



## APA STYLE ESSENTIALS HANDBOOK

Higher Education Policy and Student Affairs

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## OVERVIEW

West Chester University's M.S. in Higher Education Policy and Student Affairs uses APA 7<sup>th</sup> Edition for all coursework and comprehensive exams. Students are responsible for adhering to **APA (7<sup>th</sup> edition)** style and for seeking answers to APA formatting that is not addressed in this handbook. All information in this handbook comes from the APA manual.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

In addition to the details you will find in this handbook, a few big things you should do on every paper:

1. 1-inch margins on top, bottom, left, right
2. Double space the entire paper
3. Use 12-point Times New Roman on all papers
4. Indent the first line of every paragraph 0.5 inches.
5. Left align the text.

## HEADINGS

Unless otherwise noted, all papers submitted for the M.S. Thesis should use APA-style headings. The five-level heading system is as follows:

Level	Format
1	<p style="text-align: center;"><b>Centered, Bold, Title Case Heading</b></p> <p>Text begins as new paragraph. If using multi-level headings, there should always be text, such as a summary paragraph, between the Level 1 heading and the Level 2 heading. In a dissertation, your Level 1 headings will be Chapter I: Introduction, Chapter II: Literature Review, Chapter III: Methodology, Chapter IV: Results, and Chapter V: Findings.</p>
2	<p><b>Flush Left, Bold, Title Case Heading</b></p> <p>Level 2 headings are typically your “big idea” subheadings. Your text below a Level 2 begins as a new paragraph. If you are using 3 levels of headings, there should always be text, such as a summary paragraph, between the Level 2 and Level 3 headings. When using Level 2 headings, you always need at least 2 Level 2 headings under a Level 1 heading. If you only need 1 heading under your Level 1 heading, you do not need a Level 2 heading.</p>
3	<p><b><i>Flush, Left, Bold, Title Case Heading, Ending</i></b></p> <p>Level 3 headings are typically the sub-topics under your “big ideas” from Level 2. If you are using 4 levels of headings, there should always be text, such as a summary paragraph, between the Level 3 and Level 4 headings. When using Level 3 headings, you always need at least 2 Level 3 headings under a Level 2 heading. If you only need 1 heading below your level 2 heading, you do not need a Level 3 heading.</p>
4	<p><b>Indented, Bold, Title Case Heading, Ending with a Period.</b> Text begins on the same line and continues as a regular paragraph. If you are using 5 levels of headings, there should always be text, such as a summary paragraph, between the Level 4 and Level 5 headings. When using Level 4 headings, you always need at</p>

	least 2 Level 4 headings under a Level 3 heading. If you only need 1 heading below your level 3 heading, you do not need a Level 4 heading.
5	<b><i>Indented, Bold Italic, Title Case Heading, Ending with a Period.</i></b> Text begins on the same line and continues as a regular paragraph. When using Level 5 headings, you always need at least 2 Level 5 headings under a Level 4 heading. If you only need 1 heading below your level 4 heading, you do not need a Level 5 heading.

Note: Most words are capitalized in a title. See Section 6.17 in the APA 7<sup>th</sup> Handbook.

### IN-TEXT CITATIONS

<b>Author Type</b>	<b>Parenthetical citation</b>	<b>Narrative Citation</b>	<b>Examples</b>
One Author	(Wolf, 2020)	Wolf (2020)	<p>Chickens are happy creatures (Wolf, 2020).</p> <p>Chickens are “incredibly hearty” (Wolf, 2020, p. 12).</p> <p>Wolf (2020) noted that chickens’ happiness is linked to the quality of their food supply.</p> <p>Wolf (2020) noted that “happy chickens are delicious chickens” (p. 4).</p>
Two Authors	(Salsa & Chips, 1997)	Salsa and Chips (1997)	<p>A warm blanket is essential for cold days (Salsa &amp; Chips, 1997).</p> <p>Salsa and Chips (1997) supported the notion that blankets keep people warm on cold days.</p>
Three or more Authors	(Frank et al., 2012)	Frank et al. (2012)	<p>Pedestrians benefit from looking both ways before crossing the street (Frank et al., 2012).</p> <p>Frank et al. (2012) examined the relationship between cell phone use and pedestrian accidents.</p>

Group (with abbreviation)	<p><i>First appearance:</i></p> <p>(West Chester University [WCU], 2019)</p> <p><i>Second appearance:</i></p> <p>(WCU, 2019)</p>	<p><i>First appearance:</i></p> <p>West Chester University (WCU, 2019)</p> <p><i>Second appearance:</i></p> <p>WCU (2019)</p>	<p><i>First appearance:</i></p> <p>The College of Education and Social Work faculty value collaboration (West Chester University [WCU], 2019).</p> <p>West Chester University (WCU, 2019) touted the collaborative nature of their College of Education and Social Work Faculty.</p> <p><i>Second appearance:</i></p> <p>The College of Education and Social Work faculty value collaboration (WCU, 2019). WCU (2019) touted the collaborative nature of their College of Education and Social Work Faculty.</p>
Group (without abbreviation)	<p>(The Magic Company, 2014)</p>	<p>The Magic Company (2014)</p>	<p>Inspiration is everywhere (The Magic Company, 2014).</p> <p>The Magic Company (2014) confirmed the need for creative individuals in education.</p>

Note: None of these studies actually exist.

For **what to do when citing a direct quote**, see the examples under the One Author category.

## WRITING STYLE

### **Verb Tense** (See Section 4.12 in the APA 7<sup>th</sup> Handbook)

You should use past or present perfect tense when talking about another researcher's work or something that has occurred in the past.

Present tense can be acceptable in Chapters 4 and 5.

### **Active Voice** (See Section 4.13 in the APA 7<sup>th</sup> Handbook)

Active voice should be used as much as possible when writing for the Ed.D. In active voice the subject (or doer) comes first in the sentence, then the verb, then the object. For example:

***Correct:*** The researcher (subject) identified (verb) participants for the study (object).

***Incorrect:*** Participants were identified for the study.

***Incorrect:*** Participants were identified for the study by the researcher.

### **Singular "They"** (See Section 4.18 in the APA 7<sup>th</sup> Handbook)

Use "they" as a generic third-person pronoun to represent a person whose gender is unknown or irrelevant to the paper. Do not use he/she.

***Example:*** The teacher selected their favorite book to read.

## PUNCTUATION

### **Spacing After Ending Punctuation** (See Section 6.1 in the APA 7<sup>th</sup> Handbook)

Use one space after ending punctuation marks.

### **The Oxford Comma** (See Section 6.3 in the APA 7<sup>th</sup> Handbook)

APA says use it!

***Correct:*** I collected from surveys, interviews, and observations.

***Incorrect:*** I collected from surveys, interviews and observations.



## NUMBERS

Knowing when to use numerals and when to use words can be a little tricky in APA (Sections 6.32 and 6.33 in the APA 7<sup>th</sup> Handbook).

Write numbers in numeral form when they:

- Are 10 or above (159 cats)
- Right before a unit of measurement (e.g., 5 cm)
- Represent math/statistics function (e.g., 4%, divided by 3)
- Represent time (e.g., 3 days, 5 years old)
- Come after a noun (e.g., Table 1)

Write numbers in word form when they:

- Are 9 or below (e.g., four dogs)
- Begin a sentence (e.g., Ninety-eight percent of students qualified for free and reduced meals.)
- Are common fractions (e.g., one-third of students)
- Universally accepted usage (e.g., Five Pillars of Islam)

## LISTS

You should use a **list with letters** when identifying phrases in a series:

Teachers employed the following literacy elements in their classrooms: (a) phonological awareness, (b) phonemic awareness, (c) fluency, (d) vocabulary, and (e) comprehension.

You should use a **list with numbers** when listing sentences or paragraphs in a series (e.g., your sub-questions), steps in a procedure, or itemized conclusions:

The procedure for the study consisted of the following:

1. Obtaining consent and assent for participants.
2. Interviewing each participant for 30 minutes.
3. Transcribing the interview data.
4. Analyzing the data in Dedoose using the constant comparative method.
5. Sharing the findings.

## TABLES AND FIGURES

Tables and Figures should be formatted according to Chapter 7 in the APA 7<sup>th</sup> Edition manual. A table should be formatted as follows:

### **Tables**

**Table 1**

*Number of Students Enrolled in Program XYZ*

Age	Male		Female	
	Public	Private	Public	Private
10	4	6	9	5
11	7	5	5	4
12	7	4	6	6
Total	18	15	20	15

*Note.* This table represents the enrollment of public- and private-school students in Program XYZ in Fall 2010.

### **Statistical Significance**

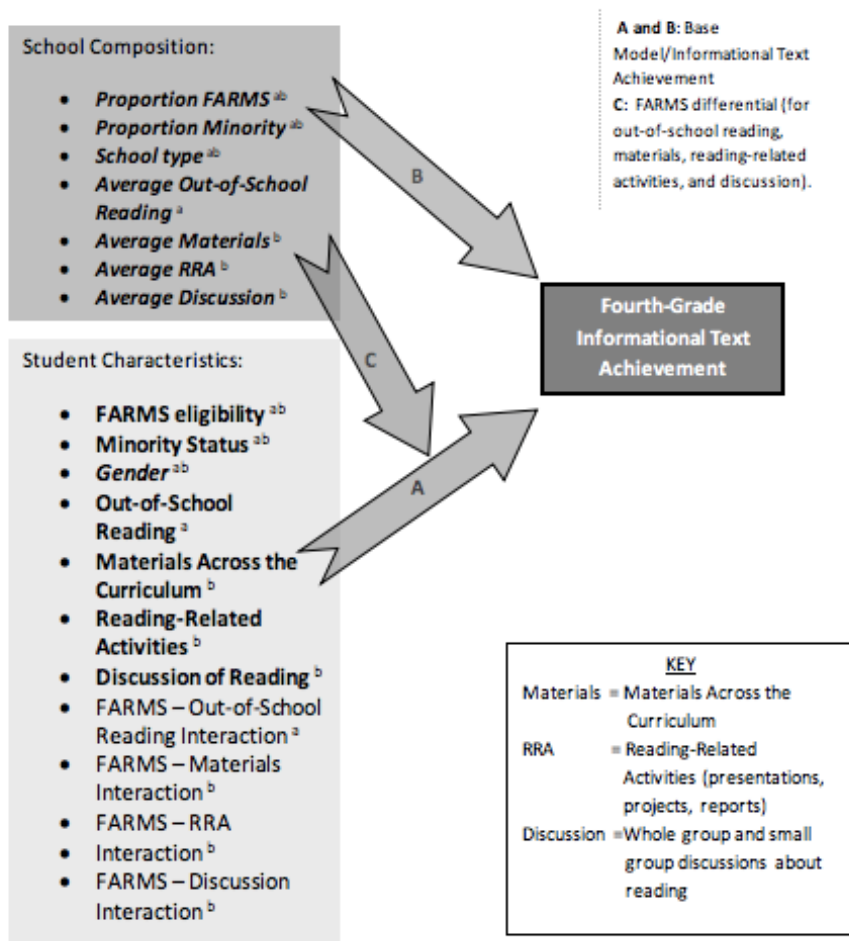
In tables and parenthetical notes, statistical significance is noted as \* when  $p < .05$ , \*\* when  $p < .01$ , and \*\*\* when  $p < .001$

## Figures

Here is a sample figure from Dr. Schugar's dissertation:

**Figure 1**

### *Hierarchical Linear Modeling Study Design*



*Note.* Multilevel model examining the influence of out-of-school and in-school reading experiences on fourth graders' comprehension of informational texts. <sup>a</sup> = Variables included in out-of-school model. <sup>b</sup> = Variables included in in-school model. <sup>c</sup> = **Bold** variables are group-mean centered. ***Bold and italicized*** variables are grand-mean centered. Plain font variables are uncentered.

## IN-TEXT CITATIONS

### **Narrative Citations**

Hodes (2018) noted ...

### **Parenthetical Citations**

*One author citation* - (Hodes, 2018)

*Two author citation* – (Hall & Oates, 1996)

*Three or more author citation* – (Cash et al., 2001)

*Multiple citations* – (Hodes, 2018; Hall & Oates, 1996; Cash et al., 2001)

*Multiple citations from the same author* – (Backer, 2017, 2018, 2019)

*Multiple citations from the same author in the same year* – (Staulters, 2017a, 2017b)

*Direct for more information* – (see Backer, 2017, for more detail)

## QUOTATIONS

### **Short Quotations** – Quotes less than 40 words

Put the quotation right into the sentence, with quotation marks. Use n.p. w

Under the NCLB initiative, educators are accountable for “closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers”

(USDE, 2002, Section 1001.3)

### **Block Quotations** – Quotes with 40 or more words

Indent the block quote with no quotation marks. Put the page # and/or author info after the period in parenthesis.

As Ketch (2005) claimed:

Conversation helps individuals make sense of their world. It helps to build empathy, understanding, respect for different opinions, and ownership of the learning process. It helps [children] sort out their ideas of the world and understand how they fit into it. Used as a connection to cognitive strategies, conversation fosters comprehension acquisition.

(p. 8)

## REFERENCE LIST

There are many references you might use over time, but this section highlights the most often used ones by WCU Ed.D. students. Please see Chapter 10 in APA 7<sup>th</sup> edition for many, many more specific examples not covered here.

### **Journal Article**

Snow-Gerono, J. (2009). Voices less silenced: What do veteran teachers value in school-university partnerships and initial teacher preparation? *The Teacher Educator*, 44(4), 248-267. <https://doi.org/10.1080/08878730903186348>

### **Magazine Article**

Shoeller, M. (2014, July/August). For studying, paper beats digital to a pulp. *Men's Fitness*, 22.

or

Toppo, G. (2015, July 15). How to build a better digital book. *The Atlantic*. Retrieved from <http://www.theatlantic.com/education/archive/2015/07/how-to-build-a-better-digital-book/398567/>

### **Newspaper Article**

Herold, B. (2016, January 11). Digital tools aim to personalize literacy instruction. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2016/01/13/digital-tools-aim-to-personalize-literacy-instruction.html>

### **Book**

Darling-Hammond, L. (2005). *Professional development schools: Schools for developing a profession*. Teachers College Press. <https://doi.org/10.1080/1047621950070220>

**Edited Book**

Ruddell, R. B., & Unrau, N. J. (Eds.). (2004). *Theoretical models and processes of reading* (5th ed.). International Reading Association.

**Book Chapter**

Kolb, A., & Kolb, D. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education, and development. In S. Armstrong & C. Fukami (Eds.), *The Sage handbook of management learning, education, and development* (pp. 42-68). Sage. <http://dx.doi.org/10.4135/9780857021038>

**Diagnostic Manual**

Leslie, L. & Caldwell, J. S. (2017). *Qualitative reading inventory* (6th ed.).

or

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

**Report by a Government Agency or other Organization**

National Institute of Child Health and Human Development (NICHD) (2000). *Report of the national reading panel: Teaching children to read*. NICHD.  
<https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

**Webpage**

Monks, K. (2014, September 11). Superbooks: High-tech reading puts you inside the story. *CNN*.  
<http://www.cnn.com/2014/09/10/tech/innovation/superbooks-high-tech-reading-ebooks>