



ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

## THESIS HANDBOOK

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## INTRODUCTION

The research thesis can take many forms based upon the interests and creative studies of the student. APNTS allows thesis students to express their God-given creativity while accomplishing valuable research for the church and society of today.

The thesis research should develop from coursework in the student's program of study. The reading and projects done in one's program of study should provide the basis for the literature, theoretical framework and techniques for the thesis research. The thesis student should not plan to research a new area of study as this would require an exorbitant amount of time prior to the actual research. The student should plan to become quite knowledgeable in the research topic and so additional reading will be necessary to supplement the study that has already been done in one's courses.

APNTS provides several courses which are designed to assist the MA and MST students in the organization of their theses. One of the first courses in the thesis program is Research Methods, which enables the MA or MST student to produce a prospectus identifying the initial research. From this work, an adviser will be assigned to the student. The MA and MST student should enroll in a research methods course, either Qualitative or Quantitative Research during the second semester of the program in order to prepare for proper methodological and analytical procedures in the thesis research. Thesis Seminar, taken the first summer of the program, enables the student to write the thesis proposal and prepare for the proposal defense. The Thesis Writing course is taken as an independent study with the thesis adviser, following the successful proposal defense, while the student completes the thesis research. If the thesis proposal is not completed and defended after Thesis Seminar or the final thesis is not completed and defended after enrolling in Thesis Writing, the student will enroll in the Thesis Writing Continuation independent study until the completion of the next stage of the thesis process.

### Research Possibilities

The following types of theses are possible options for exploration at APNTS:

- Detailed analysis or evaluation of a product
- Reapplying the research of another thesis with a different population or timeframe to see if previous results are applicable in the new context or when utilizing another research method
- Testing an instrument that has been developed by another researcher to test its reliability
- Doing a smaller section of a larger research project, such as working within a professor's area of research
- Experimental or ethnographic studies and other forms of methodologies
- In-depth analysis or evaluation of product or text such as would be used in Biblical, theological, and historical studies.
- Inter-disciplinary studies
- Project or Production thesis where a product or communication media is developed for use by an organization or institution

This is not intended to be an exhaustive list, but to provide initial guidance and stimulation for the novice thesis researcher. Students are encouraged to consult bound thesis copies in the APNTS library for further examples.

## Thesis Formats

Based upon the type of thesis selected by the thesis student with the guidance of the program director and later the adviser, the thesis may have five or more chapters. The final thesis should be submitted in both paper and electronic formats. A paper thesis will be submitted to the committee members of both the proposal and final defense in a bound format (usually spiral). Six copies of the final thesis, after revisions from the final defense, will be submitted to the Registrar's office for binding by the official APNTS deadline (see Appendix 1), along with a DVD of the signed copy. The student should also prepare a .PDF electronic version to submit to the APNTS library. One of the bound copies will be submitted to the library for archival purposes. The printing and binding costs are the responsibility of the thesis student.

An electronic thesis (for the Project/Production thesis) allows for linked or embedded audio and video files within the text of the thesis. The text of the electronic thesis should be either in a Word processing format or in Portable Document Format (.pdf), which is easily available for all committee members and future readers on a computer. The multimedia files should also be in a format that is freely accessible by the readers. The final, revised electronic thesis should also be in an archival format for library use such as a DVD with an appropriate, shelveable case that identifies the thesis and author. Additionally, a DVD format is required to be submitted to the Registrar's office. The duplication and casing costs are the responsibility of the thesis student.

## Library Services

The Asia Pacific Nazarene Theological Seminary (APNTS) library is an excellent starting place for the initial literature research. With over 50,100 holdings, the APNTS library is one of the largest seminary libraries in the Philippines. The library is open 62 hours per week and is also open during holidays (except Christmas, and New Year's Day). During these hours, library and staff provide technology support, reference/research assistance, and access to the collection. When the library is closed, students have access to the Library via WebOPAC (<https://apnts-gnec.kari.opalsinfo.net/bin/home>), which has an open source e-library, databases, directories, and search engines. These can be found in our OPALS web links composed of 82 online information sources in religion, theology, missions, social science, and philosophy portals/websites. (<http://apnts.gnec.kari.opalsinfo.net/bin/viewWeblink>). Five hundred eighty titles of electronic theological theses/dissertation and conference papers from Theological Research Exchange Network (TREN) are also accessible for research. Each library staff member is trained to assist in the use of our library system.

Previous theses and some dissertations are available in the holdings of the library and many can be accessed online through the APNTS Institutional Repository (<https://apnts.whdl.org/>). The repository contains the scholarly works collection contributed by faculty, staff, students, and alumni of APNTS as well as selected materials from the seminary archives.

APNTS procures a subscription for electronic databases through EBSCOhost which provides thousands of academic peer-reviewed journals in religion and related subjects. This site allows for easy electronic searching by keywords, authors, and subjects to find resources helpful for the literature review and other research. Many of these journals provide full-text articles for previous issues. These full-text

articles are searchable and downloadable. The <http://search.ebscohost.com> website can be accessed both on and off campus. The username and password can be obtained from the library personnel.

The APNTS library provides a limited number of carrels that are assigned to specific students to store their books and materials for research. (Note: Valuables such as computers, USB drives and other electronic equipment or money should not be left at these carrels.) Students who are in the Thesis Seminar and Thesis Writing classes are given preference for the assignment of the carrels applying for them through the librarian at the end of their previous semester.

Students who are working on their thesis can also visit other libraries for their research. Upon the request of the student researcher, the APNTS librarian will prepare a letter of introduction for the student about his/her thesis to the library being visited. Universities such as Ateneo De Manila – Rizal Library, De La Salle, University of the Philippines (UP), and University of Santo Tomas allow visiting students on designated days to use their library for a small fee. These universities have WEBOPAC to access their collection. Schedule before making a visit. The National Library is another resource that includes thesis and dissertation studies from the Philippines.

Reciprocal agreements between libraries of the seminaries in the Asia Graduate School of Theology consortium, of which APNTS is a part, allow students to have exchange privileges at one another's libraries. Sometimes there is a small cost involved for the use of another library. Also, the APNTS librarian can request books through Interlibrary Loan if the student knows of a specific resource owned by another library, that is not available in the APNTS library.

## **Responsibilities of the Thesis Student**

The thesis student will need to consider the following responsibilities of the thesis research:

- The thesis student has primary responsibility for the progress and direction of his or her research and for the delivery of a thesis of an appropriate standard.
- The thesis student should make all submissions on a timely manner.
- The thesis student should develop an appropriate research plan that will enable submission of the thesis for examination within the relevant maximum registration period.
- The thesis student will take the initiative to meet with his or her advisor or mentors in each stage of the thesis.
- The thesis student will be diligent to maintain continual enrollment in the appropriate thesis writing independent study (either Thesis Seminar Continuation or Thesis Writing Continuation).
- The thesis student should follow carefully all the guidelines of the thesis handbook and the standards of the current edition of Turabian.
- The thesis student should comply with all relevant requirements with respect to intellectual property.
- The thesis student should maintain ethical standards in the tasks of collecting, analysing and presenting research data.
- The thesis student should consider some research costs. Travel to and from libraries and research sites, duplication of materials, electronic equipment and software required for recording interviews or creating videos, hiring statisticians or providing software for statistical or quantitative analysis, employing editors, and any other costs of the research. Students are

encouraged to find sponsors for their research. The thesis adviser is not responsible for funding or finding financial resources for the thesis students' research.

- The thesis student should back-up his or her computer work in multiple locations and use removable media, such as a personal USB drive. Multiple backups will help prevent total loss of the research writing, notes, data or project.

## Thesis Defenses

The thesis defenses, both the proposal defense and the final thesis defense, are the responsibility of the thesis student. See Sections C and D of this Handbook for additional information concerning the proposal and final defenses, and the student's responsibility in preparation for these defenses.

## Graduation

Students should consult the thesis timeline (Appendix 1) regarding deadlines for submission of a thesis that is to be defended prior to a May graduation. Students may defend at other times of the year and be considered "graduates" upon the completion of their final defense. However, strict deadlines should be followed when a student plans to walk at graduation each May. Students who plan to complete the thesis during the summer or first semester should consult with their adviser regarding completion deadlines.

## Tips for Getting Started

One of the first things to do in proposal writing is to prepare an initial literature review. This review will become Chapter 2 in the final form of the thesis proposal. It is the place to start to narrow the thesis problem. Initially this will be a broad review of the literature. It will need to be honed down with the excess items or non-related items removed.

a. Read around 1,000 to 2,000 pages as foundational reading. This reading should be in the broad area of the topic being researched. Students should do the following:

- Find journal articles that are reviews of literature in the area in which the thesis student is interested in studying. These lay a great foundation for study, and are an important source of current scholarship.
- Check the footnotes and bibliographies of books and articles you read. Any author or book that is mentioned in multiple sources is a "must" read. Keep a list and try to find those "must" read items.
- Include both international sources and sources from your own context, as well as sources used in previous coursework.
- Primary, and then secondary, sources are preferred for research studies. Tertiary writings or reference weblinks are less desired.

b. Document each reading by writing a brief *summary* (in your own words) of the article or book, recording bibliographic information in full. This will then be used later as the basis for the written literature review. This summary should include:

- The main points and findings from the author(s);
- How this compares or contrasts with other authors;
- The significance of this work towards the general knowledge of the area of study.

Date	Summary/ Notes	Thoughts/Ideas	Patterns

c. Narrow the specific problem you wish to address in the research and begin to read more specifically towards that problem, understanding how the problem fits into the larger scope of knowledge—that is the foundational reading. More specific reading will help form the theoretical and conceptual frameworks for the research.

After doing foundational reading and note-taking, you should be getting some ideas of what you want to research. If not, read back through the notes and write down any questions you might have from those notes. Those questions often form the basis for the research. Trust God’s creative work to occur as you think and dwell on these ideas. When similarities between ideas begin to be seen, create categories for these ideas. When looking back over these items, patterns will evolve from the notes and ideas.

### **Narrowing the Research Topic**

The biggest mistake most novice researchers make is to want to solve all the problems of the world. That can be the life work for all researchers. The thesis, however, takes a small piece of that large problem and sees what can be learned about the larger problem from the smaller problem. This is done for several reasons.

- Advisers want a student to complete the thesis and graduate!
- This is a master’s thesis and not a doctoral dissertation. That can come later.
- Research is done one small piece at a time. This is the way it is done: Each person or group of researchers solve some small problems and then that information is added to the larger body of knowledge.

Corporately, through the gifts God has given to researchers, human beings come to know quite a bit about a lot of things. Researchers are now a part of this larger process. Ask yourself the following questions:

- What is the main research question? What is the central focus for the research?
- What prompted asking this research question? Where did the question come from in the literature review?
- Who will be the research subjects or, if it is Biblical research, what Biblical passage will be used?
- What will be the purpose of this research – what value or benefit will this research provide?

Talk to professors and other persons about these questions until the answers become clear. The most important thing is to make sure you have clarified your own thinking about the research topic, and can clearly define your reasons for choosing to research this area of study. This process of narrowing, defining, more narrowing, broadening, more narrowing, etc., is important and will take time.



## SECTION A

### RESEARCH METHODS COURSE AND THESIS PROSPECTUS

The research prospectus is a short (500-3500 words) overview that draws the overall “research plan” the student anticipates researching. The prospectus allows the student to think through the proposed research before expending energy on unfruitful exercises. It serves as the first guidance or roadmap to get to the final thesis.

The thesis prospectus is the first requirement for the Master of Arts (including religious education, Christian communication), and Master of Science in Theology students. M.A. and M.S.T. students write a prospectus as a partial requirement for the Methods of Research class. At the end of the class, the students present the prospectus in the class and submit a copy of the prospectus along with the Thesis Topic Approval and Consent Form to the program director for approval. The approval of the prospectus enables the student to enroll in the Thesis Seminar class. The program director, in consultation with the Academic Dean, will assign an adviser based on the prospectus along with a Thesis Topic Approval and Consent Form submitted by the student.

The major difference between the prospectus and the thesis proposal lies in the concreteness of the preparation for the thesis writing process. The thesis prospectus remains as a working plan, whereas the thesis proposal finalizes the preparation of the thesis before gathering data. In other words, the thesis prospectus serves to determine whether a research topic is feasible and worth pursuing for further investigation, while the thesis proposal finalizes the research preparation stage. It shows an explicit problem statement, a hypothesis or research questions, initial library research, and planned research methodology. At this stage it will become clear that many proposed thesis topics are too ambitious, too broad, or in some other way unrealistic. Once a thesis adviser is assigned, they will be responsible for guiding the student through the process of fundamentally shaping the research.

An in-depth study of either quantitative, qualitative or mixed research methods is usually done in the second semester of the first year. This provides the students with the skills necessary for the actual research and analysis of their research.

### Basic Contents of the Research Prospectus

#### Chapter 1. Introduction

- Background of the study

- Significance of the study

- Problem statement (with hypothesis, if quantitative study)

- Statement of purpose

- Delimitations

#### Chapter 2. Survey of Related Literature, Studies, and Works

A review of literature for Chapter 2 may include scholarly articles, books, or other relevant sources that will contribute to the thorough analysis and research of the study. Chapter 2 may be arranged topically but must show familiarity with these categories:

- Literature published internationally. This would include literature published outside the area of the geographical context of the thesis, showing that the student has made an initial attempt to uncover literature related to the thesis topic from a global perspective.
- Literature published locally. This shows that the student has made an initial attempt to uncover literature related to a thesis topic within the student's geographical context. For example, for theses that deal with a ministry context other than the Philippines, "literature published locally" should be subdivided into "literature published in the Philippines" and "literature published ... (in the particular context of the thesis)."
- Studies conducted internationally. Theses, dissertations, published or unpublished surveys, etc.... showing that the student has visited or searched other seminaries and universities looking for previous studies (i.e. theses, dissertation, projects, unpublished research) related to the topic.
- Studies conducted locally: Theses, dissertations, published or unpublished surveys, etc.... showing that the student has visited or searched other seminaries and universities looking for previous studies related to the research context.

Familiarity with these categories may be demonstrated either by arranging the chapter according to the literature types or by arranging the bibliography accordingly.

### **Chapter 3. Research Design**

- Methodology
  - o Research design
  - o Description of sample
  - o Instrumentation
  - o Procedures
- Feasibility of the study: Anticipating costs and time factors

**Bibliography:** Working, initial list of sources

### **Basic Contents of the Project/Production Prospectus**

For the Project/Production Thesis, students should follow the format of Front Matter, Chapter 1, Chapter 2, and Back (Rear) Matter of the Research Thesis Prospectus (see pages 12 and 28 for additional information) along with Chapter 3, which will be the outline of the Project/Production Thesis.

## SECTION B

### THESIS TOPIC APPROVAL AND THE THESIS COMMITTEE

#### Thesis Topic Approval

When a thesis student has narrowed the topic of research, the student must complete the *Thesis Topic Approval and Consent Form* (Appendix 2), which is also available from the Research Methods professor. This is submitted at the end of the Research Methods course.

The student will submit the completed Thesis Topic Approval and Consent Form with the thesis prospectus to the program director. The program director will discuss the topic with the student and, based on the topic of research, will in conjunction with the Academic Dean assign a thesis adviser. The prospectus, along with the Thesis Topic Approval and Consent Form, will then be taken for approval of the topic to the adviser. The thesis adviser must approve and sign the form showing the acceptance of the advising role for the student. Finally, the consent form is then signed by the Academic Dean. Signed copies of the form should be kept by the:

- Program Director
- Thesis Adviser
- Thesis Student

If the student changes the topic of the thesis from the original prospectus, she or he must submit a new thesis prospectus and have it accepted with the Thesis Approval and Consent Form by the program director. A student may not enroll in the Thesis Seminar course until they have secured an accepted thesis prospectus, with the accompanying Thesis Approval and Consent Form.

#### Thesis Committee Members<sup>1</sup>

A thesis committee will be selected when the thesis proposal is nearing the defense stage. At least four (4) committee members form the thesis committee. These include the program director (ex officio), the adviser, and two additional faculty (possibly an adjunct as well as full-time) members. An external reader who is an expert in the area of the thesis will be added for the final thesis defense. The program director will serve as the Committee Chair unless he or she is the adviser, in which case the Academic Dean will be the Committee Chair. The committee's precise makeup will depend upon the research being done. Committee members are selected by the program director in consultation with the Academic Dean for their expertise and interest in the topic being investigated. The committee members will be involved in the thesis proposal defense and the final thesis defense.

**1. Program Director:** The program director is an ex officio member of each thesis committee and keeps abreast of the progress the student is making. The role of the program director includes:

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<sup>1</sup>This section is adapted from the Asia Graduate School of Theology—Philippines, *Thesis Handbook*, n.d.

- In consultation with the Academic Dean, appointing an adviser and the committee members; informing committee members of their responsibilities; guiding the adviser as necessary; monitoring the adviser/advisee relationship and the progress of the student's research.
- Making sure the student is prepared for the oral defense of the thesis; approving its date, venue, and time and making sure that the student has distributed copies of the text to all committee members at least one weeks before the proposal defense and two weeks before the final defense.
- In consultation with the Academic Dean, contacting an external reader. If they agree to be involved, providing them with a copy of the text at least two weeks before the defenses and then passing their comments to the adviser after the defenses.
- Chairing (or arranging for the Academic Dean to chair) the thesis defenses.
- Signing the Signature Page when the thesis has been successfully defended and revised.
- Forwarding to the APNTS Academic Dean a final, unbound printout of the completed and signed dissertation; making sure that red-bound photocopies have been made, including one for the library of APNTS.
- Assuring that the student has prepared one final copy and the number of signature pages needed for the printed copies with the completed signatures of the readers, Academic Dean, and President. The registrar's office will take the thesis to the Commission on Higher Education (CHED) for final approval and work with the student for the final photocopying, binding and distribution of the bound thesis.

**2. Adviser:** An adviser is a member of the APNTS faculty, possesses an appropriate degree in the student's field of study, has expertise in the specific area of the thesis, and is willing to give a significant amount of time to advising the student. The student is expected to work closely with the adviser during the research and writing stages and to submit drafts and revisions of each chapter for the adviser's critical review.

- The adviser's primary responsibility is to guide the research and writing process by evaluating and providing feedback for the student's ideas and proposals.
- The adviser will be responsible for the recommendation of the thesis proposal and the final thesis for submission to the program director and the Academic Dean for defenses.
- Advisers must be available to students and willing to give them attention at regular intervals. The student will interact with the adviser at least three times during the Thesis Seminar course: for discussion of the topic and literature review, Chapters 1 and 2 of the proposal, and the proposed methodology and instruments (Chapter 3). During the actual research and analysis stages the adviser will work with the student as independent study for the Thesis Writing course giving a minimum of fifteen (15) hours for the semester. The student should expect at least a week before the return of chapters submitted for review to the faculty member.
- The advisers will be responsible for the approval of the thesis proposal and the final thesis for submission to the program director and the Academic Dean for defenses. Once the adviser is appointed, the thesis student is responsible only and directly to the adviser (except for the thesis committee during the defenses).

Interactions with the adviser are intended to clarify and give direction to the student's work, not to substitute the adviser's expertise for that of the student. *The adviser is not a co-author of the thesis and*

*should not be expected to do the student's work of analyzing, synthesizing, and reflecting on the research topic.* Although the adviser may make recommendations for improving the student's writing, it is not the adviser's primary task to proofread the thesis.

It is the student's responsibility to prepare a manuscript that is clearly and correctly composed according to the standards of scholarly written English. The student will find it valuable to engage the services of a competent editor and proof-reader in order to ensure that the thesis is free from errors of grammar and spelling as well as typographical mistakes.

**3. Committee Members:** At least four (4) committee members form the Thesis Committee. Committee members are selected by the program director in consultation with the Academic Dean for their expertise and interest in the topic being investigated. The committee members will be involved in the thesis proposal defense and the final thesis defense. The committee members will attend the thesis proposal defense where they will be able to ask questions for clarification from the student, interact with the other committee members, and make suggestions for improvement. The student may incorporate these suggestions in a revised draft of the proposal. (The adviser has authority for acceptance of all revisions.) A similar procedure will be followed for the defense of the completed thesis. After the final thesis defense, the committee members will be given the revised final thesis for their acceptance before signing the Signature Page. An electronic signature may be used when the committee member is not present on campus. At times it may be necessary for a committee member, who is at another location or out of country, to attend a thesis defense through audio or video conferencing. Committee members may work directly with a student at the request of the adviser.

## SECTION C

### THESIS SEMINAR AND THE PROPOSAL

Before students enroll in Thesis Seminar, they should have completed either the Qualitative or Quantitative Research course.

#### **Qualitative or Quantitative Research Course**

The student should enroll in either Qualitative Research or Quantitative Research. The program director can help the student to decide which course to take and when to take the course, and the decision should be based on the methodology most suited to the nature of the specific research questions the student is addressing. One of the major products of the Qualitative or Quantitative Research class is the students' thesis chapter on methodology (usually Chapter 3).

#### **Thesis Seminar Course**

When a student is ready to begin the thesis writing process, she/he should enroll in the Thesis Seminar class at APNTS. It is important to know that MA and MST students should present the minimum English proficiency test score (550 for either the APNTS English test or the PBT TOFEL or an equivalent score) to enroll in the Thesis Seminar course. The Thesis Seminar is usually taken in the first summer of the MA or MST program. A grade will be assigned for the course based on the quality of the work submitted by the end of the course. The major outcome of this course is a written thesis proposal, which is due by the end of the first semester of second year.

The student will have three (3) additional semesters from the completion of the Thesis Seminar course to successfully complete the proposal defense, during which there will be continuous registration for this course. If the proposal defense is not completed successfully within three semesters following the Thesis Seminar course, the grade for Thesis Seminar will be changed to "F" and the student will be required to enroll in the course again to complete the program.

Thesis Seminar Continuation may only be taken for three semesters. Students must register for this independent study each semester. Exceptions to this policy must be requested in writing to the Academic Dean and approved by the Academic Dean in consultation with the program director.

#### **Thesis Proposal**

Through the thesis proposal defense you will prove to a thesis proposal defense committee that you have the capability to write and to research a topic that merits becoming your master's thesis. The thesis proposal defense will guide you toward the end product, a thesis that you can be proud of, and that fulfills the requirements and standards of academic excellence of Asia-Pacific Nazarene Theological Seminary.

The thesis proposal defense prevents you from spending your time and efforts on misguided or poorly conceived research. So, you should try to defend your proposal as soon as possible in your

academic program. This is just a proposal! It is *not* the finished product of the chapters of your eventual thesis.

In order to successfully defend your research proposal, you should be able to explain to the committee your research problem. You should have conceptualized a research methodology that fulfills the objectives of your proposed research. You should be able to show to the satisfaction of the committee that you understand the methodology you want to undertake to fulfill the research topic, and that you are capable of accomplishing it!

To be successful in your thesis proposal defense, you should be able to demonstrate sufficient knowledge of the topic. You do this by describing how your proposed research compares to other people's research — the research that has gone on before. Your proposal will include a section describing the sources that you have already looked at, or that you know about, and that you will consult before you finish your thesis. You are going to refer back to these sources as you develop your research.

The committee will guide you so that you can take the next steps toward successfully completing your master's thesis!

The proposal is the third step in the thesis process and is an expansion of the prospectus and is the outcome of the Thesis Seminar course. The proposal for the Research Thesis generally contains the complete first three chapters of the final thesis: Chapter 1: Introduction; Chapter 2: Survey of Related Literature, Studies, and Works; and Chapter 3: The Research Methodology and Procedures (Methods and Procedures for a Project/Production Thesis). The proposal for the Project or Production thesis also includes the outline of Chapter 4: The Concept. The proposal length for a Research Thesis should be 6,500 to 18,000 words. The proposal length for a Project/Production Thesis should be a minimum of 5,000 to a maximum of 10,000 words. The word limit does include footnotes, but not front matter, bibliography and appendices.

Some theses, especially ones pertaining to Biblical, historical, or theological research, may be organized differently. Nevertheless, the expectation is that proposals have three chapters substantially comprised of the components described above.

## Thesis Proposal Defense

The thesis proposal defense ideally takes place at the end of the Thesis Seminar class. The program director in consultation with the Academic Dean selects the committee that includes the program director, thesis adviser, and at least one other professor, who may include adjunct and visiting professors, as readers. In the case that the program director is the thesis adviser, the Academic Dean will chair the defense. In the defense, the student may be asked to present a brief summary of the main points of Chapter 1, Chapter 2, and Chapter 3. The thesis committee then will ask the student questions for clarification and consideration. The committee decides whether the thesis can be continued and offers direction. Students must work with the recommendations suggested by the defense panel. The proposal defense usually is scheduled for one and a half (1.5) hours. Students should submit the manuscript to all committee members one week prior to the proposal defense.

The outcome of the committee's review of the thesis proposal will be to either pass a student's proposal to begin their research/project phase or to issue a recommendation for continued work and re-evaluation by the committee at a later date (see Proposal Evaluation Form, Appendix 4).

## Proposal for Humanities

Simply put, the proposal is a “formulation of the problem to be examined in light of previous research” (U. of Texas). The student’s aim is to persuade the committee that the proposed dissertation will make an original and valuable contribution to some already on-going discussion or problem in one or more fields, or that it will break entirely new ground and even revise the existing interpretations. The dissertation proposal demonstrates that the subject of inquiry merits the student’s consideration.

The proposal must be written in a style appropriate for the discipline and agreed upon by the student and the dissertation committee. The proposal is 2,500 to 4,000 words (excluding bibliography).

The student demonstrates that he or she has enough command of the subject to pursue it successfully, and does so by (1) presenting the thesis question, including the contribution of the study to the field, (2) discussing what has previously been written on the topic, including an indication of sources that will be used in the construction of the dissertation, (3) discussing of the method of research, (4) outlining the structure of the dissertation, and (5) proving the feasibility of the study.

1. Presentation of the thesis topic and question and its contribution to the field.
  - a. The thesis topic is reflected in the working title of the dissertation.
  - b. The proposal demonstrates that the scope of the topic is clearly delimited. Theology, for example, may focus on a particular theologian. In biblical studies, a topic might be related to a particular word or text. For a dissertation that is historical, the delimitations include who, when and where.
  - c. The research question should demonstrate a clear focus.
  - d. The student demonstrates that the project is worthwhile by showing how the research fits within the discipline.
2. Discussion of literature.
  - a. The proposal includes a discussion of the sources that will be employed in the dissertation.
  - b. The proposal should describe the primary text(s) that will be under analysis.
  - c. Since a PhD dissertation positions its argument both *within* and *against* prior scholarship, the student will show that he or she is aware of the traditions or schools of thought and on-going discourses within which the project is situated, how other scholars have looked at the same or similar topic, and how the present research may advance upon previous research and thus contribute to the field.
3. Discussion of method of research. A description of the method of research includes, for example, close readings of original texts, or (for ethnography) “thick description” of social phenomena.
4. Structure of the dissertation.
  - a. An overview of the proposed structure, with a brief description of each chapter.
  - b. The chapters reflect the dissertation’s scope and delimitations.
  - c. The dissertation itself contains an introductory chapter, which describes the research question, the methodology, and related literature, and a concluding chapter.
5. Feasibility. The student demonstrates that the research question is answerable and feasible given the student’s access to and capability of reading the literature.
6. Bibliography.



## SECTION D

### THESIS WRITING AND THE DEFENSE

#### **Thesis Writing Course**

The Thesis Writing course will focus on completion of the remainder of the thesis (usually Chapters 4 and 5) as independent study with the thesis adviser. Students are allowed, only when the proposal defense is finished and passed, to take the Thesis Writing course. The completion of the remaining chapters of the thesis is the requirement of the Thesis Writing course. Once the thesis is completed, the thesis is submitted to the thesis adviser and program director and upon their recommendation, to the Academic Dean. The final approval leads the students to prepare for their thesis defense.

#### **Final Thesis Defense**

Upon approval of the Academic Dean, the program director will begin to process the scheduling of the thesis defense. The student will need to spiral bind and distribute the thesis to the committee members. Students are responsible to deliver the thesis in the desired format to committee members who live off campus. Sometimes this may be through email or postal delivery.

The date of the submission of the thesis is important for graduation. Students should submit the final copy of the thesis two weeks prior to the expected defense date. The defense should be held no later than four weeks prior to graduation (which usually takes place in the first Saturday of May). In other words, students should submit the final copy of the thesis no later than six weeks before graduation.

The thesis defense will take place when the student completes the thesis, upon approval of the adviser. The defense is scheduled by the Academic Dean or program director in consultation with the Academic Dean. Five committee members, including an external reader, will examine and evaluate the thesis for submission as a partial requirement for graduation. The student briefly presents the main ideas of the thesis in a five (5) minute presentation (see Appendix 3: Oral Defense Format). Frequently this presentation is provided through PowerPoint or similar software, but this is not required. The program director is responsible to arrange for the needed equipment for this presentation.

The committee members will then be given an opportunity to ask the thesis student questions for clarification on points of their research and to make observations concerning the research. The students should defend their research by explaining what they have done and why. The activity of the defense process will serve to engage the student in a dialogue to exam the validity of final research processes and conclusions in order to ensure that the work is defensible in the world of related research.

The thesis is evaluated by a grade, averaged from scores of the thesis committee. Revisions may be necessary and should be based on the recommendations made by the defense committee. The committee has the final word on what revisions are necessary. The final defense is scheduled for two (2) hours. The final thesis, with its revisions, must be approved by the thesis adviser and then presented to all the thesis committee members and the President for their signatures, including the external reader and the Academic Dean. In order to qualify to walk in a May graduation in the school year of their defense, students should submit to the Academic Dean the final, revised manuscript by the deadline outlined in the Thesis Timeline (see Appendix 1). The student prepares one unbound copy of the thesis with the

Signature Page (see Appendix 21) for committee members' signatures and submission to the Philippine Commission on Higher Education (CHED). Signatures should be collected no later than the deadline listed in the Thesis Timeline (see Appendix 1). Once the signatures are collected, the student prepares five additional copies of the thesis for hard binding and submits these, along with a DVD copy, to the Registrar.

If the revision deadline is not met, the students will be eligible for one year to complete the revisions without penalty. The student's diploma will be signed and dated at the end of the semester in which the student completes the revisions of the final thesis as per the instructions of the thesis committee at the final defense. (Walking in the May graduation ceremony or receiving the diploma will not be allowed until all accounting balances have been paid in full and all signed copies are submitted by the appropriate deadline.)

**Important notice:** If the student in any category does not submit the corrected thesis within one year of the original defense, he/she is ineligible for graduation. To reactivate eligibility the student must re-enroll in nine units of graduate-level work at APNTS, in addition to the completion and defense of a new or revised thesis (upon approval of the Program Director).

## SECTION E

### OUTLINE FOR THE RESEARCH THESIS

Thesis writing is done as independent study with the thesis adviser. The student should plan to meet with the adviser regularly (weekly or bi-weekly) for direction on the research, analysis, and writing. The student should expect at least a week before the return of chapter(s) submitted for review to the faculty member. The usual structure of the research thesis is presented below.

#### Organization of the Research Thesis

##### Front matter

- Title page (see Appendix 6)
- Signature page (see Appendix 7)
- Abstract page (see Appendix 8)
- Copyright page
- Dedication (optional)
- Acknowledgments (optional)
- Contents
- List of Tables (if any)
- List of Figures (if any)
- List of Abbreviations (if any)

##### Main Body (Social Science Theses)

- Chapter 1: Introduction
- Chapter 2: Review of the Related Literature, Studies, and Works
- Chapter 3: Research Methods and Procedures
- Chapter 4: Presentation, Analysis, and Interpretation of Data or Presentation of Product
- Chapter 5: Summary, Conclusion, and Recommendations

##### Back Matter

- Appendix/Appendices (if appropriate)
- Bibliography or Reference List
- Curriculum Vita (optional)

## Thesis Chapter 1: Introduction<sup>2</sup>

Chapter 1 of the Research Thesis proposal consists of the following sections:

- **INTRODUCTORY PARAGRAPH.** This is a brief statement to introduce the topic of the study.
- **BACKGROUND OF THE PROBLEM.** This consists of the origin of the problem. It is an account describing the circumstances that suggested the research. It may include a justification of the selection or choice of the study.
- **THEORETICAL and/or CONCEPTUAL FRAMEWORK.** From the related literature, the researcher forms a theoretical scheme for his or her research. This is a tentative or theoretical explanation of the phenomenon or problem under investigation. The conceptual framework can be reduced to a schematic diagram showing the variables (if doing quantitative research) for the framework and their interrelationships. The theoretical scheme is the basis for formulating the research hypotheses/ questions. This justifies the rationale for the research.
- **STATEMENT OF THE PROBLEM** (questions to be answered or objectives to be investigated). The problem studied must be shown as one that arose from a situation of need or of unresolved difficulties. The reader should recognize this need. The problem should be in an interrogative form. It should be one main question, with a series of sub-questions following that are designed to help answer the main question. The problem should be posed in terms of the data that can be obtained.
- **HYPOTHESES or RESEARCH QUESTIONS** (answers to the problem and sub-problems). The hypotheses or research questions guide the investigation.
  - Hypotheses are used in quantitative research and are conjectural statements of relationships between two or more variables.
  - Hypotheses for experimental research or statistical testing are stated in the negative form and are called null hypotheses. These statements are based on existing information and are able to be tested. For each problem question and sub-question, there should be a corresponding hypothesis.
  - Hypotheses for non-statistical research are stated in a declarative statement in a positive format.
  - Research in historical and descriptive designs using qualitative analysis often does not use hypotheses since qualitative researchers are interested in allowing the research subjects to speak for themselves.
- **SIGNIFICANCE OF THE STUDY.** This section should state why the problem investigated is important and what significance the results have. It should include a statement on relevance to felt needs, the potential contribution of the research to knowledge, and other possible uses for its results. An example would be to make recommendations or a long-term plan to an institution on the basis of the research.

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<sup>2</sup>Adapted from C. A. Sanchez, *Methods and Techniques of Research*, rev. ed. (Quezon City: Rex, 1986), 146; Emillie Guevarra, "Organization of the Thesis," Asia Graduate School of Theology—Philippines ThM/PhD Program Handbook; and The University of Santo Tomas Graduate School, *Thesis Writing Guide for UST Graduate School*, 1995.

- ASSUMPTIONS. Assumptions include what the researcher assumes to be true in his/her perspective and what cannot or will not be tested in the thesis.
- DEFINITION OF TERMS (significant terms in the thesis title or problem that are being defined precisely for the present study). Many terms are subject to a variety of interpretations. Such terms should be defined *operationally*, according to the precise meaning they are intended to convey in the study. Clear definitions should be stated for all important variables, especially those to be measured by means of specific instruments. Operational definitions are often more precise than dictionary definitions. Any unusual terms used in the research should also be defined for the reader, e.g. terms used in a specific national or cultural context. These should be listed in alphabetical order.
- SCOPE AND DELIMITATIONS OF THE STUDY. The boundaries of the study should be properly defined. The scope is expected to indicate a reasonable area of study that is large enough to be significant but narrow enough to permit careful treatment. The scope of the problem should be stated specifically. The nature of the research subjects, their number, the research methods used with them, timeframe of the study, geographical location, and the characteristics of the population, and any limitations that exist in reference to the population/subjects are good factors to consider in delimiting.

## Thesis Chapter 2: Review of the Related Literature, Studies, and Works<sup>3</sup>

Chapter 2 of the thesis proposal consists of the following sections: Literature, Studies, and Works. The literature review is **not** a summary of what other researchers have written and done. It is like telling the story of the research that has been done previously with the conclusions and implications the researcher draws from it. It leads to the presentation of the current and proposed research.

At this phase students are ready to begin writing or adding to the prospectus literature review section. If students have already been locating, reading, and analyzing the literature, now they will plan, organize, write, edit, and revise repeatedly. During the writing process, they may find “holes” in the literature review and need to locate and read additional literature to fill in the gaps to make the review of the literature complete. The literature review demonstrates how the research or project fits within the larger body of knowledge. If the thesis is a production-oriented project, the literature review should show the work of others for similar projects and how they went about the project, the outcome or the final product, and possibly an evaluation of their product in relation to the proposed product. The literature base should then demonstrate what has been learned through the work of others and how that knowledge informs the current project.

### *Planning*

Keep in mind the purpose for which the literature review is written. In writing a literature review for a thesis, there are two goals: (1) “provide a *comprehensive* and *up-to-date* coverage of the topic” and (2)

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<sup>3</sup>See Rebecca B Rubin, Alan M. Rubin, and Linda J. Piele, *Communication Research: Strategies and Sources*, 6th ed. (Belmont, CA: Wadsworth, 2004); Jose L. Galvin, *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*, 2nd ed. (Glendale, CA: Pyczak Publishing, 2004).

the need to establish a “thorough command” of the research topic.<sup>4</sup> There should be sufficient readings to meet these two goals. Consider how the pieces of literature being researched relate to one another, as well as the current research. The literature review should represent a “conversation” between the researcher and the literature sources.

### ***Organization of the Chapter***

The most common organization of the literature review is the topical approach. Create an outline that shows the flow of the argument to be made by the study of the literature. The end result is that the literature review should emphasize the need for the current proposed study. Generally, the presentation of the literature flows in an order from general issues to specific issues. Other arrangements are also possible. This section can be written in either an historical or topical form, showing the interrelationships among the studies. It can be compared to a bibliographic essay, or to a review article.

There are two major areas of the literature review: (1) the related literature, or sometimes called the conceptual literature, and (2) the related studies. The related literature includes theoretical writings that develop or are related to the theoretical framework of a research. Local and international literature are to be included in the literature review. Related studies are journal articles, theses, and dissertations that have been done that are related to the research. These could be studies that used similar methods, similar purposes, or report findings that speak to the research. Student should plan to visit other seminaries and universities to consult their theses and dissertations. Current journal articles are generally the most up-to-date source of research available.

Literature and studies must include items from international as well as local literature and studies. These can be identified either through the chapter arrangement or identified in sections of the bibliography.

Note differences in the literature by comparing and contrasting the studies, showing the implications upon the general knowledge base, and suggesting directions for future research (including your own research). State why specific studies are important. No research is “proof” of anything, but researchers can discuss about “degrees of evidence” by using statements such as “there is strong evidence of” or “the evidence suggests...” or “it seems safe to conclude that ...” and other such statements. Point out the strengths and weaknesses of the included studies.<sup>5</sup>

Multiple references can be cited in one footnote if they all substantiate the same information. However, if differences are noted, include separate footnotes for each. A separate citation is not needed for each book or study.

Make certain the literature review is comprehensive. Any reference to literature that students make in any part of the thesis should be included in their literature review.

The literature review should demonstrate the researcher’s reflection and notations of why each quotation or citation is important with regards to this particular research. There should be a mixture of the thesis writer’s paraphrases and comments along with quotes from the literature, and cited material.

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<sup>4</sup> Galvan, *Writing Literature Reviews*, 13

<sup>5</sup>Galvan, *Writing Literature Reviews*, 58.

### ***Write and edit, write and revise, and do it all again***

The standard for thesis writing is high and so students must edit much more meticulously than normal for regular term papers. Make certain the thought flow and analysis are clear for the readers. This is true with the entire thesis but especially true for the literature review. Confusion here can create confusion for the entire research project. The best writing is “rewriting.”

### **Thesis Chapter 3: Research Methods and Procedures<sup>6</sup>**

Now it is the time to begin writing the research methodology. Chapter 1 of the thesis proposal gives the larger problem that the research will address. Chapter 2 of the proposal sets the research within the larger body of knowledge relevant to the topic. Chapter 3 will tell *what* to plan and *how* to plan so that anyone can follow and do exactly what the researcher has done.

### ***Research Methods***

There is a lot of talk about quantitative and qualitative methods, and historical, descriptive, and experimental research designs. What does all this mean and how does one choose? First of all, *the research questions suggest the type of research students will do*. If one is going to be comparing variables, use quantitative methods. Otherwise, use qualitative methods. Galvan gives a good synopsis of the difference between quantitative and qualitative methods.<sup>7</sup>

#### Quantitative Research

1. Starts with specific hypothesis(es) that defines the data to be collected and measured. The data will be analyzed and the hypothesis(es) evaluated accordingly.
2. Selects the research subjects through random sampling (experimental design) or convenience sampling (descriptive design).
3. Uses a relatively large number (sample) of participants.
4. Measures the participants’ responses in a quantifiable format through the use of predetermined choices supplied in the research instrument, such as multiple-choice tests and structured questionnaires.
5. Measures once (descriptive) or multiple times (experimental pre- and post-tests).
6. Presents the research results using statistics and makes generalizations to the larger population from the sample tested. The voice of the “many” is important.

#### Qualitative Research in Social Science Research and Ethnographic Studies:

1. Starts with a general problem and allows the hypotheses and questions to emerge as the study progresses. As additional data is collected, the hypotheses and questions are adjusted.

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<sup>6</sup>Adapted from C. A. Sanchez, *Methods and Techniques of Research*, rev. ed. (Quezon City: Rex, 1986), 146; Emillie Guevarra, “Organization of the Thesis”; the Asia Graduate School of Theology - Philippines ThM/PhD Program Handbook, and the University of Santo Tomas Graduate School, *Thesis Writing Guide for UST Graduate School*, 1995.

<sup>7</sup> Galvan, *Writing Literature Reviews*, 58.

2. Follows qualitative designs such as ethnography, case study, grounded theory, or a narrative study.
3. Selects the research subjects mostly through purposive or emergent sampling.
4. May use a relatively small number of participants—possibly even just one participant (case study) who may provide useful information.
5. Measures the perceptions, thoughts, attitudes, etc. of research participants using semi-structured and unstructured interviews, open-ended questionnaires, observations, discourse and content analysis, thick descriptions, etc.
6. Measures intensively, spending large amounts of time with the few participants gaining in-depth insights into the problem being researched.

Presents the research results mainly in words emphasizing understanding of the research participants' perspective and de-emphasizing the generalization of these understandings to the larger population. The voice of the "one" is valuable.<sup>8</sup>

### ***Qualitative Research in Humanities—Bible, Theology, Religion, and History***

Historical studies deal mostly with historical documents and artifacts but interviews may also be included. Biblical and theological studies may include, but are not limited to: textual study, archaeology, sociology, history of doctrine, history of the Bible's reception in faith communities, translation issues, or cultural study. The exact shape of the research method is determined by the nature of the specific topic under consideration, but it often follows a procedure similar to the following.

1. Starts with a general problem and allows questions to emerge as the study progresses. As additional information is collected, the questions may be adjusted.
2. Selects research material through extensive exploration of historical sources.
3. Develops conceptual models that enable the interpretation of texts.
4. Presents the research results mainly in words emphasizing the new or refined understanding of texts.

### ***Research Designs***

There are many types of research problems that can be investigated by different research methods. Four common research designs are historical, descriptive, experimental, and exploratory methodologies including comparative, ethnographic, content analysis, evaluative, normative. **Note:** All research involving human subjects will require the submission of an application for review and approval by the APNTS Institutional Review Board. Consult the APNTS Research Director for the IRB application form and submission process. The APNTS IRB manual in PDF is available for download at <https://www.apnts.edu.ph/apnts-handbooks/>.

**Historical or explanatory research** scrutinizes past events generally through document analysis and, sometime, interviews. The researcher often wants to see how the historic events have influenced life today. History examines "what was."

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<sup>8</sup>Adapted from Galvan, *Writing Literature Reviews*, 43-44.



- Case study research gathers information concerning a single or small number of cases to gain the perspective of the case(s).
- Document/content analysis involves in depth analysis of the text(s). Conversation analysis involves oral text.
- Comparative studies research compares the differences and similarities among phenomena.

**Descriptive research** can take several forms but in general, the researcher gathers information that is recorded, described, compared, interpreted, and analyzed. It examines “what is.”

- Normative survey research uses structured questionnaires to gather data and then the researcher categorizes and enumerates the data.
- Correlational survey research gathers data through questionnaires to estimate the degree of relationship between variables.
- Case study research gathers intensive data concerning a single or small number of cases to gain the perspective of the case(s).
- Document/content analysis involves in-depth analysis of the text(s). Conversation analysis involves oral text.
- Comparative studies research compares the differences and similarities among phenomena.

**Experimental research** examines the cause and effect relationship of a treatment that manipulates independent variable(s) upon measured variable(s) (dependent variable). This involves a pre-test and a post-test using highly structured instruments. Often field testing of the instruments is required to measure the validity and reliability of the testing instruments. It examines “what will be” if certain variables are introduced by the researcher. A common format used in ministry or educational settings is the quasi-experimental research design. In this design, there is an experimental group (Group A) and a control group (Group B), but only the experimental group receives the treatment.

**Exploratory research** examines current phenomenon about which little is known in order to help define issues and suggest hypotheses or more defined research questions.<sup>9</sup> While many research methods can be used in exploratory research, qualitative methods tend to be the most useful given the lack of knowledge to generate pre-determined hypotheses for testing.

### ***Elements of Chapter 3***

Chapter 3 of the proposal will typically include the following elements:

- **METHOD OF THE STUDY.** Description of the research methodology or approach, whether historical, descriptive or experimental. This includes descriptions of the methodology the student plans to use. Justification of the method to be used or reasons to chose this method should be given. (After the proposal defense, the language will need to be changed to past tense.)
- **SOURCES OF DATA.** Include appropriate information on the participants/documents of the study, the type of sample (random, convenience, purposive, etc.) selected and why this sampling was

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<sup>9</sup>Catherine Marshall and Gretchen B. Rossman, *Designing Qualitative Research*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 1999), 33.

selected, and the sources of evidence. Who were the subjects? Are there any foreseeable difficulties with gathering the data? If using a case study, is the bounded system clearly defined?

- RESEARCH-GATHERING PROCEDURE. Explain the procedures to be followed in conducting the study in complete detail. Techniques, devices (instruments) and procedures should be described. This section tells the reader what a researcher did and how he/she did it. Any errors or weaknesses in the procedures that are foreseen should be pointed out, and any consequent limitations upon the research results should be fully noted, as well as any adjustments that will be made to diminish these weaknesses. (After the proposal defense, the language will need to be adjusted and any weaknesses that were encountered while conducting the research will be mentioned along with their consequent adjustment.)
- DATA-GATHERING INSTRUMENTS. A description of the adoption, construction and administration of the research devices (instruments) should be included. Instruments include tests, questionnaires, interview guides, and document analysis guidelines. Many data-gathering instruments need to be field tested to help ensure the clarity of the statements for the subjects. If a field test is done, details as to the field testing and the results, including any changes made to the instrument, need to be discussed.
- STATISTICAL TREATMENT OF DATA (where appropriate). Describe briefly how the data collected are to be processed. If statistical techniques are used, this fact should be mentioned. The formula should be given only if the statistical treatment used is a new or unfamiliar one. *If a student is using statistical analysis methods, he or she should consult with a statistician at this point so that his or her data-gathering instrument has the data in the correct form for later analysis.*
- FEASIBILITY OF STUDY (for the proposal only). Provide an estimate of the cost of the study and a projected timeline to show that the study is within the capabilities of the researcher and the thesis deadlines.

## Thesis Chapter 4: Presentation, Analysis, and Interpretation of Data

### *Organization of the Chapter*

This chapter summarizes and analyzes the collected data. In humanities-oriented research, the overall treatment of primary sources should be logically developed with adequate support for each statement made. Claims should not be made without adequate support from the sources and the history of scholarship. The analyses of data should be objective and logical. When possible, define distinctions between fact and opinion. Supportable observations should prevail.

In Biblical studies, however, the data often, but not always, come from the primary source. Because Biblical studies are usually focused on the words or thought of the Bible, the Bible is usually the primary source. Some cases where this might not be so are in theses that deal with archaeology or the religion and culture of the Ancient Near East (Old Testament) or of the Greco-Roman world (New Testament). Other cases would be theological studies from the periods of church history including the formation of the creeds, etc. While a working knowledge of Hebrew and Greek is expected for all theses dealing with Biblical studies, it is not always necessary to use or make reference to the Hebrew and Greek text unless the study is primarily exegetical or linguistic in focus.

In all theses the results should be presented in a straightforward and unbiased way. The presentation must be geared to the research questions and the research (hypo)thesis (or “topic” in humanities studies). The discussion or interpretation of the findings should consist of the following:

- The meaning of what has been found.
- The inferences drawn from the findings.
- The conditions that limit the generalizations of the findings so that the reader can judge the validity of the conclusions and inferences.
- The implications and applications of the findings.
- Suggestions for improvement of procedures.
- The differences or similarities between the findings and conclusions of other studies (from the second chapter) and the reasons thereof.
- Summary statement

### ***Presentation of Findings***

- Present only relevant findings. In reporting data, choose the medium that will present them effectively. It will be very helpful to summarize the results through tables and/or figures or charts, but it is important to choose the right table, figure or chart formats. Introduce the data first and then present it in the appropriate table, figure, or chart.
- Present all relevant results, including those that run counter to the hypotheses.
- The textual presentation of the data should supplement or expand table or chart contents, rather than duplicate them. However, do not expect the tables and figures to do the entire task of communication. Important scholarly presentation of data is concise and succinct.
- In reporting statistical tests, include information concerning the obtained significance of the test.
- Do not repeat the same data in several places and do not include tables, where applicable, with data that can be presented as well in a few sentences in the text unless it is being analyzed in a different manner or for a different purpose or demographic comparison.
- Chapter 4 should include from assessment processes of the study. These must be presented and correlated with the information gathered from sources researched in Chapter 2.

## **Thesis Chapter 5: Summary, Conclusions, and Recommendations**

Chapter 5 typically include the following elements:

- **SUMMARY OF FINDINGS.** Briefly summarize everything covered in the previous chapters. The summary contains an overview of the research. It gives a brief restatement of the problems, the procedures, and the findings. The summary should not contain new information but should briefly recapitulate the entire contents of the paper. It is as if the scholar were asked by a colleague what problem he/she had studied and what results he/she had obtained. The researcher would reply briefly and concisely, sketching all the important points of the study, describing the conclusions and how they were derived.
- **CONCLUSIONS.** Avoid broad generalizations not adequately supported by data. Conclusions should be drawn only for the population and circumstances for which the evidence has been

collected in quantitative studies. Any weaknesses in the research design, techniques, or population that have come to light and that can no longer be corrected should be discussed frankly, with particular attention given to the manner in which these factors may have affected the outcomes of the research. Mention practical implications that can be drawn from the finding(s) and conclusions of the study.

- RECOMMENDATIONS are practical suggestions for the implementation of findings or for additional research. These should center on the problem investigated and hypotheses tested. In making the recommendations, the thesis writer should avoid making opinionated statements and suggestions not supported by evidence. Recommendations may cover:
  - What the findings suggest in terms of policy development, confirmation and revision.
  - What the results mean in terms of existing knowledge.
  - What further research or hypotheses are suggested by the study.

A helpful product arising from the research for the organization or institution involved in the research is appropriate. This product can have many forms but it should be developed from the research and should not project beyond it.

## SECTION F

### THE PROJECT/PRODUCTION THESIS

#### Definition

The production thesis is mainly a creative output with a substantial paper work as supporting material. This includes the production of a film, video, stage play, installation art, multi-media, website, DVD, book, or curriculum production. For a production thesis, the length is typically 10,000 to 15,000 words, including footnotes but excluding front matter, bibliography and appendices.

#### Organization of the Project/Production Thesis

##### Front matter

- Title page (see Appendix 6)
- Signature page (see Appendix 7)
- Abstract page (see Appendix 8)
- Copyright page
- Dedication (optional)
- Acknowledgments (optional)
- Contents
- List of Tables (if any)
- List of Figures (if any)
- List of Abbreviations (if any)

##### Main Body

Most of the chapters of the production thesis are almost similar to the research thesis but it has unique features, particularly for Chapters 4 and 5.

#### Chapter 1: Introduction

1. Background/Rationale of the Study
2. Framework of the Study
3. Thesis Statement
4. Significance of the Study
5. Definition of Terms
6. Scope and Delimitations of the Study

#### Chapter 2: Survey of Related Literature, Studies and Works

This section reviews theses, books and articles and similar media forms related to the study. These materials are summarized and then the student relates them to the study. Included in this section is the review of sample works that influence the researcher in the production of the work. For instance, if a

student wants to make a film, films can be reviewed. The student should state the styles in these films which can be used in the production.

In this chapter, there is a need for proper document analysis if the production is in written form, such as books or curriculum projects. While the Chapter Two of a Production Thesis is not serving the same purposes of a Research Thesis, there should still be references to seminal productions of this nature and a reasonably complete synopsis of what has been done showing where the gap in knowledge or contribution is that the student will address with their production.

### Chapter 3: Methods and Procedures

- A. Objectives. State the goals of the production project especially on what it hopes to achieve. These goals should be easily stated if Chapter 2 was written properly.
- B. Techniques. Technical details on how to bring about the style and treatment of the project. It states how the medium, the equipment, and facilities will be used in creating the script, images and/or sound in the project. **Note:** All research involving human subjects will require the submission of an application for review and approval by the APNTS Institutional Review Board. Consult the APNTS Research Director for the IRB application form and submission process. The APNTS IRB manual in PDF is available for download at <https://www.apnts.edu.ph/apnts-handbooks/>.
- C. Procedures. Step by step process in making the project through the three phases of production.
  1. Pre-production
  2. Production
  3. Post-production.
- D. Analysis of Prospective Audience.
 

Demographic analysis of the persons the project is designed to communicate with.
- E. Schedule. The proposal should give detailed information of the time frame for making the production project, including the number of weeks or months to be used and what to do. For the final thesis manuscript, the actual schedule can be inserted. This serves as a production diary.
- F. Budget. Detailed amount allotment for every need in the production like personnel, equipment, production requirements, etc. During the proposal, projected budget should be included. For the final thesis paper, the actual costs should be reflected.
- G. Locations. Detailed description of the settings to be used in the production project.
- H. Equipment. Detailed materials, media and methods to be used in the making of the production project.
- I. Personnel. The people needed in making the production project.
- J. Strategy. Explain how it will be best used after the project has been made.
- K. Feasibility Study (for proposal only). Provide statements to show that the student has the resources or capability to do the study and project. For example, if a person works with a video company, the student can state that the video company will sponsor the equipment to be used in the study. If the student works for a publishing company, it can be stated that the publishing company will take care of all printing costs of the print material to be made.

However, care should be shown that all licenses have been credited or permissions have been granted (if any are needed) before proceeding.

## **Chapter 4: Concept**

Pre-production of Chapter 4 is an outline of the basic information that the project/production will entail. The post-production will be a description of what actually happened in the project/production process and the project/production itself. Examples could be one of the following:

- A. Story or Idea. This is a detailed synopsis of the story or idea of the production project. Depending on the genre or category of the project, it may include the characters, milieu, and plot of the story. Maximum of 1,000 words.
- B. Style and Treatment. This is a projected statement on how the production project will look or sound. It is very important to state here what makes the proposed project unique or different from existing production projects. Reference can be made to Chapter Two of the student's Production Thesis.
- C. Script or Manuscript. This is the full manuscript of the production project. If it is a film, it should follow the standard professional script format. If is a book or curriculum, it should have the manuscript of the text of the book.
- D. Storyboard or Print Layout. The visual illustration of how the production project will look. For a film, it should include the movement of actors, setting, camera movements, editing, sound and music. If it is a printed media, it should include proposed outline and layout of the cover, back cover and inside pages.

## **Chapter 5: Summary and Evaluation of the Production, Conclusions, and Recommendations**

Based on the project evaluations of the panelists, the student will write a response as part of their summary, conclusions and recommendations. (The adviser and the panel will be responsible for constructing a rubric for the evaluation based on media standards for the genre of the project/production.) Chapter 5 should include any audience responses to the project itself (who was present, what written or verbal comments were made, etc.). All written comments for a project/production thesis should be placed in the appendices of the project.

## **Back Matter**

- Appendix/Appendices (if appropriate)
- Bibliography or Reference List
- Curriculum Vita (optional)

## **The Project/Production Thesis Process**

The production thesis process is similar to the standard thesis except that the student makes a production project upon successfully defending the proposal. When the student is done with the project or production, they will give a copy to all committee members for their review and evaluation. In

addition, a copy will be given to program director and Academic Dean. The committee members will return their evaluations to the adviser two weeks after the receipt of the project/production in order for the student to incorporate these comments into their Chapter 5. When the final thesis is written, a schedule will be set by the program director for the final thesis defense. The student's defense of the thesis will include the presentation of the project or production. The committee members will use the thesis evaluation form (see Appendix 5) to give their comments and suggestions.

The technical aspects to be evaluated usually include the following: direction, screenplay, performance, production design, cinematography, editing, music and sound. If it is a book or curriculum production, the technical aspects to be graded could include strategies, objectives, quality of writing, clarity of communication, etc. The evaluation also includes the Thesis Writing grade for the student.



## SECTION G

### THESIS FORMATS AND STYLES

#### Style Formatting

The thesis proposal and final thesis must be formatted according to the Chicago Manual of Style following the most current edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. In the case of sources whose format is not clearly covered by Turabian, students should consult with their adviser.

The notation format preferred for theses in the humanities (including the disciplines of Bible, theology, and history) is footnotes placed at the bottom of the page. A bibliography of works is listed at the end of the thesis.

Footnote example:

1. Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> ed. (Chicago: University of Chicago Press, 2017), 117-118.

The notation thesis format used for social sciences (disciplines of religious education, missiology, communications, and theology) may include the in-text, parenthetical reference system sometimes called the author-date style. A reference list is included in place of the bibliography. Notation example: end of sentence (Turabian 2017, 178-179).

#### **Abbreviations of Bible Books**

*The Society of Biblical Literature Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies* (2<sup>nd</sup> ed.) sets the standard as the authoritative source for Biblical references. An *SBL Handbook* supplement for students can be found at <https://www.sbl-site.org/assets/pdfs/pubs/SBLHSsupp2015-02.pdf>. *The Chicago Manual of Style* notes, "Any scholarly writer or editor working extensively with Biblical material should consult *The SBL Handbook of Style*, which offers excellent advice and numerous abbreviations."<sup>10</sup> Two copies of the *SBL Handbook* (2<sup>nd</sup> ed.) are available in the APNTS library: one in circulation (PN 147 S25 2014); one in the reference section. NB: Contrary to the *SBL Handbook*, the word "Biblical" should always be capitalized in APNTS theses.

#### **Voice**

The thesis is a telling of the story of information gathered and the processes one goes through in research. These items should be the focus of the thesis. Though it is easy to maintain objectivity using third person pronoun, it is acceptable to use the first-person pronoun when the researcher's perspective is crucial in the research process. (When the first person is used, an explanation is typically given

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<sup>10</sup> SBL Handbook Recommended in Chicago manual, "SBL Forum," n.p. [cited Nov 2003]. Online: <http://sbl-site.org/Article.aspx?ArticleID=205>

prefacing that particular sentence or section. It tells a short reason why it is being used and builds a boundary around when it will begin and end.)

### **Capitalization**

- Deity names are always capitalized.
- When in doubt, don't capitalize.
- It is *not* necessary to capitalize pronouns (such as he or him), referring to the deity (this is not done in either the originals or modern translations).
- Always capitalize "Bible" and "Biblical."
- Church of the Nazarene — the "C" is always capitalized. Use "Church of the Nazarene congregations" to refer to the churches of the Church of the Nazarene. The word "church" is not capitalized if it is used in a sentence but is not referring to the name of an official church or denomination.

### **Font**

- A serif font such as Times New Roman at a 12 pt. font size is recommended for the main text of the thesis.
- Footnotes should be the same font with a 10 pt. font size.
- Biblical languages should use the SBL BibLit font available at <https://www.sbl-site.org/educational/biblicalfonts.aspx>.
- Current scholarly convention holds that the Hebrew/Aramaic text in academic writing does not need to be pointed unless the pointing of the Biblical text is the specific issue being addressed. In other words, if the pointing makes a difference for the argument of the thesis, it must be included. If the pointing makes no difference for the argument of the thesis, it should not be included. All diacritical marks—such as accents and breathing marks—should be included when presenting Greek text.
- For modern languages that use non-Latin characters (e.g., Burmese, Chinese, and Korean), a transliteration of the original language should be placed within parentheses following the original language whenever a single word is referenced. This should be followed by the translation of the word set in single quote marks. All three items: original language, transliteration in parentheses, and translation in single quote marks are to be included for the footnotes and bibliography or works cited.

For Biblical languages (Aramaic, Greek, and Hebrew), students should follow the directions in *The SBL Handbook of Style*, 2nd ed., pp. 55–60. <sup>11</sup>According to this source, "[i]n general, there is rarely any reason to transliterate Greek in works intended for scholarly readers; for Semitic languages, transliteration may be preferable when it facilitates comparison of cognate forms" (56). Theses in Biblical Studies should use the original script(s) in most cases. Note: For Hebrew, use consonantal ("unpointed") text only, unless the pointing of the text is at issue in the thesis. If the thesis uses Hebrew transliteration, use the "Academic Style" in the *SBL Handbook*

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<sup>11</sup> Society of Biblical Literature, *The SBL Handbook of Style*, 2<sup>nd</sup> ed. (Atlanta: SBL Press, 2014).

(pp. 56–58). For theses in other fields, the adviser and the student will decide whether the thesis should use transliterated forms. In those cases, use the “general purpose” style noted in the *SBL Handbook* (pp. 58–59 for Hebrew/Aramaic, pp. 59–60 for Greek).

### ***Paper, Margins, and Alignment***

- The paper size should be 8½ x 11 inches.
- A one-inch (1”) top and bottom margin with a one-and-a-half-inch (1.5”) left margin and a one-inch (1”) right margin is required. The larger left margin allows for the binding of the thesis.
- The paragraphs should be left aligned (not justified).
- The table of contents should have the page numbers aligned at the right side of the page with a dot leader line between the page/section title and the number.

### ***Spacing***

- The main portion of the thesis should be double spaced.
- Block quotations, notes, captions, and long headings are single spaced with a blank line between items. Quotation marks are not used in this case.

### ***Indenting***

- The first line of each paragraph should be indented one-half inch (.5”) from the left margin. Block quotations should have every line indented one-half inch (.5”) from the left margin, single-spaced, with no quotation marks. For additional details, see Turabian, 9<sup>th</sup> edition, 25.2.2.
- Poetry can be treated as block quotations or have its longest line centered on the full width of the text. This must be consistent for all poetry inserts.

### ***Pagination***

- Every page is assigned a page number; however, the page number is not printed on the Title Page or any page prior to the table of contents.
- Beginning with the table of contents (labeled CONTENTS), all pages in the front matter display the page number in lowercase Roman numeral format centered at the bottom of the page (within the margin).
- Chapter 1 and all pages that follow including the bibliography/reference list and appendices should have an Arabic numeral for the page number displayed in the upper right corner of the page (within the margin). The first page of each chapter may have the page number placed at the upper right-hand corner of the page within the margin.
- Whatever is done for Chapter 1 should be done for all chapters.

### ***Headings***

- Chapter headings and other major headings such as CONTENTS and BIBLIOGRAPHY begin two inches (2”) below the top of the page, are centered on the page horizontally, made **bold**, and are keyed in all CAPS. The text begins a double space below leaving one blank line.

- A centered subhead is in initial caps (first letter of each major word is capitalized), in bold and centered on the page horizontally. If it is longer than 48 characters, it should be divided into two single-spaced lines with the longer line on top and the text beginning a double space below.
- A centered subhead at the second level is in initial caps, not in bold and centered on the page horizontally. If it is longer than 48 characters, it should be divided into two single-spaced lines as stated above.
- Side-headings at the third level should be started at the left margin, keyed in initial caps and made **bold** with the text beginning a double space below.
- Sideheadings at the fourth level should be started at the left margin, capitalized sentence style (first word only unless there are proper nouns included in the heading) with the text beginning a double space below.
- Run-in headings are indented at the beginning of the paragraph, capitalized sentence style with a period at the end, and **bold** with the text continuing on the same line.
- If there are fewer than five headings styles needed, any of the styles listed above may be used in any suitable *descending* order with consistency.

### ***Punctuation***

- Periods (.) and commas (,) go within the closing quotation marks (").
- Question marks (?), semi-colons (;), exclamation marks (!) and others are placed on the outside of the closing quotation marks (") unless the punctuation is included with the quotation.
- Run-in paragraph headings (usually the third, fourth, or fifth level of headings) end with a period (.).
- Change parentheses within parentheses to brackets. Example: ( [ ] ).
- A quotation within a quotation uses the single quote mark for the inside quotation. Example: "'inside'."
- Do not use single quotation marks for emphasis. Use them only for quote-within-a-quote and for translated words (as described above).
- Use hyphens, en-dashes, and em-dashes correctly. There should be no spaces before or after any of these.

### **Academic Honesty and Plagiarism**

The APNTS Catalog states "Academic honesty is expected of all students at Asia-Pacific Nazarene Theological Seminary. It is an integral part of the educational process, where learning takes place in an atmosphere of mutual trust and respect. Each student is responsible to maintain high standards of academic ethics, personal honesty, and moral integrity. Infractions of honest academic behavior will be dealt with fairly and firmly. This is especially the case for plagiarism, which is stealing another person's ideas and representing them as your own and to use another's statements or thoughts without giving the source appropriate credit, including but not limited to un-cited copied portions of papers downloaded

from the internet.”<sup>12</sup> (For a full list of academic honesty infractions, consult the APNTS Academic Catalogue, pages 38-39).

Any direct quotation should be placed within quotation marks or a long quotation should be set as a block quotation as required in the Turabian style manual and a proper footnote citation or author-date in-text notation give block quotation as required in the Turabian style manual and a proper footnote citation or author-date in-text notation given identifying the location of the quote within the work among the other reference data. This includes quotations from websites.

The student may summarize another’s work in the student’s own words without the use of quotation marks or a block quote but still ideas should be credited to the original authors. Thus, one might have a footnote citation without having used a direct quote. To paraphrase another’s words requires more than simply changing a few words or leaving out a portion of the original text. A summary or paraphrase should sound like the words of the student writing the thesis.

Reference citations should be given to identify the ideas and words of another author. When writers state their own observations, when evaluating an author or study, or knowledge, the reader must be able to distinguish the thesis writer’s thoughts from the referenced work.

### **Guidelines for Gender Inclusive Language<sup>13</sup>**

The Church of the Nazarene has always understood that God calls and equips women as well as men for all forms of Christian ministry, including parish ministry. The use of gender and race inclusive language is one way of demonstrating this conviction. The goal is to speak in a manner that demonstrates fidelity to the New Testament assertion that in Christ there is neither Jew nor Greek, slave nor free, male nor female (Gal. 3:28).

In addition to having clear theological and historical warrant, use of gender inclusive language is also a matter of accurate communication.

Language both reflects and shapes society. It shapes persons’ self-understanding. Language can negatively define people. It can be used to marginalize their role in society. Language that depreciates women, excludes them, and freezes them in roles that deny to them recognition of their full dignity as persons damages society as a whole. Demeaning and oppressive symbols and values often become so much a part of language that they function without people being aware of them, until those who are their targets point them out.

An “inclusive” community demonstrates commitment to this value by its use of language. It affirms the call to Christian ministry and leadership that God has given and a nurturing role to women as well as to men.

### **Definition of Gender Language Terms**

#### ***Sexist/nonsexist***

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<sup>12</sup>Asia-Pacific Nazarene Theological Seminary Catalogue 2018-2020, 38-39.

<sup>13</sup>An adaptation of “Handbook for Gender Inclusive Language” produced by Nazarene Theological Seminary, Kansas City, n.d.

The *Nonsexist Word Finder* defines sexist language as “language that promotes and maintains attitudes that stereotype people according to gender. It assumes that the male is the norm, the significant gender. Nonsexist language treats all people equally and either does not refer to a person’s sex at all when it is irrelevant, or refers to men and women in symmetrical ways when gender is relevant.”<sup>14</sup> Sexist writing is characterized by 1) stereotyping an entire sex by what may be appropriate for only some of its members; 2) by assuming male superiority; or 3) by using non-parallel terms, e.g., *man and wife* instead of *husband and wife* or *man and woman*.

### ***Inclusive/exclusive***

Gender inclusive language includes everyone; exclusive language excludes some people simply because of their gender. Here is a good illustration of inclusive language: “The greatest revolution of our generation is the discovery that human beings, by changing the inner attitudes of their minds, can change the outer aspect of their lives” (William James).

### ***Gender-free/gender-fair/gender-specific***

Gender-free terms do not indicate sex and can be used either for women or men, boys or girls. Gender-fair language promotes fairness to both sexes. Gender-specific words such as businesswoman or altar girl are neither good nor bad in themselves. However, when used they should appear in a manner that is gender-fair. When terms for women appear, they should be used in an approximately equal number of times and only in contexts that do not discriminate against either women or men.

anyone	employee	inhabitant	one	scientist
assistant	everybody	intermediary	owner	servant
associate	executive	laborer	person	someone
attendant	expert	maker	planner	specialist
bureaucrat	facilitator	member	practitioner	student
citizen	folks	messenger	producer	teacher
colleague	guide	nobody	professional	tutor
companion	hand	no one	reporter	worker
counselor	individual	officer	representative	writer

### ***Gender-free language***

The goal of inclusive language is to speak of people as persons without mention of their gender. A person’s race, gender, age or creed should not be mentioned unless there is a good reason for doing so. Avoid using “lady,” “women” or “female” before a job title. Using such terms simply calls attention to the gender rather than to the role.

### ***Parallel treatment***

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<sup>14</sup>Rosalie Maggio, *Nonsexist Word Finder: A Dictionary of Gender-Free Usage* (New York: Oyx Press, 1987), 165.

When sex-specific words must be used, attempt to maintain gender symmetry. When writing, ask: “Would I write the same thing in the same way about a person of the opposite gender?” Then, “Would I mind if this were said of me?”

### ***Hidden bias***

Avoid biased contexts that carry a sexist message.

### ***Handling sexist quotations***

Sometimes a writer needs to use a quotation that is sexist. There are a number of ways to handle this:

- omit the quotation marks and paraphrase the statement;
- place bracket marks around the sexist terms;
- Use the marker “[sic]” to show that the sexist words come from the original quotation; if a necessary quotation would require an overabundance of the use of [sic] throughout, a single footnote at the first occurrence of gender exclusive language to indicate that the quoted material is the source of the exclusive language.
- quote only part of the statement.

### ***Using language that identifies women as individuals.***

Identify women by their own names, and not by their connection to husband, son, or father. Instead of writing, “Lorita, his wife of 17 years,” write, “Lorita and Juan, married for 17 years.”

### ***Inclusive Language Suggestions***

- Replace masculine pronouns with one or one’s, he or she, hers or his.
- Replace the masculine pronoun with an indefinite article: e.g., replace “cannot a critic give his opinion” with “cannot a critic give an opinion”;
- Replace the pronoun *he* or *mankind* with words such as someone, anyone, one, the one, no one, all of them, humankind, men and women;
- Use *he and she* or *his and her* when both genders are intended (since *s/he* is not recommended except for memos, notes, or casual communications);
- Recast the pronoun *man* into the plural: *persons*.
- Replace *he* with the word *everyone*;
- Replace *no man* with *no one* or *no person*;
- Omit the pronoun *he* entirely: instead of, “what a person thinks of after he has left for vacation,” say, “what a person remembers after leaving for vacation”;
- Change “the average minister reads his Bible daily,” to “the average minister reads the Bible daily.”
- Instead of “*layman*” or “*laymen*” use laity, layperson, laypeople.
- Instead of “brothers in Christ,” brothers and sisters, Christians, friends.
- Avoid using “woman” as an adjective before a title, as in “woman preacher,” unless there is specific intention to point to gender rather than to role.
- In using humor, it is important not to demean women.
- Alternate stories about men with stories about women.

- Do not always portray men as powerful and successful or women as always dependent and supportive.
- Men should not always be the wage earners, scientists or ministers, and women should not always be secretaries, mothers, nurses or “good Samaritans.”
- Students need not change quotations from the Bible to comply with gender inclusive language. Students might consider using a gender sensitive translation.



## SECTION H

### REQUIREMENTS AND DEADLINES

Students are responsible to check requirements for thesis writing. Several important deadlines and requirements are listed in this section: research prospectus, thesis proposal, and thesis. Each part of the thesis is informed by work completed in the methods of research, qualitative/quantitative research, thesis seminar, and thesis writing courses.

#### **Statute of Limitations**

For thesis-related degrees once all coursework other than Thesis Seminar and Thesis Writing are completed, the student has a maximum of three years to complete the thesis including the final defense and revisions.

All Thesis Seminar Writing students and Thesis Writing Continuation students are required to continuously enroll to maintain their standing in the program.

Students in Thesis Seminar Writing or Thesis Writing Continuation who do not enroll for every semester will be required to pay library and miscellaneous fees for semesters in which they were not continuously enrolled, along with a Thesis Continuation Fee equivalent to one semester unit of tuition. Only those who apply for and are approved for a Leave of Absence are exempt from these fees.

Students in extraordinary circumstances can apply for a Leave of Absence per semester by submitting a request first to the Program Director, who will submit it to the Academic Dean for approval. The Leave of Absence can be requested for a maximum of two semesters. A Leave of Absence does not extend the three-year Statute of Limitations.

Students who are approaching the Statute of Limitations who have already completed twenty-four (24) graduate hours are encouraged to take the Graduate Diploma to terminate their current program. Reapplication can be made to return to complete a degree program. The granting of a Graduate Diploma will change an incomplete grade in the Thesis Seminar or Thesis Writing courses to an "F." Students who exhaust the Statute of Limitations will be given a Graduate Diploma providing they meet the requirements.

#### **Other Requirements**

##### ***Length of Thesis***

*The thesis must be 30,000 words maximum for the Research Thesis, and 15,000 words maximum for the Project/Production Thesis.* Theoretically the length of the thesis depends on the topic and contents of the thesis. Yet for the convenience of the writing process, APNTS implements the maximum number of words. The word count includes footnotes, but not front matter, bibliography, and appendices.

##### ***English and Style Proofreading policy***

As stated in the APNTS *Catalog*, the thesis adviser is not responsible for English correction and style editing. The student should have proofreaders for each stage before final submission. Any financial involvement is the student's responsibility.

***Binding requirements***

Upon the completion of thesis writing, the student is required to bind at least six copies of the thesis to submit to the Academic Dean for final approval of the degree. One goes to the Commission on Higher Education (CHED), one copy to the National Library of the Philippines, two copies to the APNTS library, one copy to the adviser, and the last one to the student. In addition to the bound copies, students are required to submit a pdf file of the full, signed document to the library, and one DVD of the signed document to the Registrar's office.

The Commission on Higher Education Department (CHED) requires MAROON RED color for theology-related theses, and it assumes that all of APNTS theses are so related. The color of the ink on the binding is GOLD. The ink for the inside pages should be permanent and the paper should be high-quality bond. The basic text of the thesis is to be black ink.

## Appendix 1

### Thesis Requirement Timelines and Deadlines

Items	Description	Submit to	Due date	Notes
<b>Thesis prospectus</b>	Requirement of the Research Methods course  Preliminary requirement for Thesis Seminar	Professor of Research Methods class	Class due date as assigned by professor	
	Appointment of thesis adviser	Program director and academic dean	Prior to Thesis Seminar	See Appdx. 2 Approval Form
<b>Thesis proposal</b>	Requirement of the Thesis Seminar course  Preliminary requirement for Thesis Writing course	Professor of Thesis Seminar Class and thesis adviser	Class due date as assigned by professor	
	Thesis proposal defense	A panel composed of program director, adviser and at least 1 other reader		4 copies, spiral bound, 1 week prior to defense
<b>Thesis Research and Writing</b>	Thesis Writing Course  Continued as independent study in Thesis Writing Continuation class each semester until defended  Requirement of graduation	Thesis adviser	Final copy due to adviser no later than 3 weeks prior to defense	Additional edits may be required by adviser
	Final Defense	A panel composed of program director, adviser and at least 1 other reader and external reader	4 full weeks before graduation	4 or 5 copies spiral bound, 2 weeks prior to

				defense to committee members
	<b>Revision of the thesis:</b> According to suggested edits made at final defense	Adviser	3 full weeks prior to graduation	
	Final submission of signed, printed, bound copies, .pdf file copy, and DVD.	Academic Dean	Monday prior to graduation	At least 6 final signed, bound copies
<b>Walking at Graduation</b>	Defense of thesis required, as well as full payment of all accounts.		See schedule below	

**\*Final Thesis Deadlines for 2020 and 2021 Graduates**

DUE	**2020	**2021
Full manuscript to adviser (3 weeks prior to defense)	Mar. 2 – Mar. 6	Mar. 1 – Mar. 5
Printed manuscripts to committee (2 weeks prior to defense)	Mar. 9 – April 6	Mar. 8 – Mar. 20
Final defense date	April 13 –17	April 12 – 16
Submission of edits to adviser (2 weeks prior to graduation)	April 20 – May 2	April 19 – May 1
Submission of bound, signed copies (Monday prior to graduation)	May 4	May 3
Graduation	May 9	May 8

\*\*Students not planning to walk during May graduation will consult their adviser regarding defense dates at other times of the year.

\*All dates contingent on the student's assigned defense date, adviser's schedule, and final school calendar.

## Appendix 2 Thesis Topic Approval and Consent Form

### THESIS TOPIC APPROVAL AND CONSENT FORM

Student \_\_\_\_\_ Date \_\_\_\_\_

Program Degree: \_\_\_\_\_

#### Thesis Working Title

#### Brief description of the thesis topic:

*(Return first to the Program Director)*

Program Director (Signature indicates topic approval) \_\_\_\_\_

Academic Dean (Signature indicates topic approval) \_\_\_\_\_

Approved Thesis Adviser (print) \_\_\_\_\_

Thesis Adviser (Signature indicates acceptance) \_\_\_\_\_

Proposal Defense Date \_\_\_\_\_

### Appendix 3

#### Oral Defense Format

1. The oral defenses for both the proposal and final thesis defense will be open to the public. The duration for the proposal will be one and a half (1 ½) hours, while the final defense will be allotted two (2) hours.
2. The oral defense will be chaired by either the Academic Dean or program director, who should first call upon the adviser both to introduce the student, including his or her baccalaureate background and professional goals, and to pray.
3. The adviser will serve as secretary for each defense. The adviser should refrain from answering questions directed to the student throughout the defense.
4. The student will give a five-minute explanation of the importance and benefit of his or her work for the broader scholarly and church community.
5. This will be followed by cross-examination by the committee members, in an order designated by the chair.
6. Committee members may also pursue follow-up questions.
7. The chair will then close the session and adjourn the student and the public.
8. The committee members will complete the proposal or final thesis evaluation form. The chair will tabulate all scores.
9. The chair will call in the student and announce the results.
10. The committee members will forward their corrected and annotated copies of the thesis to the adviser. Within two days the adviser will also forward to the student, the committee members, and the Academic Dean the changes recommended by the committee members during the oral examination.

## Appendix 4

### Thesis Proposal Evaluation Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Thesis Title: \_\_\_\_\_

***Award 4 (high) through 0 (low) points for each category, or NA if not applicable for this research***

\_\_\_\_\_ Is the title clear, descriptive, reasonably short, comprehensive, and correctly worded?

#### Introduction

\_\_\_\_\_ Is the background of the problem clear?

\_\_\_\_\_ Are related studies and literature from previous research on the problem adequate?

#### The Problem

\_\_\_\_\_ Is the problem well-defined, clearly stated, delimited, and significant?

\_\_\_\_\_ Is it analyzed logically into definite questions or issues?

\_\_\_\_\_ Are the assumptions valid?

\_\_\_\_\_ Are the hypotheses clear and testable?

\_\_\_\_\_ Is the stated importance of the study convincing?

\_\_\_\_\_ Is the study properly delimited in scope?

\_\_\_\_\_ Are the technical terms defined conceptually and operationally?

#### Methodology

\_\_\_\_\_ Is the research procedure appropriate and logical for the solution of the problem?

\_\_\_\_\_ Is the procedure clearly and adequately explained?

#### Collection and Treatment of Data

\_\_\_\_\_ Are data available, relevant, and adequate?

\_\_\_\_\_ Is there reasonably adequate and representative sampling [if applicable]?

\_\_\_\_\_ Are reliable & valid data gathering devices (tools, evaluative materials, instruments, etc.) evident?

\_\_\_\_\_ Is there provision for a try-out [pre-test] or feasibility study?

\_\_\_\_\_ Is there provision for a clear, logical, and effective analysis of data?

\_\_\_\_\_ Is there provision for the control of variables?

#### Practical Considerations

\_\_\_\_\_ Is there [sufficient] funding?

\_\_\_\_\_ Can cooperation be elicited from the subjects and others involved?

\_\_\_\_\_ Total points

Divide total points by number of applicable scores for \_\_\_\_\_ **Overall Score**

**CRITERIA**

- 4.0 – 3.0: Pass, with possible revisions for continuation (Student enrolls in Thesis Writing upon approval of Thesis Adviser)
- 2.99 – 2.0: Pass, with potential additional proposal defense by the committee (Student enrolls in Thesis Writing upon approval of the committee and Thesis Adviser)
- 1.99 – 1.0: Proposal needs additional work for re-evaluation for defense at a later date (Student re-enrolls in Thesis Seminar Continuation)
- .99 – 0.0: Student must choose another topic (Student re-enrolls in Thesis Seminar Continuation)

1. All revisions require the approval of the thesis adviser.
2. Any member of the thesis committee may request to see the revisions of the proposal before issuing their approval. If a committee member requires this, the thesis adviser should work with the committee member throughout the revision process.

\_\_\_\_\_ I would like to review the proposal revisions before approval (please check the box).

---

Signature of Evaluator

Adapted from: Criteria for Evaluating Research Proposals

From Roberto A. De los Reyes, et. al, *A Manual for Thesis Advisers* (Dagupan City: Regional Association of Private Schools, 1987), 36-38.



## Appendix 5

### Thesis Final Evaluation Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Thesis Title: \_\_\_\_\_

Scores for Item A (Written Thesis) will be computed by committee members prior to the defense based on the written work. Scores for Item B (Oral Presentation) will be computed during the presentation, with the final total score tabulated after the defense.

**Award 4 (high) through 0 (low) points for each category:**

<b>A) Written Thesis</b>	<b>Points</b>
1) Demonstrates an awareness of the broader significance of the study.	_____
2) Organization <i>Each chapter is constructed to achieve the research objectives. Is the structure clear and appropriate?</i>	_____
3) Sufficiency of sources and documentation <i>Literature Review – Does the thesis identify relevant research and literature, and accurately summarize and integrate the information.</i>	_____
4) Depth or comprehensiveness of treatment/analysis of data (or quality of the project/production). <i>Does the author discuss ideas extensively, and does the thesis combined material from different fields of research?</i>	_____
5) Relevance of conclusions and recommendations. <i>The conclusions cover an understanding of why the research should matter to the readers after they have finished reading the paper. Are conclusions more than just a summary of the main topics covered or a re-statement of the research problem? Does the author offer a synthesis of key points where the recommendations for new areas for future research arise?</i>	_____
6) Evidence of original thinking <i>Does the thesis demonstrate a thorough understanding of the topic and subject matter, and yet include original examples and illustrations?</i>	_____
7) Clarity of logic/Quality of writing <i>Coherent presentation with limited typos and grammatical errors. Is there a logical progression of thought within overall thesis and within each section?</i>	_____
8) Overall contribution to the organization and the scholarly community <i>The project provides new or unique insight into a particular issue or locale, and increases the body of knowledge in the field of research.</i>	_____

**B) Oral Presentation**

- 1) Evidence of mastery of subject matter \_\_\_\_\_  
*Masterfully defends research by providing clear and insightful answers to questions.*  
*Mastery of the topic is shown by ability to answer unexpected questions about the topic.*
- 2) Clear Articulation \_\_\_\_\_  
*Student is able to answer questions clearly and pointedly. Does not avoid questions or discuss something unrelated when asked.*
- TOTAL SCORE** – add the score from each of the 10 categories (MAXIMUM IS 40) \_\_\_\_\_

**Grading**

38 – 40 A	<b>Excellent</b> – No corrections needed except an occasional typographical error. The approach of the thesis is critical and in-depth. It demonstrates independent writing and shows creativity and innovation.
35 – 37 A-	<b>Very Good</b> – Minor corrections are needed. The thesis is above average, but may exhibit a topic that is less demanding or does not show sufficient independent and innovative thinking on the topic in the writing or in the oral presentation.
32 – 34 B+	<b>Good</b> – Requires many corrections in the writing and possibly some revisions of the research structure or methodology. The topic is very basic and the oral presentation may show some clear deficiency in the author’s understanding of the topic or evaluation of results. This thesis is regarded as average.
28 – 31 B	
25 – 27 B-	<b>Satisfactory</b> – Major revisions are needed in the writing and possibly in the design of the research. The writing and oral presentation do not demonstrate as much creative or critical thinking.
22 – 24 C+	
18 – 21 C	<b>Sufficient</b> – Major revisions are needed in the writing and the design of the research or the evaluation of the results may be faulty. The thesis passes formally, but realistically there are many deficiencies to resolve before the thesis is ready for publication.
Below 18 Fail	<b>Fail</b> – Not passing at this time. Major corrections are needed in several areas or the thesis is not workable. Another thesis defense must be scheduled after all deficiencies are addressed or with another research topic.

**Notes**

1. Grades of A - C are considered a passing grade for the thesis.
2. All revisions require the approval of the thesis adviser.
3. Any member of the thesis committee may request to see the final revisions of the thesis before signing their approval. If a committee member requires this, the thesis adviser should work with the committee member throughout the revision process.

\_\_\_\_\_ I would like to see and approve the thesis revisions before the final printing (please check the box).

Signature of Evaluator: \_\_\_\_\_

**Appendix 6:  
Title Page Example**

ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

THESIS TITLE AND SUBTITLE  
(DOUBLE SPACED)

A Thesis Presented to  
The Faculty of Asia-Pacific Nazarene Theological Seminary  
In Partial Fulfillment of the Requirements for the Degree  
(Name of Degree)

BY

(STUDENT NAME)

TAYTAY, RIZAL  
(DATE)

## Appendix 7: Signature Page Example

ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

WE HEREBY APPROVE THE THESIS  
SUBMITTED BY

(STUDENT'S NAME:)

ENTITLED  
(THESIS TITLE AND SUBTITLE)

AS PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE  
(NAME OF DEGREE)

Full Typed Professional Name Thesis Adviser	Date	Full Typed Professional Name Program Director	Date
Full Typed Professional Name Faculty Reader	Date	Full Typed Professional Name Faculty Reader	Date
Full Typed Professional Name External Reader	Date	Full Typed Professional Name Academic Dean	Date
Full Typed Professional Name	Date		

President

## Appendix 8 Abstract Form

### THESIS ABSTRACT FORM

1. Title: \_\_\_\_\_

\_\_\_\_\_

Total number of pages: \_\_\_\_\_ Text number of pages: \_\_\_\_\_

2. Author(s): \_\_\_\_\_

Family Name

Given Name

Middle Name

3. Type of Document:

Dissertation \_\_\_\_\_ Thesis \_\_\_\_\_ Project Paper \_\_\_\_\_

Date of approval: \_\_\_\_\_

4. Name and address of Institution:

\_\_\_\_\_

\_\_\_\_\_

Region: \_\_\_\_\_

State College \_\_\_\_\_ University \_\_\_\_\_ Private College \_\_\_\_\_

5. Funded Research: Yes \_\_\_\_\_ No \_\_\_\_\_

If yes name of sponsoring agency \_\_\_\_\_

6. Abstract (Description of Research in 300-1000 words)

Summary: (Give a short annotation of the whole research report in not more than 10 sentences).

Methodology: (Description of Research Design, Adequacy of gathering Instrument, Sampling Technique, and Data Analysis Procedure in not more than 25 sentences).

Findings, Conclusions, Recommendations, Implications: (Limit description on the essentials in not more than 15 sentences).

## Appendix 9

### Copyright Page Example

#### COPYRIGHT STATEMENT

- (1) The author of this thesis (including any appendices) owns any copyright in it (the “Copyright”) and he/she has given Asia-Pacific Nazarene Theological Seminary the right to use such Copyright for any administrative, promotional, educational and/or teaching purposes.
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#### DECLARATION

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

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(Researcher)

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(Date)