consistent with those required for use in the project, with the exception that spacing is reduced. For example, in this guide single spacing is used, where the report should be double-spaced; and double spacing is used here, where the report should be quadruple-spaced (See *APA* pp. 62-63 for level headings; note that all but Level 5 headings are in **boldface type**).

Abstract

The abstract is a brief summary of the research project and appears first in the report (although it is generally written last). The abstract should describe the problem, the participants, the methods, findings, and implications. It should be approximately 250 words in length, single spaced, and fit on one page. All margins should be 1". The abstract carries no page number and does not appear in the pagination sequence. It is generally written at the end of the project and contains four paragraphs with each one summarizing the information given in each of the four chapters. At the very least, the abstract should include the (a) purpose of the study, (b) a description of the participants and what they did, (c) results, and (d) conclusions (see appendix). *Specific names of institutions or corporations should not be used in the abstract or the written report.*

The title should be in inverted pyramid style, uppercase, and single-spaced. This title should be identical to the title given on the title page. After a double space, the student's full name as it will appear on the diploma should be centered and in upper and lowercase. After another double space, center the class designation (e.g., MAED-999, MAOM-999), a semicolon, and the year of graduation. Then, single space, center and type: Research Professor: [name and title of person(s) who guided the research]. Double space, center, and insert Abstract in upper case. Double space, indent, and begin the text. Note that the body of the abstract should be single spaced.

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Title Page

The title page is important because technical readers use document titles to decide which documents are likely to be relevant to their own particular research needs. The title should be precise, comprehensive, and should reflect the nature and scope of the study. Using "A Study of" or "A Study to Determine" should be avoided. Pagination of the front pages (beginning with page 1 as the title page and ending before page 1 of Chapter 1) uses lowercase Roman numerals centered at the bottom of each page, however, no page number appears on the title page (see appendix)

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Acknowledgements/Dedication

These pages are optional. They may be included if students wish to acknowledge any person(s) or groups, which supported the student in conducting the study, or if they wish to dedicate their work to anyone. If included they must be included in the Table of Contents.

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TABLE OF CONTENTS

These pages should reveal the page numbers for the List of Tables, the List of Figures, chapters, major components of each chapter, reference page, and appendices. Level 4 headings are not listed. Appendices must have titles which are listed in the table of contents (see appendix).

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LIST OF TABLES and/or LIST OF FIGURES

These lists are presented on separate pages. Each table and/or figure should be identified according to the *exact (verbatim)* title given on the table/figure and page number in the paper. Principal words of table/figure titles are in upper and lowercase on these pages.

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Chapter 1
Introduction
Information should be included which leads the reader from a broad to a more specific understanding of the problem. Major issues or variables and the direction of the project should be presented. In the introduction, as well as throughout the paper, citing the source in the text and the reference list is required for information which is not common knowledge. Note that page numbering starts over here with page 1. Arabic numbers are used and are placed in the upper right corner. One inch margins are used, except on the first page of chapters, the top margin is 2 inches.
Background
This component is used to present important information about a business, school, local situation, or background information on the topic. Its content should be distinct from that of the introduction. Sources should be cited for information regarding a

company or organization. ***Specific names of institutions (schools, companies, etc) should not be used.*** This section is useful for logically connecting a topic in the field to the specific problems of an organization.

Statement of the Problem/Purpose of the Study

A clear statement of the problem (the issue of interest) and the purpose of the study (the function of the study in light of the problem) should be presented. The relationships between variables and the population should be specified. The problem/purpose statement should be worded consistently throughout the report.

Significance of the Study

Why the study is important and how it relates to existing practice, theory, and research in organizational management or education should be revealed. Implications and applications of the study suggested here should be addressed in Recommendations (Chapter 4).

Definitions of Terms

Terms used in the study, which are not common knowledge and/or which operate in the study in a specific way, should be defined. They should be presented in alphabetical order with each term italicized. The first line of each listing should be indented and italicized (consistent with level 4 headings).

Literature Review

This component should reveal what is already known on the topic. It begins with introductory information, then briefly summarizes studies where results or methods have relevance. Objectivity is important; literature revealing opposing viewpoints or results should be presented proportionately. Synthesis and organization of similar sub-topical areas are strengths of a quality literature review. This component is generally 10-20 pages in length at the Master's level (depending upon the number of references used).

All sources should be documented in order to (a) gain credibility, (b) avoid plagiarism, and (c) serve readers. Citations of sources should be presented throughout the paper, but particularly in the literature review, and citations should match reference list entries. Numbers, results of studies, and even concepts and lines of argument should be cited. ***Direct quotations should be avoided*** but, if used, should be presented according to APA format (with page number or paragraph number given in addition to authors, year). Paraphrasing and discussing are preferred over quoting (See APA pp. 170-174). Original sources should be located and cited whenever possible (rather than using "as cited in......."). The most recent sources (within the last 10 years) on the topic should be reviewed.

Research Question(s)/Hypothesis(es)

This component logically follows the literature review. The research questions/hypotheses posed are given here and ultimately answered in Chapter 4. Research questions and/or hypotheses may be given, depending on the research design.

Scope of the Study

This section should identify the parameters of the study and address external validity. It should include the number of participants, geographical area, time of the

study, and other relevant parameters. This section is distinct from the section on *Threats to Validity* in Chapter 2 which addresses internal validity*.*

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Chapter 2
Methods
Research Design

A description of the research methodology should be presented here as well as the rationale for why it was chosen or why it will work for this problem. It is the general strategy that is used to conduct the study (e.g., exploratory, descriptive, correlational, causal comparative, experimental, etc.). The wording of the other sections of the project should be consistent with the research methodology selected (i.e., the title of the project, purpose, research questions, statistics).

Selection of the Participants

The target population, the accessible population/sample frame, the sample used, and the sampling design should be described here. Whether presented as separate components or under a single heading, each of these should be addressed. Enough detail should be given so that another researcher could replicate the process.

Source of Data/Type of Data Sought

Empirical data must be collected. These data can be used to supplement or verify existing data used. (Examples of existing data include Terra Nova scores, grade point averages, and production levels.) If data are extracted from a source, such as an existing database, the source of the data and the specific nature of the data of interest should be identified. If such data are used in analysis, verification or corroboration of data must also be presented.

Instrument(s)

It is critical to identify the instrument used to measure the variables and constructs. If the instrument already exists, it should be cited, and a copy of the documentation of the permission to use it needs to be included. If an instrument, such as a survey is developed, the rationale for inclusion of items (supported by related literature where possible) should be revealed, as well as scaling methods/response options. In all cases, validity and reliability of the instrument must be discussed. It should be clear as to how the instrument answers the research question(s) or relates to testing the hypothesis(es). Unless copyrighted, instruments should be cited and included as appendices. Pilot testing, including response rates/results, of forms and procedures should be revealed in this section.

Treatments/Conditions/Materials (if applicable)

This section is used for experimental or causal comparative studies. Clear and detailed contrasts should be made between the treatments or conditions. Efforts to control conditions to minimize threats of extraneous variables should be described.

Procedures

This section should describe the sequence of steps taken to conduct the study

and collect the data. What is done, by whom, when, and where should be included. Any permission letters, cover letters, or documents used should be cited and included as appendixes. Dates and methods of distribution and collection of surveys should be presented.

Data Analysis

How the data were grouped and analyzed, specific statistics and how the statistics are interpreted to answer the research questions/test hypotheses should be revealed. The level of significance selected should be identified when applying tests of significance.

Threats to Validity

The internal validity of the study should be addressed including conditions, variables, or factors which could affect the value and findings. Techniques used to guard against rival hypotheses or explanations should be included.

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Chapter 3
Results

Participants

Response rates and a brief description of the respondents to surveys should be included here. When survey response rates are not applicable, the number and description of subjects and their respective groups, and attrition information (such as in experiments) should be revealed. In all cases, these numbers should be reconciled with the participants identified in Chapters 1 and 2.

Analysis of the Data

The results of the data collection should be presented in this section. It is a definitive report of the findings. For surveys, responses to each survey question should be given, normally in the order provided on the survey. Data should merely be presented, not interpreted or discussed. Data presented here will substantiate the answers to the research questions/hypotheses which are given in Chapter 4. Visuals, complemented by narrative, are recommended but should only appear in Chapter 3. The *APA Manual* provides extensive information concerning tables and figures (pp. 128-167). The following are important points to remember.

1. Generally, in the narrative, survey questions and results are stated, followed by a descriptive answer in the text. For inferential statistics, the test statistic strings are provided in parentheses (ex: $M = 3.4$, or $t = 2.16$, $p < .05$). ***Dense text should be avoided***. This means that tables or figures should be used rather than lengthy strings (in the text) of numbers/figures.

2. Students should consider what is important and what they want to point out to the reader. All of the data collected should be presented somewhere in Chapter 3, but relevant findings should be emphasized in the narrative and shown visually in a table or figure (visuals). All visuals should serve a purpose and make a vivid point. Visuals should enhance but not duplicate the text.

3. If a great deal of data is presented in detail, a table is appropriate. Important

points should be revealed in the narrative and the details provided in the table or figure. If two groups are being compared, comparison data should appear in the same table. If the table is going to be split from one page to the next, "table continues" is written at the bottom of the page and headings are reproduced on the next page. It should be noted that no vertical lines are used, and horizontal lines are used primarily as headers, spanners, and footers. Tables are single or double-spaced and should appear right after they are referenced. (See Tables 1, 2, and 3)

Table 1

Responses to Three Likert Scale Statements Regarding Statistics Class

	Strongly Agree	Agree	Neutral f (%)	Disagree	Strongly Disagree	Median
Statement	5	4	3	2	1	
1. I like statistics.	5 (10)	6 (12)	10 (20)	14 (28)	15 (30)	2.0
2. Statistics class is enjoyable.	4 (8)	3 (6)	8 (16)	15 (30)	20 (40)	2.0
3. I will use what I learned in statistics class.	12 (24)	15 (30)	15 (30)	6 (12)	2 (4)	4.0
Totals	21 (14)	24 (16)	33 (22)	35 (23)	37 (25)	3.0

Table 2

Results of t-test Comparing Mean Science Achievement Test Scores of 7th Grade Boys and Girls

Gender	n	Mean	Standard Deviation	t–value
Boys	125	88	3.8	
				1.189 NS
Girls	152	76	5.4	

Table 3

Chi-square Comparison by Gender of Response to Statement 1: This is a good place to work.

	Frequency (%)					
Gender	SA	A	N	D	SD	Totals
Males	87 (40)	55 (25)	44 (20)	22 (10)	11 (5)	219
Females	105 (35)	75 (25)	65 (22)	33 (11)	23 (8)	301
Totals	192 (37)	130 (25)	109 (21)	55 (11)	34 (7)	520

Note: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree
*Chi-square = 2.374; *p*=.66736; *df*=4

4. A figure is often used to show patterns or relationships among findings (See Figure 1). Axes should be labeled, a caption should be presented at the bottom of the figure, and the number of responses upon which percentages are based should appear. Use of color graphs is acceptable, but different segments must be distinguishable when photocopied.
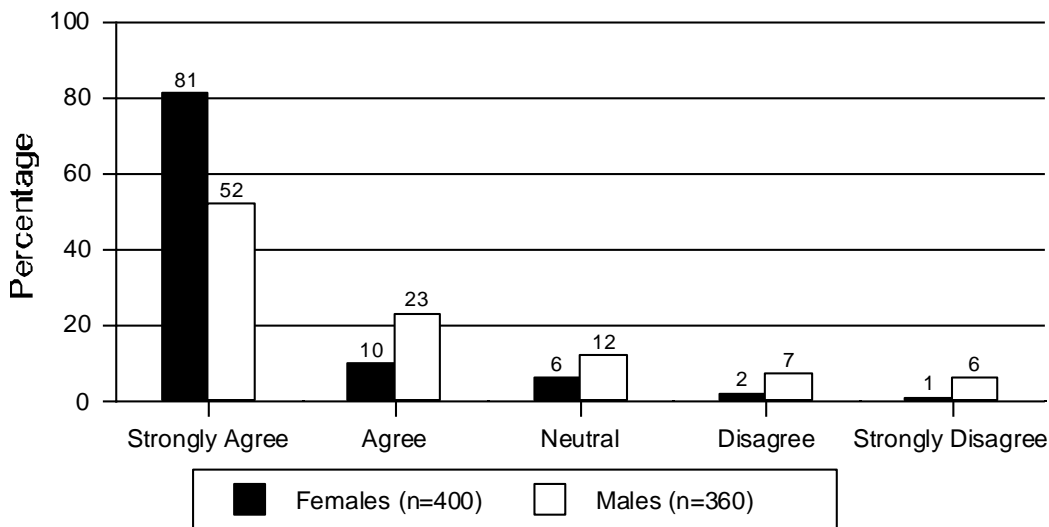

Figure 1. Female versus male responses to: I enjoyed statistics class. (*N*=760)

5. Visuals should appear immediately after referring to them in the narrative or on the next page. If several visuals are referred to on one page, they should be presented in sequence on subsequent pages. Visuals should be readily understood without the reader having to refer to the narrative.
6. Visuals should adhere to 1-inch margins.
7. It is preferred that visuals be presented in portrait (up and down) format rather than in landscape (sideways) format on the page.

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Chapter 4
Discussion

Summary of Major Findings

After a brief overview of the study, important points highlighted in Chapter 3 should be revealed in this section, supported by statistics. (Students should note that Chapter 4 may be reorganized, but the content listed should appear in the chapter of each project.) ***Note that NO tables or figures can appear in Chapter 4; they must be in Chapter 3.***

Conclusions

This section should begin by clearly and briefly ***stating and answering the research questions/hypotheses.*** The conclusions should also discussed in terms of the literature presented in Chapter 1. Students should discuss how the findings of their study agree with, disagree with, or relate in some way to previous literature (citations should be used.) Explanations for the findings and observations should be revealed. Limitations of the study (such as a low response rate or a measurement problem) must be addressed in this chapter.

Recommendations

Recommendations based upon the findings of the study should be made. Recommendations may be in terms of applications (how the findings may be used practically) and/or implications (what the findings mean to the body of knowledge). Recommendations for future research may also be included. This section should be consistent with the *Significance of the Study* found in Chapter 1.

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References

The *APA Manual* presents guidelines for format of the reference list entries (pp. 198-215) and in-text citations (pp. 174-179). **Entries in the reference list are single-spaced within and double-spaced between.** Each reference entry must have a matching text citation, and vice-versa. The reference list should include two references for each page of the literature review (for example a 10 page literature review would include 20 sources in the reference list). Dictionaries and encyclopedias may be included in the reference list, but should not be considered as part of the required number. Personal communications and other sources of information that are not recoverable should not be included in the reference list, nor should works that are cited in a secondary source. Only original works that are read and cited by the student should be entered in the reference list.

NOTE: APA reference list citations take the following basic form:

Author's last name, first initials. (Publication date). Title of article or book (only

capitalize first word and first word after colons). Publication info: For journals give Journal Name, Vol# (Issue #), Page#s and for books give City, State: Publisher. For articles italicize the journal name and volume number; for books italicize the title of the book.

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Appendices

Appendices contain items, information, or documents used in the study, which are too lengthy or too peripheral to include directly in the text. Examples include the survey instrument and cover letter. A descriptive name for each appendix must be given on each appendix and must match the name given in the narrative and table of contents. **Appendices are not preceded by a title page** unless a printed form is used which does not allow space for the appropriate heading or description to be typed at the top. Appendices are lettered by order of reference; the first one referred to in the text should be Appendix A, the second one Appendix B, and so on.   A one inch top margin is given, followed by the, centered, Appendix designation (i.e. Appendix A). Then double space and center the descriptive title of the appendix.

SECTION 3: Format and Writing Specifications of the Research Report

Headings

In APA style, headings are referred to by number (See *APA* pp. 62-63 and the layout of Section 2 of this handbook). All headings of equal importance must be at the same level. The heading format used in Section 2 should be followed for the report.

Page Numbering

No number appears on the abstract nor the title page. Page numbers in the "front matter" (Table of Contents, List of Tables, List of Figures) appear as lowercase Roman numerals (ii, iii, iv, etc.) centered at the bottom of the page. The abstract is not included in the pagination sequence. The title page is counted as the first page, but no number is placed on it.

Page numbering starts over with the beginning of Chapter 1 and the remaining pages in the text are numbered consecutively with Arabic numbers (2, 3, etc.). These numbers are placed within the upper right hand margins.

Margins

One-inch margins are used on the top, bottom, right, and left of pages, except for chapter heading pages and the title page, where the top margin is two inches from the top. Figures and tables may be smaller than normal margins, but may not extend over the appropriate margin. **Only the left margin is justified. Full or right justified margins are not used.**

Line Spacing

The text of the paper should be double-spaced throughout. Block quotations are also double-spaced. Exceptions are in the reference list, where entries are single-spaced within and double-spaced between each entry.

Quadruple spacing is used before each major heading (Level 3) within the text. (Refer to the layout explanation and example in Section 2 of this guide.)

Widow and orphan lines are not allowed. These are single lines or parts of lines either at the top or bottom of a page. Most word processing programs can be set to prohibit widow and orphan lines.

Grammar, Punctuation, and Writing Style Reminders

If grammar, punctuation, and writing style present problems, a college wrting handbook may be helpful. The third chapter of the APA Manual covers expression of ideas, which is a helpful guide to writing. Two other such handbooks are *The Heath Handbook* by Mulderig and *The McGraw-Hill College Handbook* by Marius and Weiner. Many books discuss ways to produce a more clear and powerful style. One of the most frequently used is Strunk and White's *The Elements of Style.* Some innovative computer programs also address writing difficulties.

APA (6th ed.) and Tusculum College Format and Writing Style Reminders

Students are reminded to do the following:

1.   Use words for numbers under 10 and numerals for numbers 10 and over, <u>**unless**</u> the number is the first word in a sentence (spell it out or reword the sentence); or comparisons or contrasts are being made (**then use numerals for numbers over and under 10**.) (*APA* pp. 111-114)

2.   Use the symbol for percent (%) when it is preceded by a numeral (i.e., 15%). Use the word percent only at the beginning of a sentence (*APA* pp. 111-112,118).

3.   Italicize words for anchors on a scale and for statistical symbols (*APA* pp. 91, 118). Ex.: *t*-value; *strongly agree.*

4.   Use hyphens for compound adjectives when they precede a noun, but not when they follow a noun. Some exceptions apply (*APA* pp. 97-100). Ex.: non-significant, posttest, preexisting.

5.   Omit periods in common abbreviations, and omit apostrophes in plurals of abbreviations and numbers (*APA* pp. 106-111). Ex.: IQ, US, ESP,1960s, 10s, IQs.

6.   Use an ampersand (&) in the reference list and in parenthetical citations in text, but not in the narrative text. (*APA* pp. 175,184) Ex.: That is why birds fly (Smith & Jones, 1998). Smith and Jones (1998) do not refer to birds.

7.   If a term in a report is capitalized, it should be done consistently (i.e. TQM, ADD). (For guidelines on capitalization see *APA* pp. 101-104.)

8.   Capitalize nouns followed by numbers (*APA* pp. 103). Ex.: Question 1.

9.   Capitalize only the first word of the title and subtitle of an article or book in the reference list, as well as after a colon in the title. If the reference contains an article

from a journal or book, the journal or book title is capitalized in regular format (*APA* pp. 101.) Ex.: Smith, M. (1990). Disciplined love: A guide to parenting. *Journal of Exceptional Psychology, 8*(2*),* 21-30.

10. Use p. or pp. with referenced periodicals only when there is no volume number. If there is a volume number, follow the format shown in Number 9, above. Use p. or pp. in references to newspapers (*APA* pp. 186, 198-200).

11. For weekly periodicals including newspapers, magazines, and newsletters provide the year, month, and day (*APA* pp. 200).

12. Do not use contractions (don't, won't, isn't, etc.) in formal writing.

13. Use seriation format to list important elements within a paragraph using (a)..., (b)...., (c)..... ; but use 1........, 2....., 3......at the start of each new paragraph in a series (*APA* pp. 63-65).

14. Use italics for statistical symbols. Use standard typeface for Greek symbols, superscripts, subscripts, and abbreviations that are not variables. Boldface print is used only for symbols for vectors (*APA* pp. 117-118).

15. If there is more than one source by the same author published during the same year, differentiate between them. In the References section, alphabetize those sources by the first word of the title; then add lower-case letters (a for the first, b for the second, and so on) to the date in both the in-text and reference citation.   For example: (Smarts, 1990a) and (Smarts, 1990b) (See *APA* p. 178).

16. Quotations under 40 words are kept in paragraph form and are identified by quotation marks. Quotations of 40 words or more are blocked (indented one tab) and no quotation marks are used. Block quotations are double-spaced (*APA* pp. 170-171).

17. Always give page numbers for quotations. For electronic sources that do not provide page numbers, use ¶ or para. (See *APA* pp. 170-172).

18. When citing from a secondary source, do not include the original source in the reference list. If Jones (2004) cites the work of Smith (2002), the correct format is: Smith stated that too many meetings are held and that employees' health may suffer (as cited in Jones, 2004). Jones, 2004 is the only reference that appears on the Reference page. The year of Smith's work is not presented in the text (See *APA* p. 178).

19. Write in past tense when referring to works or studies, but write in present tense when discussing concepts, theories, and the like that still exist. Ex: Gardner (1983) **stated** that..... , but the theory of multiple intelligences **suggests** that.... (See

APA p. 78). Note that above **stated** is past tense, while **suggests** is present tense.

20. Write in third person passive voice in expository writing (*APA* p. 77). This means to avoid using I, me, my, we, us, our, you, etc. **Students should not**, however, refer to themselves as "the researcher" or "the author". Alternate sentence construction should be used instead. For example, rather than saying, "I mailed out the surveys on June 2, 2008" reword it to avoid the use of the pronoun, I: "The surveys were mailed on June 2, 2008.

21. When no author is provided for an article or book, move the title of the article or book to the author's spot in the reference list citation. Then cite in the text using the first few words of the title, in quotation marks, followed by the year. ("Coach Says", 2005). *APA* p. 176).

Printing

The report must be printed on a letter-quality printer on high quality paper. Any easily readable font with point size between 10 and 12 is acceptable, with 12 point Arial (used in this handbook) or Times New Roman preferred.

Tables and figures must be printed and may not be copied from books or journals. Only one side of the paper is used. A photocopy of the final paper is acceptable, if copy quality is clear and dark, visuals are readable, and if the paper quality meets the guidelines.

SECTION 4: Presentation of the Research Project

Many students are required to make a presentation of their research project. Students normally present to classmates and the instructor, and in some cases, to college representatives and invited guests. Students should consider the presentation a chance to share their research with others, to show the quality of their work, and to be supported and congratulated. The presentation provides an opportunity for the student to reveal his/her contribution of knowledge to the academic field, the college, and peers.

During the presentation of the research project, students should demonstrate knowledge of theory applied to practice while displaying an understanding of research in the social sciences. The research presentation should demonstrate proficiency in the competencies identified for the program. Conveying important information in an organized fashion and using visuals to point out major findings strengthen the presentation.

Presentations should be **no longer** than 15 minutes with additional time for discussion. The presentation is an overview, **not a reading of the report**! Visual aids should be used. Any special needs or equipment related to the presentation should be communicated to the instructor at least one week in advance of the presentation.

Students should be aware that research is an important aspect of their program. The presentation is an opportunity for students to demonstrate that they have successfully accomplished program objectives and are proficient in the competencies for their program. The suggested organization of the presentation is that the student should:

1. Introduce him/herself.

2. State the problem or issue, how it came to be studied, and why it is important.

3. Briefly state what the literature said about the issue.

4. Give research questions/hypotheses addressed by the study.

5. Reveal how the research was conducted, including the methods used, analysis of the data, and any decisions made during the process.

6. Present major findings, important discussion, and conclusions. Research questions should be answered and hypotheses, if given, should be accepted/rejected based upon data.

7. Make recommendations based upon the findings.

8. Ask for questions from the audience.

SECTION 5: Institutional Review of the Research Report

Students in selected programs must submit their final report to the Tusculum College Graduate and Professional Studies Research Center for archiving. Two copies of the report must be submitted within 30 days of completion of the last course in the research sequence. Upon satisfactory completion of the project, the instructor completes the *Research Instructor Approval for Submission for Institutional Review* form. This form indicates any changes that the student must make *prior to* submitting the project to the Research Center. The student submits the research report copies along with the *Instructor Approval* form. Additionally, the student should submit the (a) *Ethics in Research Agreement* and (b) *Verification of Authorship* along with **two copies** of the report. The research report should be unbound.

Future Presentations/Publication of the Research Report

Tusculum College strongly encourages and supports students in using the research experience beyond acceptance of the Research Report by the institution. Students are requested to inform the College when their research is presented/applied in the workplace, when they publish their findings, or when any other events occur as a result of having conducted the study. Tusculum College fully supports students in these pursuits and is proud to inform the college community of such endeavors.

APPENDIX

Example of Research Report Selected Pages

AVAILABILITY AND UTILIZATION OF FLEXIBLE WORK SCHEDULES IN
NORTHEAST TENNESSEE COMPANIES

Sally Student

BSOM-999; 2001
Research Professor: Dr. I. M. Good

ABSTRACT

This study examined the availability of flexible working arrangements in companies (with five employees or more) located in Northeast Tennessee. In the businesses that were found to offer alternatives, the types of flexibility offered were explored. Whether or not employees were choosing to utilize available options was also examined.

A survey instrument developed by the researcher measured the variables. Validity and reliability of the survey instrument were tested using a pilot test. The survey was then mailed to a random sample of 100 businesses in Washington, Sullivan, and Carter Counties of Tennessee. Responses from 30 of these businesses were used for data analysis.

Major findings were that over half of the respondents do offer flexible working arrangements of some type to company employees; most of these offer flextime specifically. Most respondents reported positive results as to absenteeism rates, productivity, and work satisfaction rates as a result of allowing employees to utilize flexible work alternatives. All companies offering these alternatives reported that a percentage of their employees were taking advantage of these options. The percentage of employees using flexible arrangement at work with success was much higher than some previous research in other geographical areas has reported.

The implications of this study are clear to prospective employees who might be seeking these options. Companies in the Northeast Tennessee region do offer and use flexible work arrangements with success. The implications are also clear to employers and managers who might seek to implement flexibility. Over three-fourths of area companies that have done so, report that utilizing flexible schedules was good for their employees and for their companies.

AVAILABILITY AND UTILIZATION OF FLEXIBLE WORK SCHEDULES IN

NORTHEAST TENNESSEE COMPANIES

By Sally Student

A Research Project Submitted in

Partial Fulfillment of the Requirements for the

Degree of Bachelor of Science in Organizational Management

Tusculum College

2000

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Introduction

Flexibility is perhaps more important and necessary to today's workers than ever before. Adopting and utilizing flexible schedules are ways for companies to attract and maintain quality employees. This research study examined the availability and utilization of flexible work schedules in the Northeast Tennessee region. The areas that this study addressed included: whether companies in East Tennessee offered any type of flexible arrangements to their employees and if so, what types of flexible schedules were offered. Also examined was whether employees were utilizing these alternatives. If flexible schedules were not offered, reasons for this were investigated.

Background

Flexible work schedules came about largely as a result of women entering the workforce in large numbers (Smith, 1998). Children or elderly relatives can create the need for an employee to be home during normal work hours and due to the high cost of daycare and care for the elderly, flexibility may be imperative for workers. Additionally, the high cost (in both time and resources) to employees of commuting to work is a consideration for employers and employees when designing work schedules. Research in this area could aid employees in scheduling workers. Additionally, anyone interested in working a flexible schedule might be interested in this research.

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