

Dissertation and Capstone Formatting Guide

Advanced Degrees and Administrative
Licensure Department



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ADVANCED DEGREES DISSERTATION AND CAPSTONE FORMATTING GUIDE
TABLE OF CONTENTS

USING THE DISSERTATION AND CAPSTONE FORMATTING GUIDE.....3

GENERAL FORMATTING GUIDELINES FOR ENTIRE CAPSTONE.....3

 Format

 Margins (NOT APA)

 Spacing

SPECIFIC FORMATTING GUIDELINES FOR DISSERTATION OR CAPSTONE

 Preliminary Pages.....4

 Title Page

 Copyright Page

 Dedication Page

 Epigraph Page

 Acknowledgments Page

 Table of Contents Page(s)

 List of Tables, List of Figures (if applicable) Page(s)

 Appendix (or Appendices)

SPECIFIC FORMATTING GUIDELINES FOR DISSERTATION OR CAPSTONE

 Components After Preliminary Pages.....6

 Chapters

 Reference List

 Bibliography

 Appendix

 Tables and Figures

SPECIFIC FORMATTING GUIDELINES FOR CHAPTER HEADING AND SUBHEADING

 Headings and Subheadings.....7

SPECIFIC FORMATTING GUIDELINES FOR CHAPTER ONE - FIVE CITATIONS

 Quotations and Reference Citations.....8

 Formatting Paraphrases

 Formatting Direct Quotations

 Formatting Quotations Fewer than 40 Words in Length

 Formatting Quotations 40 or More Words in Length

Reference List and Bibliography.....9
 Journals
 Secondary Sources
ABSTRACT.....12
EXAMPLES.....13
 Capstone Title Page
 Dissertation Title Page
 Copyright Page
 Dedication Page
 Epigraph Page
 Acknowledgement Page
 Table of Contents Page
 List of Tables Page
 List of Figures Page
 Abstract

USING THE DISSERTATION AND CAPSTONE FORMATTING GUIDE

This Hamline guide takes precedence over all other format guides. Dissertations and capstones must be in compliance with format and style standards as outlined in this guide. Contact your dissertation chair or primary advisor regarding questions on the interpretation of citation style.

Format must be consistent throughout the dissertation or capstone. All dissertations and capstones use the APA editorial style of the most recent *Publication Manual of the American Psychological Association* (2010) except when the Hamline University formatting guidelines provided in this document. **Hamline University guidelines take precedence over APA.** The APA manual is available at Hamline's Bush Library and bookstores, and references to it are included in most academic style manuals. The Research Tool section of the HSE Education Research Guide (<http://bushlibraryguides.hamline.edu/education>) also contains multiple APA resources. Another recommended reference manual is Diane Hacker's *A Writer's Reference*. A non-Hamline recommended website is Purdue OWL (<https://owl.english.purdue.edu/owl/section/2/10/>).

It is the student's responsibility to ensure that grammar, punctuation, spelling, references, and documentation are accurate in the dissertation or capstone. Matters of content, the arrangement of contents, and length are decided by the student and committee.

Style guides change over time. This Dissertation and Capstone Formatting Guide supersedes all previous guides.

GENERAL FORMATTING GUIDELINES

Format

All pages are to be 8.5 inches x 11 inches and single-sided. The font must be twelve-point Times New Roman. Use italics consistently instead of underlining titles or foreign terms.

Margins (Not APA, Hamline Guidelines)

Text must be left-justified with an unjustified (ragged) right margin. The margins for all pages (preliminaries, text, reference material) must be set according to the following guidelines:

- Left: 1.5 inches
- Right: 1 inch
- Top: 1 inch
- Bottom: 1 inch

Spacing

The text of the paper must be double-spaced throughout, including direct quotations and the required reference list and the optional bibliography.

SPECIFIC FORMATTING GUIDELINES FOR DISSERTATION OR CAPSTONE

Preliminary Pages

The preliminary pages, all chapters and reference pages are numbered consecutively in Arabic numerals, beginning with on the first preliminary page. Numbers are placed without punctuation in the upper right-hand corner one inch from the right and .5 inch from the top of the page (header).

Preliminary pages consist of all pages preceding the first page of chapter one. Preliminary pages of your document follow this order:

Descriptions below that are bolded and asterisked are required for all dissertations or capstones. The remaining pages are optional.

Title Page

The title page includes dissertation or capstone title, author name, the submission statement, name of the university, location of university, the month and year of submission, and the dissertation or capstone committee member names (no degrees or academic titles are listed).

The dissertation or capstone title appears in all capital letters, is double-spaced and centered. The author's name should be written as it appears on the student's Intent to Graduate Form. It is to be in upper- and lower- case, and no academic titles or degrees are listed. The submission statement is printed in upper- and lower- case letters, single-spaced, and centered.

Capstone submission statement to be worded as follows: A capstone submitted in partial fulfillment of the requirements for the degree of (insert degree name here from the following: Master of Arts in Education, Master of Arts in Education: Natural Science and Environmental Education, Master of Arts in English as a Second Language, Master of Arts in Literacy Education, Master of Arts in Teaching, Master of Arts in Teaching English to Speakers of Other Languages).

Dissertation submission statement to be worded as follows: A dissertation submitted in partial fulfillment of the requirements for the degree of Doctorate in Education, Hamline University, Saint Paul, Minnesota, and the month and year of the completion of the project are printed below the submission statement, doubled-spaced, in upper- and lower-case letters and centered.

The dissertation or capstone committee member names are positioned flush left, single-spaced, and in upper- and lower- case letters. Do not include the academic title or academic degrees of the committee members, e.g., Joan J. Jones. See the example on the following page. See page 13 and 14 for sample title pages.

Copyright Page

Copyright of the capstone or dissertation is at the discretion of the student. Students wishing to copyright their work may file the claim to copyright by corresponding directly with the U.S. Copyright Office, Library of Congress, Washington, DC 02540. Alternatively, students may include a copyright notice without official filing. The copyright page is not counted or numbered. If the capstone is to be

copyrighted, the official copyright notice is centered and slightly above center on the page, single- or double-spaced, with the current year. See page 15 for sample copyright.

Dedication Page

The dedication is brief (200 words) and centered on the page, single-spaced. No heading is necessary. A dedication customarily begins with the word "To." Use lower-case Roman numbers, center, bottom of the page. See page 15 for sample dedication page.

Epigraph Page

A short quotation or saying at the beginning of the capstone/dissertation intended to suggest its theme. The epigraph is centered on its own page and single-spaced. The source of a quotation, which should suggest the capstone's theme, is given below the epigraph and is aligned to end at the right margin. Bibliographic information is usually limited to author's name and title of the work. See page 15 for sample epigraph page.

Acknowledgments Page

The text (limited to 300 words) to thank for or recognition of special assistance, but may also include recognitions of permissions granted to the author for the use of published and/or copyrighted material. This section begins with the title ACKNOWLEDGMENTS centered in all capital letters two inches down from the top of the page. The text begins on the fourth line below the heading and is double-spaced. See page 15 for sample acknowledgments page.

Table of Contents Page(s)

The heading TABLE OF CONTENTS in all capital letters is centered without punctuation two inches down from the top of the first page only; neither a continuation notice nor any part of the heading appears on subsequent pages. The listing of titles begins at the left margin on the fourth line below the heading. All titles of major divisions that follow the table of contents (sections on preliminaries, parts, chapters, appendices, etc.) and at least first-order subheadings must be listed. See pages 15 and 16 for sample table of contents.

List of Tables, List of Figures (if applicable) Page(s)

Dissertation and capstone writers may use TABLES or FIGURES to display results. TABLES usually have a row-column structure in which numerical data are presented. FIGURES, on the other hand, refer to all displays other than a table, such as photographs, drawings, graphs, charts, samples of students' work, etc. Please consult with your dissertation chair or primary advisor to determine the most effective means of displaying your data.

The heading, LIST OF TABLES or LIST OF FIGURES, or both appear in all capital letters centered on the page two inches down from the top of the page on the first page only; neither a continuation notice nor any part of the heading appears on subsequent pages. The listing begins on the fourth line below the heading at the left margin. See page 16 for sample table and list of figure pages.

Appendix (or Appendices)

If supplementary materials such as sample consent letters, test samples, and/or writing samples are included place them after References or Bibliography (if included), in one or more appendices.

Consult your primary advisor/dissertation chair as to whether or not to use any appendices.

SPECIFIC FORMATTING GUIDELINES FOR DISSERTATION OR CAPSTONE

Components After Preliminary Pages

Chapters

Each chapter has these required elements: chapter number, chapter title, and headings. Chapter number and title are centered in all capital letters two inches from the top of the page, and the text begins on the fourth line below the last line of the heading (see page 9 for an example). The text on all other pages starts at the top of the page.

Each chapter begins on a new page but sections and subsections, always follow each other without gaps in text. Do not start a separate page for each section or sub-section.

Reference List

The Reference list is an alphabetized list of works cited in chapters one-five. Follow the latest edition of APA for how to organize and format the reference list.

The title References appears in all capital letters two inches from the top of the first page of the section. Neither a continuation notice nor any part of the heading appears on subsequent pages. The listing on the first page begins four lines (two double-spaces) below the title. The text on all other pages of the references begins at the top of the page.

Entries in the reference list should be made as **hanging indents**. That is, the first line is flush with the left margin and subsequent lines are indented. Entries are also double-spaced. Titles of books and journals are in italics; they are not underscored.

Bibliography

The Bibliography is optional. It is an alphabetized list of sources that influenced the writer, but are not cited. The title, BIBLIOGRAPHY appears in all capital letters two inches from the top of the first page of the section. Neither a continuation notice nor any part of the heading appears on subsequent pages. The listing begins four lines (two double-spaces) below. The text on all other pages of the bibliography begins at the top of the page.

Entries in the bibliography should be made as **hanging indents** that is the first line is flush with the left margin and subsequent lines are indented. Entries are also double-spaced. Titles of books and journals are in italics; they are not underscored.

Appendix

Each appendix has these required elements: appendix letter and appendix title. The appendix letter and title are centered. The first letter of appendix and its letter designation are capitalized. The appendix title is written using upper- and lower-case letters two inches from the top of the page, and the text begins on the fourth line below the last line of the heading. The text on all other pages starts at the top of the page. The first page of each appendix is identified in the Table of Contents.

Tables and Figures

Tables and figures are optional. If used tables usually have a row-column structure in which numerical data are presented. Figures refer to all displays other than a table, such as photographs, drawings, graphs, charts, and samples of students' work.

Please consult the latest edition of the APA Publication Manual and your dissertation chair or primary advisor to determine the most effective means of displaying your data. If more than one display is used, titles must be consistent. If single tables or figures are presented alone on a page, that page is numbered in an order consistent with pages before and after it. TABLES or FIGURES are listed on pages following the TABLE OF CONTENTS and considered preliminary pages.

SPECIFIC FORMATTING GUIDELINES FOR CHAPTER HEADING AND SUBHEADING

Headings and Subheadings

Hamline graduate students most commonly use the following four levels of headings and subheadings which differ from the APA manual. The levels are:

CHAPTER ONE

(Chapter Title Heading)

Introduction

(Chapter Title Heading)

Historical Background

(Level I Heading)

At this point, you would type in text. Notice how this line has been indented five spaces. If you find it necessary to continue with additional subdivisions, they would be done in the following

way: indent five spaces as before and type in an underscored subheading as demonstrated by LEVEL 2 shown below. Double space all text.

The Colonial Period

At this point you would type in the text for this section. If the section is extremely long you may wish to divide into short sub-sections that are labeled using a level 3 sub-heading as shown below.

Colonial explorations. At this point you would type in the text for this section. If the section is extremely long you may wish to divide into short sub-sections that are labeled using a level 3 sub-heading as shown below. if additional headings are required consult with your dissertation or capstone committee.

SPECIFIC FORMATTING GUIDELINES FOR CHAPTER ONE - FIVE CITATIONS

Quotations and Reference Citations

The general prevailing principle is to “give credit where credit is due.” How you give credit depends on your use of others’ ideas.

NOTE: All of the following examples were created for demonstration purposes--they are fictional, i.e., nonexistent sources.

Formatting Paraphrases: If the use was *indirect* in the form of paraphrases, summaries or brief allusions to their work, it is sufficient to cite the author’s name and the copyright year of the source. You are encouraged to provide page or paragraph numbers referring to the general location of the ideas described, but these details are not strictly necessary for *indirect* quotations.

Example: In 1998, Rogers boldly announced that . . .

Example: In his last work (1998), Rogers boldly announced that . . .

Example: A recent announcement (Rogers, 1998) of research . . .

Formatting Direct Quotations: If you used *direct quotations*, identify your source with the author’s name, copyright year, and page number/s. Titles of works appear in the reference list or bibliography. You would not ordinarily include titles of books, journals, journal articles, and authors’ first names or titles in the body of your paper.

Citation format depends on *the length of the direct quotation*:

Formatting Quotations Fewer than 40 Words in Length

Citations are double-spaced and typed like the main body of the text. They are not indented in blocks. They are enclosed in quotation marks to separate them from the text; the final period *follows* the parentheses containing reference information.

Example:

When planning curriculum, it is often useful to bear in mind the thought of Dewey, who said, “The objective is to provide understanding in practice, not merely understanding in thought” (1927, p. 48).

Formatting Quotations 40 or More Words in Length

Citations are double-spaced and indented block-style. The left margin of the quotation is even with previous paragraph indents of the text, and the right margin of the quote follows the right text margin. No quotation marks are used, and the final period of the quotation *precedes* the parentheses containing reference information. No period follows the parentheses.

Example:

In discussing the relationship between thought and action, John Macmurray stated the following:

There is of necessity an interplay, in all human activities, between theory and practice . . . all [human] theoretical activities have their origins, at least, in practical requirements Activities of ours which are purely theoretical, if this means they have no reference to our practical life, must be purely imaginary. (1957, pp. 21-22)

Reference List and Bibliography

Books

Source	How to Cite
Hard copy book	Smith, D., & Jones, F. (1991). <i>The world of whole language</i> . Brisbane: Commonwealth University Press.

Hard copy edited book	Davis, D., & Davis, E. (1996). Multimedia presentations and the writer's workshop. In A. Hoffman & B. Clark (Eds.), <i>Teaching writing: New approaches</i> (pp. 14-58). Hillsdale, NJ: Mt. Aetna Press.
Electronic book	Varies depending on how electronic book is accessed. See Purdue OWL for examples.
Electronic copy of edited book	Varies depending on how electronic book is accessed. See Purdue OWL for examples.

Journals

Journal articles are commonly found in aggregated databases, such as Education Full Text and PsycINFO. If you find **full-text** articles in these databases that are identical copies of printed originals, you need only read them electronically or printed from the database. You are not required to obtain a paper copy of the original printed article. Use the following reference format:

Source	How to Cite
Hard copy: Electronic or printed copy not located through an electronic database or obtained via interlibrary loan journal article request	Anderson, B., & Cathcart, D. (1993). Whole language and the learning disabled child: A new perspective. <i>Journal of Research in Special Education</i> , 72(1), 192-215.
Full-text article with digital object identifier (DOI)*: Electronic or printed copy obtained from an electronic database, such as ERIC or Education Full Text. *Digital Object Identifier is a character string (a "digital identifier") used to uniquely identify a digital object, such as an electronic document. If	Anderson, B., & Cathcart, D. (1993). Whole language and the learning disabled child: A new perspective. <i>Journal of Research in Special Education</i> , 72(1), 192-215. doi: 12.1346/0123-8934.31.6.456 Smith, A., & Jones, B. (2002). Integrating EBD students in a regular second-grade classroom. <i>Journal of Psychology &</i>

<p>a DOI is provided, no retrieval information is necessary.</p>	<p><i>Primary Education</i>, 14, 17-29. doi: 192-215, 12.346/123-8934.31.6.456</p>
<p>Full-text article without DOI: Electronic or printed copy obtained from an electronic database, such as ERIC or Education Full Text.</p>	<p>Carter, L. (2011). Technology and the classroom: The impact of computers on creative writing in the primary classroom. <i>Writing & Technology</i>, 2, Article 0042b. Retrieved from Education Full Text</p>
<p>Full-text article: Electronic or printed copy obtained from the internet.</p>	<p>Notice how italics extend through the volume number, but not through the parentheses and issue number.</p> <p>Anderson, B., & Cathcart, D. (1993). Whole language and the learning disabled child: A new perspective. <i>Journal of Research in Special Education</i>, 72(1), 192-215. Retrieved from http://www.specialeducation.edu/wholelanguage/resources/0932</p>
<p>Full-text article: Obtained from the journal publication website.</p>	<p>Carter, L. (2011). Technology and the classroom: The impact of computers on creative writing in the primary classroom. <i>Writing & Technology</i>, 2, Article 0042b. Retrieved from http://journals.nea.org/computers/volume2/comp0042b.html</p>

For all other types of print and media sources, consult the most recent version of the APA manual.

Secondary Sources

A secondary source interprets and analyzes primary sources. In the following example, Gardner wrote the original work cited by Smith, Jones, and Watkins. The capstone or dissertation writer does not read the original work by Gardner. When citing a secondary source, follow the examples below.

Example: Citing secondary sources within text

Gardner points out (as cited in Smith, Jones, & Watkins, 1999) that multiple intelligence theory presents special challenges for professionals working with gifted and talented children.

Example: Citing secondary sources in reference list

Smith, L., Jones, E., & Watkins, A. (1999) *Postmodern theories of intelligence*. Oakdale, MN: J. Putney & Co., Publishers.

ABSTRACT

The abstract includes your name and title of your dissertation or capstone, an overview of the dissertation or capstone topic, a brief mention of key influences, your method of study, and a summary of results. Abstracts, unlike the body of a dissertation or capstone, are single spaced with a maximum word length of 350 words.

Use the following examples to guide you in writing the abstract. If you have questions, refer them to your primary advisor or dissertation chair. Abstracts must be formatted in the same manner as the examples shown below.

EXAMPLES

Example: Capstone Title Page

HOW ART INTEGRATION INCREASES
CORE SUBJECT CONNECTIONS AND RETENTION

by

Stephanie R. Magnuson

A capstone submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Education.

Hamline University

Saint Paul, Minnesota

August 2012

Primary Advisor: Deborah Hoffman
Secondary Advisor: Amy Stevens
Peer Reviewer: Carol Zinter

Example: Dissertation Title Page

EXPLORING HOW FACULTY MEMBERS IN HIGHER EDUCATION RESPOND TO AN
ASSESSMENT OF
THEIR INTERCULTURAL COMPETENCY

by

Naomi Rae Taylor

A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctorate in Education.

Hamline University

Saint Paul, Minnesota

April 2014

Dissertation Chair: Vivian Johnson

Reader: Joyce A. Bell

Reader: Frank Hernandez

Example of Copyright Page

Copyright by
YOUR NAME IN CAPITAL LETTERS, YEAR
All Rights Reserved

Example of Dedication Page

To my family and friends for your continuous encouragement and support. Thank you to my Capstone Committee. Your guidance and patience helped me to complete this project. Special thanks to my research participants who helped to shape this Capstone. I have learned a great deal from you.

Example of Epigraph Page

“One who gains strength by overcoming obstacles possesses
the only strength which can overcome adversity”.
- Albert Schweitzer

Example of Acknowledgement Page

ACKNOWLEDGEMENTS

Special thanks to Mid-continent Research for Education and Learning (McREL) and to the Hay Group for permitting me to use their surveys for my research.

Example of Table of Contents Page

TABLE OF CONTENTS

CHAPTER ONE: Introduction.....	1
CHAPTER TWO: Literature Review.....	9

Decline of Reading in Adolescence.....	10
Definitions of Types of Readers.....	11
Other Definitions of Types of Readers.....	13
Motivation, Engagement, and Self-Efficacy.....	13
Motivation to Read Profile and Adolescent Motivation to Read Profile.....	19
Motivation to Read Profile.....	20

Remaining chapters follow above format.

Example of List of Tables Page

LIST OF TABLES

Table 1- Demographic Summary of Participants.....	69
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Example of List of Figures Page

TABLE OF FIGURES

Figure 1 Question one.....	44
Figure 2 Question two.....	45
Figure 3 Question three.....	46
Figure 4 Question four.....	47
Figure 5 Question five.....	48
Figure 6 Question six.....	49
Figure 7 Question seven.....	51
Figure 8 Question eight.....	52
Figure 9 Question nine.....	53

Examples of Abstract

Capstone Example:

Olivier, A. Integrating Differentiation into an Eighth Grade Thematic Social Studies Unit on the Civil War (2011)

The research question addressed in this project was, how does the integration of differentiation as part of a thematic unit affect student learning and achievement? It documents one teacher’s creation of an all-encompassing unit that individualized all aspects of student learning based on interest and readiness level. It integrated differentiation of process, content, learning environment, and product, based on Tomlinson’s research into the methods. The author documents the details of the unit and uses related research literature to construct meaning and validate the study. He describes both success and struggles in implementing the unit and concludes that: 1) differentiation, while time consuming and hard to implement, is a valuable strategy to use in the classroom to boost motivation and achievement for all learners; 2) struggling learners and special education students showed the greatest growth under this teaching model. (138 words)

Dissertation Example:

Hennen-Burr, J. The Transformative Leader: Style, Mindset, and Wisdom (2013)

The purpose of this study was to examine six formal public school leaders to learn the extent to which leadership style, mindset, and wisdom informed their work. In depth interviews were employed to allow six subjects to detail their beliefs and practices regarding transformational leadership in their respective settings. Findings suggest that transformational leaders possess an often-implicit growth mindset and intuitively utilize wisdom to guide their daily work. Implications for future research include the possibility that instruction in the concepts of mindset and wisdom might empower prospective transformational leaders by overtly surfacing these habits of mind. (96 words)