

NRC Style Sheet (2018)

NRC follows APA style as presented in the sixth edition of the *Publication Manual of the American Psychological Association*. This list comprises points on which NRC style deviates from this reference (marked by *) and clarifies other styling issues. NRC style is flexible, and it may be determined that the author's preferred style should be maintained.

Table of Contents

Preferred Spellings	1
Avoidable Words/Phrases	1
General	2
Capitalization	3
Emphasis	4
Hyphens, Dashes, and Spacing	5
House Exceptions to Rule on Prefixes/Suffixes	5
Lists	5
Numbers and Figures	6
Person, Tense, and Voice	6
University Names & NRC Branding	7
Galley Proofing Only	7
Tables and Figures	8
Table and Figure Examples	9
In-Text Citations	11
Reference List	13

PREFERRED SPELLINGS

advisor	follow-up (n, adj); follow up (v)	racial/ethnic
African American student (no hyphen)	general education (<i>not</i> gen ed)	service-learning
after-school (adj)	health care	student athlete (no hyphen for noun)
aka	higher education (no hyphen)	study abroad (v); study-abroad (adj)
Asian American student (no hyphen)	listserv	supplemental instruction
associate degree	living-learning (adj)	test taking (n); test-taking (adj)
buy-in	note taking (n); note-taking (adj)	undergraduate (<i>not</i> undergrad)
campuswide, worldwide, but	online	university college (except for official department name)
institution-wide	opt-in (n/adj)/opt in (v)	Washington, DC
cocurricular	part-time/full-time (adj/adv)	web-based (adj)
critical-thinking skills	peer leader, peer education program (no hyphen)	website
database	policy making/maker (n)	well-being
decision making/maker (n)	Post-it	
early-alert (adj)	posttraumatic	
email		
first-year (<i>not</i> freshman)		

AVOIDABLE WORDS/PHRASES

And/or (can usually be shortened to one of the two)
Currently/today (usually redundant)
Generation (e.g., baby boomer generation—reword as <i>baby boomers</i>)
Located (rarely necessary)
Utilize (can usually replace with <i>use</i>)

GENERAL

Ampersand (& <i>APA 6.12</i>)	<ul style="list-style-type: none"> Use in parentheticals, tables, captions, reference list, and in-text citations. Use <i>and</i> with multiple name bylines for TOC, chapters, articles, and headers.
Abbreviations <i>APA 4.22-4.29</i>	<ul style="list-style-type: none"> Latin abbreviations used only in parenthetical material; in text, spell out, no italics. See <i>APA 4.26</i> for exceptions. Spell out state names in text; use two-letter postal code in reference list. Spell out United States unless used as an adjective (e.g., U.S. Navy). In general, no periods in abbreviations, no abbreviating entities used as nouns (unless they have very long names, e.g., DHHS for Department of Health and Human Services), and redefine abbreviations used in tables and figures, as readers may not remember these elements out of context. Program abbreviations or acronyms—in general, no punctuation; however, honor author's style if punctuation is used. Spell out acronyms, except for those in list (below) or others commonly known outside academia.
Abbr. not requiring initial definition	<ul style="list-style-type: none"> ACT, ANCOVA, ANOVA, FTE, FYE, GPA, <i>M</i>, SAT, <i>SD</i>, SES ACTH, AIDS, CIA, ESP, FBI, HIV, IQ, NADP, NASA, NATO, Unesco, Unicef
Book titles	<ul style="list-style-type: none"> Acceptable to use shortened book title in text, if complete reference is included in reference list (e.g., <i>The Community College for The Community College: Opportunities for America's First-Year Students</i>).
Contractions	<ul style="list-style-type: none"> In general, avoid.

Data	<ul style="list-style-type: none"> NYT style: Data is “acceptable as a singular term for information: <i>The data was persuasive.</i>” Put simply, if you can replace <i>data</i> in the sentence with word <i>information</i>, it takes a singular verb. However, “In its traditional sense, meaning a collection of facts and figures, the noun can still be plural: <i>They tabulate the data, which arrive from bookstores nationwide.</i>” In this case, if you can replace <i>data</i> in the sentence with the word <i>facts</i>, it is considered a “count noun” and takes a plural verb.
Dates & time	<ul style="list-style-type: none"> Use complete and specific dates when possible, including year. Do not use ordinal numbers (e.g., December 1, <i>not</i> December 1st). In text, spell out months and use full years in spans (e.g., 2009-2010, <i>not</i> 2009-10). No period following abbreviations of months in tables or box insets. Within a paragraph, if an author’s name repeats in the narrative, do not include the year in subsequent nonparenthetical references; however, the year is always included in parenthetical citations [e.g., Astin (1999) stated. … Astin also found. … The study showed … (Astin, 1999). See <i>APA 6.11</i>].
Educational degrees	<ul style="list-style-type: none"> Abbreviations in text OK, generally no periods (e.g., BA, MA, EdD, PhD, M.Ed). Do not include academic titles or suffixes (e.g., Dr., PhD, JD) on covers, title pages, copyright pages or in author/presenter biographies. Academic degrees are not capitalized in generic references. Capitalize the full degree title, however (e.g., Bachelor of Arts, Master of Science). Use an apostrophe in bachelor’s degree, master’s degree, or doctor’s degree but not for associate degree. Use ‘s, even for plurals (e.g., I have two master’s degrees <i>and</i> I have a master’s degree <i>but</i> I have a master of science degree). For plural academic degrees, reword to say BS degrees <i>or</i> bachelor’s degrees.
First-year, freshman, & FYE	<ul style="list-style-type: none"> Use <i>first-year student(s)</i>, not <i>freshman(men)</i>, unless <i>freshman(men)</i> is part of a published title, a program, or an office. Hyphenate <i>first-year</i> as adjective, not as adjective-noun pair (e.g., First-year seminars help students adjust to the first year of college). The <i>first-year experience</i> refers to the comprehensive collection of academic and social experiences (formal and informal, intentional and unintentional) students have during their first year of undergraduate study. All students have a first-year experience. When referring to a single course or initiative, the text should be edited to use a more specific term (e.g., first-year seminar, Penn State’s first-year student initiative <i>not</i> the first-year experience course <i>or</i> Penn State’s first-year experience). Note: The First-Year Experience® is a registered service mark requiring a license. <ul style="list-style-type: none"> Use the ®, when used with the Center’s name on cover or title pages or stand-alone promotional pieces (initial use only). Do not use ®, when the Center’s name or the words <i>the first-year experience</i> appear in the body of a piece. Abbreviation FYE: If clearly referring to a first-year seminar, recast. If referring to a larger program or series of programs, let stand.
Generations	<ul style="list-style-type: none"> For nouns: millennials, baby boomers, Generation Y, Gen Xers, Gen Yers
Money	<ul style="list-style-type: none"> \$80, not 80¢
N or n	<ul style="list-style-type: none"> <i>N</i> = total group, <i>n</i> = subgroup; italics with space before and after equal sign Keep italics for <i>N</i> or <i>n</i> only (not the number) in a table title (see Table example)
Parentheticals	<ul style="list-style-type: none"> Judicious use of <i>e.g.</i> (for example) and <i>i.e.</i> (that is). Do not use <i>e.g.</i> or <i>i.e.</i> to denote an acronym. Spell out <i>e.g.</i> and <i>i.e.</i> in text; but abbreviated, with no italics, in parenthetical.
Plurals	<ul style="list-style-type: none"> Do not use apostrophes for plural acronyms (e.g., RLCs). Plurals of singular capital letters (e.g., A’s, F’s) take ‘s.
Possessives <i>APA 4.12</i>	<ul style="list-style-type: none"> Singular names ending in <i>s</i> take an apostrophe <i>s</i> (e.g., Mills’s, Dickens’s). If the name ends in an unpronounced <i>s</i>, (e.g., Descartes), use only an apostrophe after the <i>s</i>.
Pronouns	<ul style="list-style-type: none"> For countries or organizations, use <i>which</i> or <i>that</i>, not <i>who</i>. Conversely, do not use <i>which</i> or <i>that</i> with people.

Questions – embedded	<ul style="list-style-type: none"> Preceded by a comma, first word capitalized, and do not place in quotation marks unless direct quote (e.g., The question at hand is, Who stole the cookies?) Avoid ? in the middle of sentence (e.g., Who stole the cookies? was the question.) Constructions posing questions that do not call for actual answers do not take a ? (e.g., The researcher asks five questions: who, what when, where, and why).
Technology	<ul style="list-style-type: none"> Capitalize (no italic) <i>World Wide Web</i>, but lowercase <i>websites, web pages, smartphones</i>. Capitalize (no italic) <i>Internet</i> *differs from USC style Hyphenate <i>e-books</i> and <i>e-commerce</i>, but not <i>email</i>. For Toolbox/E-Source, mask web prefixes such as <i>www.</i> and <i>http://</i> that are automatically supplied by hardware. Keep these in print, including citations. URL at the end of a sentence in text takes a final period (but not in references)
Trademark symbols	<ul style="list-style-type: none"> Not necessary to use the symbol for a trademarked term in academic writing

CAPITALIZATION

Condition or group in an experiment	<ul style="list-style-type: none"> Do not capitalize (e.g., experimental and control groups)
Department names, subjects, discipline	<ul style="list-style-type: none"> Capitalize official names of departments in text; do not capitalize the informal name (e.g., He enrolled in the Department of Civil Engineering. <i>but</i> He enrolled in the civil engineering department.) Do not capitalize subjects or disciplines (e.g., nursing, business, psychology)
Educational or job titles <i>USC style</i>	<ul style="list-style-type: none"> As a rule, capitalize when used specifically in front of a name; do not capitalize when following a name or in general reference (e.g., President Harris Pastides; Harris Pastides, president; the president's office; Professor Warren; Bill Warren, professor of English; the professor; the chair of the department; the resident assistant; the provost; the peer mentors). Spell out General, Governor, Senator, etc., as job titles before names. Chairperson is preferred when referring to a faculty member who holds a chair professorship or is an endowed chair in an academic department. The shortened version <i>chair</i> is also acceptable.
Model, theory, inventory, technique	<ul style="list-style-type: none"> Model, theory, technique – Do not capitalize unless including a proper name and do not capitalize the word <i>model</i> or <i>theory</i> (e.g., reflective judgment model, student development theory, appreciative advising technique <i>but</i> Schlossberg's transition theory, Tinto's persistence theory) Test, inventory, scale – capitalize all words of complete names, even if based on a model that is not capitalized, but not shortened names or the word test or scale for subscales or subtests (e.g., Reflective Judgment Interview, Adult Transition Scale <i>but</i> a depression inventory, a behavior checklist, Stroop color test, or Integrative Learning subscale)
Nouns/Numerals <i>APA 4.17</i>	<ul style="list-style-type: none"> Capitalize nouns followed by numerals or letters (e.g., Day 2, Experiment 4, Chapter 5, Table 2, Appendix A) Exception – common parts of a book or table (e.g., page iv, row 3) Semesters (e.g., the initiative from Fall 2018)
Proper names, titles of courses, seminars, course themes	<ul style="list-style-type: none"> Same capitalization rules as book titles in text, including caps of 4+ letter subordinating conjunctions (because, that) and 4+ letter prepositions; Roman type; no quotation marks (e.g., Discovery Core, Multiculturalism in America)
Regions	<ul style="list-style-type: none"> Capitalize geographic regions (e.g., Northwest, mid-Atlantic, the South), but not compass direction (e.g., southern states)

EMPHASIS

Bold	<ul style="list-style-type: none"> Only for statistical vector symbols and design style
Italics <i>APA 4.21</i>	<ul style="list-style-type: none"> Book titles Titles of book series, conference presentations, dissertations, lectures, essays. Edit to APA reference list style when possible. To introduce a new, technical, or key term or label. Italicize once, then set Roman. Scales in a Likert scale (e.g., <i>strongly agree, agree, disagree</i>) Genera, species, varieties Linguistic examples (e.g., row of <i>Xs</i>, grade of <i>W</i>) Words that could be misread (e.g., <i>small</i> group – designation, not size) Italics for mere emphasis discouraged; try to create emphasis with syntax; italics OK if emphasis might otherwise be lost.
Quotation marks <i>APA 4.07</i>	<ul style="list-style-type: none"> Ironic comment, slang, or coined expression. Use once; then do not continue to use marks. (e.g., she was “rewarded” with an <i>F</i>; he was a “<i>nark</i>”). *To set off the title of an article/chapter in a periodical/book when the title is mentioned in text (e.g., Riger’s [1992] article, “Epistemological Debates”). In text citations with no author or an anonymous author, use for article titles, chapters, or web pages. Do not use to hedge or for emphasis (e.g., <i>not</i> the teacher “rewarded” the class with small gifts).

HYPHENS, DASHES, AND SPACING APA 4.13

Adjectives	<ul style="list-style-type: none"> Hyphen for compound adjectives (e.g., client-centered therapy) En-dash for adjectives of equal weight (e.g., student–faculty engagement)
Comparisons <i>APA 4.11</i>	<ul style="list-style-type: none"> Use en-dash without spaces; do not use a slash (/) (e.g., pre–posttest, test–retest reliability, <i>not</i> test/retest reliability).
Dates & time	<ul style="list-style-type: none"> En-dash with spaces for time and spans in tables, figures, and box insets (e.g., 10:00 a.m. – 5:00 p.m.; 10 – 11 a.m.; Nov 23 – 25). *Hyphen, no spaces, for time spans in text (e.g., 10 a.m.–5 p.m., 10-11 a.m., November 23–25, 2017–2018). Also see General/Dates & time.
Em-dash	<ul style="list-style-type: none"> To amplify or digress (e.g., students—from the first group—encountered difficulty); no spaces before or after Use minimally
Hyphens	<ul style="list-style-type: none"> In general, do not use with comparatives (e.g., higher quality skills <i>vs.</i> high-quality skills) Avoid double-hyphenated compounds Double closed compound (e.g., pre- and post-test results) For fractions: <i>a three-fifths majority</i>; but <i>three fifths of the class</i>
Other spans	<ul style="list-style-type: none"> *Phone numbers: Use hyphens between blocks of numbers (e.g., 803-777-1440) Hyphen, no space, (not en-dash) for all-inclusive spans (e.g., 25-30 students); however, if the series is preceded by a preposition, use a preposition or conjunction between the series, not a hyphen (e.g., 1898-1903, <i>not</i> from 1898-1903 <i>but</i> from 1898 to 1903 <i>or</i> between 1898 and 1903).
Pages & sections	<ul style="list-style-type: none"> *Hyphen and no spaces (e.g., pp. 92-105, sections 3.01-3.09)
Prefixes & suffixes <i>APA 4.13</i>	<ul style="list-style-type: none"> For most prefixes, do not hyphenate, unless (a) there is a double vowel, (b) the word could be misread without a hyphen, or (c) the word after the hyphen is capitalized (un-American). Prefixes/suffixes that do not require hyphens include: after anti co extra mid mini multi non post pro (not all inclusive) *Exceptions to this rule include some prefixes connected with longer words. Also, some frequently used words are permanently hyphenated (e.g., pro-choice).

	<ul style="list-style-type: none"> Take word length into account when hyphenating suffixes (e.g., institution-wide). Also see Preferred Spellings. *<i>Re-</i> and <i>pre-</i>, if followed by a vowel, always use a hyphen, even if followed by <i>e</i>.
Slash <i>APA 4.11</i>	<ul style="list-style-type: none"> Clarify relationship in hyphenated compound (e.g., true/false-test condition) Do not use if a phrase is clearer (e.g., her dad or guardian, <i>not</i> her dad/guardian) To specify <i>per</i> when used with a number (e.g., 7 mg/kg); otherwise spell out <i>per</i> Cite republished works in text [e.g., Freud (1923/1961)]

HOUSE EXCEPTION TO RULE ON PREFIXES & SUFFIXES

Pro-choice

LISTS APA 3.04

Introductory statement or clause – vertical or in-text lists	<ul style="list-style-type: none"> If statement contains <i>the following/as follows</i>, use a final colon. Do not use colon at the end of the introductory statement if list is the complement or object of the statement (e.g., The students' three choices were (a) working together, (b) working in pairs, or (c) working alone.). Use a colon to introduce a list (e.g., The study included three critical areas: The Horseshoe, Russell Hall, and McKibbon House.).
Run-in	<ul style="list-style-type: none"> Use series of lowercase letters in parenthesis for list items [e.g., (a), (b), (c)]. Enumerate for clarity, to prevent misreading, or for lengthy items; otherwise, use standard punctuation (i.e., commas, semicolons). All items must be syntactically and conceptually parallel.
Vertical <i>APA 3.04</i>	<ul style="list-style-type: none"> Use bulleted lists to avoid unwarranted ordinality. Use numbered list only for steps in a process or numbered survey items. Punctuate as a run-in list (i.e., commas or semicolons and final period) using <i>and</i> before last item. Lowercase first word in list item except for complete sentence (then, initial cap and final punctuation). All items must be syntactically and conceptually parallel. The complexity and length of the list items determine whether to use run-in or vertical style rather than a set number of items.

NUMBERS/FIGURES

Decimals <i>APA 4.35</i>	<ul style="list-style-type: none"> If amount can exceed 1, but the number is smaller than 1, use 0 before (e.g., 0.5%). If amount cannot exceed 1, do not use a preceding 0 (e.g., $p < .01$). Keep number of place values consistent for text, tables, and figures (e.g., 0.35, 0.50)
Numbers <i>APA 4.31-4.38</i>	<ul style="list-style-type: none"> Spell out <ul style="list-style-type: none"> In text, all numbers below 10 (e.g., two-year college <i>not</i> 2-year college) Numbers beginning a sentence or title (reword when possible) Common fractions (e.g., one fifth of the class, two-thirds majority) Use figures for <ul style="list-style-type: none"> Comparison (e.g., 2 of 30 students) Preceding unit of measurement (e.g., a 5-mg dose) Statistical or mathematical functions

	<ul style="list-style-type: none"> ○ Dates, time (w/exceptions), ages, sample, grades, population, scores, scales, money, large numbers (e.g., a 3 on a 5-point Likert scale, Grade 8, 3 million) ○ Numbered series, parts of books, tables (e.g., Table 1, Chapter 5, step 1) ● Percentages (e.g., 5%) or percentage ranges (e.g., 5%-15%)
	●

PERSON, TENSE, & VOICE APA 3.06, 3.09, 3.18

General	<ul style="list-style-type: none"> ● Be consistent in use of verb tenses and person. ● Use present tense (e.g., She lives in Columbia) or present perfect tense (e.g., She has lived in Columbia since 2000) whenever possible. ● <u>Avoid second person.</u> Strive for active voice, third person; rephrase when necessary.
Person & voice APA 3.18	<ul style="list-style-type: none"> ● Strive for active voice, third person. When active voice is cumbersome or rephrasing will lose intent, <ul style="list-style-type: none"> a. Passive voice shall be the next choice b. Active voice with first-person pronoun shall be used last <p><i>Strive for – Active voice, third person</i></p> <p style="padding-left: 20px;">Data obtained through a survey conducted in a controlled setting indicated ...</p> <p style="padding-left: 20px;">Students recorded their experiences in a daily journal.</p> <p style="padding-left: 20px;">Analysis of surveys administered to faculty in the spring revealed ...</p> <p><i>Avoid – Passive voice</i></p> <p style="padding-left: 20px;">The survey was conducted in a controlled setting.</p> <p style="padding-left: 20px;">The students were told to keep a journal of their experiences.</p> <p style="padding-left: 20px;">Faculty and students were surveyed at the beginning of the term.</p> <p><i>Avoid – Active voice with first-person pronoun</i></p> <p style="padding-left: 20px;">We conducted the survey in a controlled setting.</p> <p style="padding-left: 20px;">We told the students to keep a journal of their experiences.</p> <p style="padding-left: 20px;">We surveyed faculty and students at the beginning of the term.</p> ● For some publications (e.g., <i>E-Source</i>), active voice with first-person pronoun (<i>we conducted the survey</i>) is OK. It also makes sense for some journal/research report articles, especially those featuring qualitative studies. ● Avoid anthropomorphism (e.g., <i>no</i>—the experiment attempted to demonstrate ...; <i>yes</i>—the researchers attempted to demonstrate ...; <i>no</i>—Table 1 compares GPAs of ...; <i>yes</i>—Table 1 shows the GPAs of ...) ● Further information, see https://owl.english.purdue.edu/owl/resource/601/01/
Tense – past or present perfect	<ul style="list-style-type: none"> ● For the abstract, literature review, methods, results, discussion of someone else's completed research (e.g., past—Kuh (1995) proposed that ...; present perfect—Kuh (1995 has proposed that ...)
Tense – present	<ul style="list-style-type: none"> ● Discussion of results or conclusions of your research, to make suggestions, or describe events that currently exist (e.g., Data in Table 1 show that ...) ● Established knowledge or enduring truths (e.g., Practice improves skill.)

UNIVERSITY NAMES & NRC BRANDING

University of South Carolina	<ul style="list-style-type: none"> ● Generally, use UofSC, but South Carolina is OK for variety (<i>see USC style</i>). ● Do not use stand-alone USC abbreviation in text (OK for tables/box insert); OK if referring to a specific campus (e.g., USC Columbia, USC Aiken, or for campuses other than Columbia, USCA, USCB, USCS, after initial full identification). ● Preferred abbreviation, after initial full identification, is <i>South Carolina</i>.
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	<ul style="list-style-type: none"> Do not use a hyphen or comma when referring to different campuses (e.g., University of South Carolina Columbia, University of South Carolina Beaufort, <i>not</i> University of South Carolina-Beaufort or USC-Aiken). Capitalize <i>University</i> when referring informally to USC.
Other universities	<ul style="list-style-type: none"> Use the school's or author's preferred style (e.g., UW-Beloit).
NRC registered symbol®	<ul style="list-style-type: none"> Use for stand-alone name on a promotional piece, first instance only (National Resource Center for The First-Year Experience® & Students in Transition) On cover and title of a publication Do not use symbol if name appears in the body of a piece

GALLEY PROOFING ONLY

Ellipsis	<ul style="list-style-type: none"> Requires a space before and after (e.g., He finished. ... Then he stated b ... and x.)
Extracts	<ul style="list-style-type: none"> Extracts – direct references from a cited source. Avoid beginning or ending on the first or last line of a page.
Hyphenation	<ul style="list-style-type: none"> No hyphenation of the last word or first word on a page Exception – hyphenation of last word on a page OK within spread Avoid hyphenated syllable orphans at end of paragraphs (e.g., the <i>-tion</i> or <i>-entation</i> of <i>orienta-tion</i> standing alone on the last line of a paragraph)
Ladders & Stacked words	<ul style="list-style-type: none"> Ladders – stacked hyphens or letter – two in a row OK; mark if more than two. Stacked words – two consecutive lines containing the same word at the start or end of a line – two in a row OK; mark if more than two. One stack per page allowed (either right or left margin, not both).
Sentence spacing	<ul style="list-style-type: none"> *One space following ending punctuation
Table of Contents	<ul style="list-style-type: none"> Title case for figure captions and table titles in List of Tables and Figures.
Tables/figures	<ul style="list-style-type: none"> Preferred placement at top of page and as close as possible to reference in text; avoid orphan text under a table or figure.
Widows/orphans/runts	<ul style="list-style-type: none"> Minimum of 2 lines at the top and bottom of a page Minimum 3 lines under figures or tables at the bottom of a page Minimum 5 lines on the last page of a chapter Minimum of 6 characters at the end of a paragraph (runt/lonely line)
Word breaks, bad breaks	<ul style="list-style-type: none"> If possible, break after a vowel (criti-cism <i>not</i> crit-icism; sepa-rate <i>not</i> sep-areate) Single-vowel syllables in the middle of a word should stay on the first line (e.g., sep-a-rate is hyphenated as <i>sepa-rate</i>) Break after a prefix, rather than later in a word (e.g., inter-racial <i>not</i> interra-cial) Avoid double-hyphenated compounds (e.g., meta-analy-sis, service-learn-ing) Final syllables in which a liquid <i>l</i> is the only audible vowel sound should not be carried over (e.g., <i>no</i> – multi-ple). Do not break a list item at the identifier <i>No</i> – The items on the list were (a) books, (b) pens, and (c) paper. Do not break abbreviations in parentheticals <i>No</i> – The items on the list (i.e., books, pens, and paper) ...

TABLES APA 5.07-5.19, FIGURES APA 5.20-5.23 (SEE EXAMPLES, BELOW)

Column, row, stub headings	<ul style="list-style-type: none"> Telegraphic whenever possible; (exception: list complete survey items). Standard abbreviations encouraged (e.g., <i>SD</i>, <i>GPA</i>, <i>M</i>). Use final period after complete sentence headings (e.g., survey questions). Table items must be syntactically and conceptually parallel (<i>APA 5.13</i>).
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	<ul style="list-style-type: none"> Only the first letter of the first word in a heading is capitalized, unless a proper name or course title (e.g., Strongly agree, Second trial <i>but</i> Discovery Core). For headings, use Percent or % (not Percentage); don't use % sign in that column. Use underlined column spanner heading for grouped columns (see Table 2.2). Leftmost (stub) column always requires a heading.
Figure headings	<ul style="list-style-type: none"> Title case on <i>xy</i> axis headings if subheaders used; otherwise, initial cap only Column headings take an initial cap only unless a proper name
General	<ul style="list-style-type: none"> Tables/figures should follow their first reference in body text.
Notes, asterisks, superscript/postscript	<ul style="list-style-type: none"> End notes and probability notes always take a final period. See <i>APA 5.16</i>. See <i>APA Table 5.1</i> for order of notes.
Table number	<ul style="list-style-type: none"> In text, tables are sequentially numbered in Roman type; do not refer to a table as <i>above</i> or <i>below</i> (e.g., Table 4, <i>not</i> the table below). For books, include chapter number (e.g., Table 2.2 for second table in Ch. 2). Do not use the word <i>see</i> (e.g., see Table 1) unless the table is distant from text.
Table titles	<ul style="list-style-type: none"> Italics; keep italics of <i>N</i> or <i>n</i> (but not number) if in the title (e.g., <i>[n = 15]</i>) Same capitalization rules as book titles in text (i.e., nouns, verbs, pronouns, adjectives, adverbs, subordinating conjunctions [<i>because, that</i>]; prepositions 4 letters or greater)
Table checklist <i>APA 5.19</i>	<ul style="list-style-type: none"> Is the table necessary? <ul style="list-style-type: none"> 3 or fewer numbers, use a sentence 4 to 20 numbers, use a table More than 20 numbers, consider using a graph or figure Are all comparable tables in the manuscript consistent in presentation? Is the title brief but explanatory? Does every column have a column heading? Explanations for all abbreviations and special characters, fonts, or symbols? Are all probability level values correctly identified, and are asterisks attached to the appropriate table entries? Same number of asterisks used to indicate probability level in all tables? Are the notes in the following order: general note, specific note, probability note? Are all vertical rules eliminated? Will the table fit across the width of a journal column or page? If all or part of a copyrighted table is reproduced, do the table notes give full credit to the copyright owner? Have we received written permission to use? Is the table referred to in the text before it appears? For journal articles, tables should typically only appear in the results section.

TABLE AND FIGURE EXAMPLES

Table 2.2
Primary Instructor by Control and Capstone Type (N = 276)

Instructor	Control		Discipline-based course %	Type		Total %
	Public %	Private %		Interdisciplinary course %	Project-based %	
Tenure-track faculty	63.3	54.8	71.7	72.7	31.4	57.8
Full-time, non-tenure-track faculty	12.2	22.3	17.8	24.2	20.0	18.3
Adjunct faculty	11.2	10.2	9.9	18.2	10.0	10.4
Student affairs professionals	0.0	1.2	0.7	3.0	0.0	0.7

Table 1.3
Student Groups Required to Take the First-Year Seminar by Institutional Type

Student group	Two-year	Four-year	Difference
<i>Percentages larger for two-year</i>			
None are required to take it ^a	30.2	13.7	16.5**
Students within specific majors	8.5	4.9	3.6*
TRIO participant	4.7	3.7	1.0
<i>Percentages larger for four-year</i>			
All first-year students are required to take it ^a	31.5	53.1	-30.6**
Student athletes	3.8	8.6	-4.8*

^a The percentages of students required and not required differ from the percentages in Table 2. These differences exist because these data are from two separate questions.

* $p < 0.05$. ** $p < 0.01$.

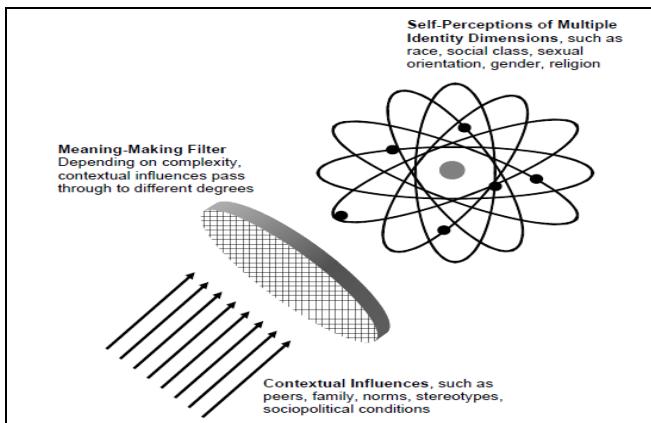


Figure 2.4. Model of multiple dimensions of identity.

Adapted from “Reconceptualizing the Model of Multiple Dimensions of Identity: The Role of Meaning-Making Capacity in the Construction of Multiple Identities,” by E. S. Abes, S. R. Jones, & M. K. McEwen, 2007, *Journal of College Student Development*, 48(1), p. 7. Copyright 2007 by the American College Personnel Association. Reprinted with permission.

APA Style Guide – Quick Notes (for in-text citations)

Single author

(Whipple, 1996) or Whipple (1996)

Multiple authors—Note: “et” is a full word, but “al.” is an abbreviation and takes a period.

Two authors

(Napoli & Wortman, 1996) or Napoli and Wortman (1996)

Three to five authors

(Braxton, Milem, & Sullivan, 2000) or Braxton, Milem, and Sullivan (2000)

Six or more authors

Kosslyn, Koenig, Barrett, Cave, Tang, & Daly (1996) becomes (Kosslyn et al., 1996) or Kosslyn et al. (1996)

Subsequent references to same source

More than two authors

(Braxton et al., 2000) or Braxton et al. (2000)

More than two authors when first author is the same in more than one reference

(Kuh, Douglas, et al., 1994) or Kuh, Douglas, et al. (1994)

(Kuh, Schuh, et al., 1991) or Kuh, Schuh, et al. (1991)

Within the same paragraph

(Whipple) or Whipple

Personal communication—Note: These are not included in the reference list.

T. K. Lutes (personal communication, April 18, 2001)

(V. G. Nyguyen, personal communication, September 28, 1998)

Multiple references within the same parenthetical cite

Same author(s) but different publication dates

(Tinto, 1993, 1997) or Tinto (1993, 1997)

Different authors (list in alpha order)

(Berger & Milem, 1999; Peletier, Laden, & Matranga, 1999; Upcraft, 1985, 1989)

No author or unknown author

Cite the first few words of the reference entry (usually the title) and the year. Use double quotation marks around the title of an article or chapter, and italicize the title of a periodical, book, brochure, or report.

A similar study was done of students learning to format research papers (“Using APA,” 2001).

The book *College Bound Seniors* (1979) ...

Organization as an author

According to the American Psychological Association (2000) ...

First citation: (Mothers Against Drunk Driving [MADD], 2000)

Second citation: (MADD, 2000)

Direct quotes—Note: The period follows the parenthesis unless you are using a block quotation, then the period is before the parenthetical.

Fewer than 40 words

Whipple (1996) suggests the primary objectives of such programs are to “enhance learning outside the classroom, provide for relationship and community building ... and promote a value-based developmental experience” (p. 303).

More than 40 words

Other researchers have examined the link between active learning and social integration, suggesting that active learning may actually be a precursor to social integration (Braxton, Milem, & Sullivan, 2000; Milem & Berger, 1997):

Thus, students who frequently encounter active learning in their courses perceive themselves gaining knowledge and understanding from their course work. ... Because their classes are judged to be rewarding, students may invest the psychological energy needed to establish membership in the social communities of their college or university. (Braxton et al., p. 572)

APA Style Guide – Quick Notes (reference list)

Basic elements required for citations (Note: Text citations and reference list must agree.)

- Author or editor's name (initials only for first and middle names)
- Date of publication
 - Complete date for magazines & newspapers
 - Month for other serials without volume numbers
- Title of chapter/article
- Title of larger work
- Issue and volume number, if newspaper, journal, or magazine
- Inclusive page numbers, if chapter in book or article from periodical (e.g., *pp. 4-6* when in parentheses, but just *4-6* otherwise)
- Edition (if applicable)
- Place of publication (books/monographs) only
- Publisher (books/monographs) only; leave out *Publishers, Co., Inc.*, and others, but retain *Books* and *Press*
- For web resources, complete URL; retrieval date not necessary unless content can change (e.g., Wiki)
- URL not necessary if DOI number is provided; DOI is preferred
- Include an extra space for abbreviations (e.g., U. S., T. L. Skipper)

Organization of the reference list

- Use one-half inch hanging indent
- Alpha order by last name of first author
- Earliest publication first if more than one work by same author in list
- If no author, use first word of title, not including the words *a, an*, or *the*

Journal article

Braxton, J. M., Milem, J. F., & Sullivan, A. S. (2000). The influence of active learning on the college student departure process: Toward a revision of Tinto's theory. *The Journal of Higher Education*, 71(5), 569-590.

Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., ... Rubin, L. H. (2009). Web site usability for the blind and low-vision user. *Technical Communication* 57, 323-335.

Note: More than seven authors, list first six names, then ellipses and last author's name.

Hypericum Depression Trial Study Group. (2002a). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA*, 287, 1807-1814.

Napoli, A. R., & Wortman, P. M. (1996, Fall). A meta-analysis of the impact of academic and social integration on persistence of community college students. *Journal of Applied Research in the Community College*, 5-21.

Newsletter article

Easley, H. (2008, July). The transfer student: Using parents as partners. *E-Source for College Transitions*, 5(6), 11.

Brochure or pamphlet

Research and Training Center on Independent Living. (1993). *Guidelines for reporting and writing about people with disabilities* [Brochure]. (4th ed.). Lawrence, KS: Author.

Note: A description is added in square brackets to indicate the type of document if it is not a common source.

Unpublished conference paper, presentation, symposium, or poster session

Shrout, P. E. (Chair), Hunter, J. E., Harris, R. J., Wilkinson, L., Strouss, M. E., Applebaum, M. I., et al. (1996, August). *Significance tests – Should they be banned from APA journals?* Symposium conducted at the 104th Annual Convention of the American Psychological Association, Toronto, Canada.

Cummings, L. (2010, November). *The academic library as a transitioning place*. Presentation at the 16th National Conference on Students in Transition, Salt Lake City, Utah.

Thesis (unpublished or published on a database)

Barefoot, B. O. (1992). *Helping first-year college students climb the academic ladder: Report of a national survey of freshman seminar programming in American higher education* (Unpublished doctoral dissertation). The College of William and Mary, Williamsburg, VA.

Adams, R. J. (1973). *Building a foundation for evaluation of instruction in higher education and continuing education* (Doctoral dissertation). Retrieved from <http://www.ohiolink.edu/etd>

Biswas, S. (2008). *Dopamine D3 receptor: A neuroprotective treatment target in Parkinson's disease* (Master's thesis). Retrieved from ProQuest Digital Dissertations. (AAT 3295214)

Gould, J. B. (1999). Symbolic Speech: Legal mobilization and the rise of collegiate hate speech codes. *Dissertation Abstracts International*, 60(02), 533A.

Note: Abstract title is not italicized.

Chapter in an edited book (Note: Put editors' names in normal order – not reversed as author names.)

Gaither, G. H. (2005). Editor's notes. In G. H. Gaither (Ed.), *Minority retention: What works?* (New Directions in Learning, No. 125, pp. 1-5). San Francisco, CA: Jossey-Bass.

Whipple, E. G. (1996). Student activities. In A. L. Rentz & Associates (Eds.), *Student affairs practice in higher education* (2nd ed., pp. 298-333). Springfield, IL: Charles C. Thomas.

Book

Kuh, G. D., Douglas, K. B., Lund, J. P., & Ramin-Gyurnek, J. (1994). *Student learning outside the classroom: Transcending artificial boundaries* (ASHE-ERIC Higher Education Reports No. 8). Washington, DC: The George Washington University, Clearinghouse on Higher Education.

Anderson, L. W., & Krathwohl, D. R. (Eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Addison Wesley Longman.

Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom*. San Francisco, CA: Jossey-Bass.

American Psychiatric Association. (1990). *Diagnostic and statistical manual of mental disorders* (3rd ed.). Washington, DC: Author.

Note: "Author" is used as publisher when author and publisher are identical.

ERIC document

O'Brien, C. T., & Merisotis, J. P. (1996). *Life after forty: A new portrait of today's and tomorrow's postsecondary student*. Boston, MA: Education Resources Institute. Washington, DC: Institute for Higher Education Policy. (ERIC Document Reproduction Service No. ED 401 813)

Government document (Note: Treat as a book, report, or brochure.)

U. S. Census Bureau. (2013). *Educational attainment: 2010-2012 American community survey 3-year estimates* [Data file]. Retrieved from https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_12_3YR_S1501&prodType=table

Web resource (Note: There is no period after the URL in reference list (period after URL in text). Retrieval date is not necessary unless material may change over time (e.g., Wikis), then use "Retrieved January 1, XXXX, from <http://www.XXX>"

Tinto, V. (n.d.). *Rethinking the first year of college*. Syracuse, NY: Syracuse University: Retrieved from <http://soeweb.syr.edu/departments/hed/resources.htm>

National Institute of Mental Health. (2002). *Breaking ground, breaking through: The strategic plan for mood disorders research of the National Institute of Mental Health* (Publication No. 0507-B-05). Retrieved from NIMH website via GPO Access: <http://purl.access.gpo.gov/GPO/LPS20906>

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36. doi:10.1037/1061-4087.45.2.10

Carnegie Mellon University. (2007, December 20). Randy Pausch last lecture: Achieving your childhood dreams [Video file]. Retrieved from http://www.youtube.com/watch?v=ji5_MqicxSo
Note: Titles are not italicized for online video blog files.

Charney, T. (Producer). (2007). *Ashes to hope: Overcoming the Detroit riots. U.P. Family Still Struggles to Deal With Pressure of '67 Riot* [Audio podcast]. Retrieved from <http://www.michiganradio.org/>

Center publications

Journal

Schnell, C. A., Louis, K. S., & Doekott, C. (2003). The first-year seminar as a means of improving college graduation rates. *Journal of The First-Year Experience & Students in Transition*, 15(1), 53-75.

Monograph

Ward-Roof, J. A., & Hatch, C. (Eds.). (2003). *Designing successful transitions: A guide for orienting students to college* (Monograph No. 13, 2nd ed.). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Chapter in monograph

Austin, D. (2003). The role of family influence on student success. In J. A. Ward-Roof & C. Hatch (Eds.), *Designing successful transitions: A guide for orienting students to college* (Monograph No. 13, 2nd ed., pp. 137-163). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.