

Dissertation and Capstone Formatting Guide



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SCHOOL OF EDUCATION DISSERTATION AND CAPSTONE FORMATTING GUIDE

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USING THE DISSERTATION AND CAPSTONE FORMATTING GUIDE

This Hamline guide takes precedence over all previous format guides. Dissertations and capstones must be in compliance with format and style standards as outlined in this guide. Contact your dissertation chair, primary advisor, or capstone project facilitator 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* (2019) 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. A 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.

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, primary advisor or capstone project facilitator to determine the most effective means of displaying your data or work. If more than one display is used, titles must be consistent.

SPECIFIC FORMATTING GUIDELINES FOR DISSERTATION OR CAPSTONE

Preliminary Pages

The preliminary pages, all chapters and reference pages are numbered consecutively from the first page which is the Title Page. Please note: The title page is counted as page 1, but no number appears. 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).

Required preliminary pages include the Title Page, the Table of Contents, and the List of Tables/List of Figure (if applicable). The remaining pages are optional. The preliminary pages occur in the following order:

Title Page (required)

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 for committee members).

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 (see Appendix A for sample title pages).

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."

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.

Copyright Page (optional)

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. 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 Appendix B for sample copyright).

Dedication Page (optional)

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 numerals, center, bottom of the page (see Appendix B for sample dedication page).

Epigraph Page (optional)

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 Appendix B for sample epigraph page).

Acknowledgments Page (optional)

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 Appendix B for sample acknowledgments page).

Table of Contents Page(s) (required)

The heading TABLE OF CONTENTS in all capital letters is centered at 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 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 Appendix B for sample table of contents).

List of Tables, List of Figures (required, if applicable)

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 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 Appendix B for sample table and list of figure pages).

Components After Preliminary Pages

Chapters

Each chapter has these required elements: chapter number, chapter title, and headings. Please refer to the Capstone Thesis Completion Guide, the Capstone Project Completion Guide, or the Dissertation Guide for chapter titles. Chapter number and title are centered in all capital letters at the top of the page, and the text begins below the last line of the heading. 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 the chapters. Follow the latest edition of APA for how to organize and format the reference list.

The title REFERENCES appears in all capital letters at 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.

Bibliography (optional)

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 at 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 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.

Appendix (required, if applicable)

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 at the top of the page, and the text begins below the heading. The text on all other pages starts at the top of the page.

FORMATTING GUIDELINES FOR CHAPTER HEADING AND SUBHEADING

Headings and Subheadings

Please use the [5 heading levels](#) in the 7th edition of APA. The only adaptation for Hamline graduate students is to capitalize the chapter number. Examples of the levels:

CHAPTER ONE

Introduction (L1 - chapter title)

Background (L2 heading)

Indented text starts a new paragraph. Please note that a level 2 heading is flush left, boldface and title case. Double space all text.

Professional Experience (L3 heading)

Indented text starts a new paragraph. Note that a level 3 heading is flush left, boldface italic and title case.

First Teaching Experience. (L4 heading) Paragraph text continues on the same line as the heading. Note that a level 4 heading is indented, boldface, and title case ending with a period.

Lessons Learned During First Teaching Experience. (L5 heading) Paragraph text continues on the same line as the heading. Note that a level 5 heading is indented, boldface italics, and title case ending with a period. Note that a level 5 is not commonly used in capstones or dissertations.

FORMATTING GUIDELINES FOR CITATIONS

Quotations and Reference Citations

The general prevailing principle is to “give credit where credit is due.” Please use APA 7th edition for all [in-text citations](#). Please note that all citations with 40+ words need to be cited as long quotations.

Reference List and Bibliography

Please use APA 7th edition for [all reference citations](#) in your reference list and bibliography. The citation should provide the information the reader needs to find a source cited in your paper. All items cited in your paper should be in the reference list; and all items on the reference list should be cited in your paper. Be sure to do a final review before submitting your paper to the School of Education.

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.

APPENDIX A

Sample Title Pages

Example: Capstone Thesis Title Page (Blank)

TITLE OF CAPSTONE THESIS

by

Candidate's Full Name

A capstone thesis submitted in partial fulfillment of the requirements for the degree of
(identify your degree program here).

Hamline University

Saint Paul, Minnesota

Month Year

Primary Advisor:
Content Reviewer:
Peer Reviewer:

Example: Capstone Thesis Title Page (Capstone thesis example)

THE HMONG EXPERIENCE IN SCHOOLS

by

Jessica Buckless

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

Hamline University

Saint Paul, Minnesota

April 2017

Primary Advisor: Bill Lindquist

Content Reviewer: Joyce Bell

Peer Reviewer: Geng Lee

Example: Capstone Project Title Page (Blank)

TITLE OF CAPSTONE PROJECT

by

Candidate's Full Name

A capstone project submitted in partial fulfillment of the requirements for the degree of
(identify your degree program here).

Hamline University

Saint Paul, Minnesota

Month Year

Capstone Project Facilitator(s):

Content Expert:

Peer Reviewer: (*optional* - can be small group members in GED 8490)

Example: Capstone Project Title Page (Capstone project example)

TRAINING ADULT ESL VOLUNTEERS IN COLLEGE AND
CAREER READINESS STANDARDS

by

Cara Berger

A capstone project submitted in partial fulfillment of the requirements for the degree of
Master of Arts in English as a Second Language.

Hamline University

Saint Paul, Minnesota

December 2017

Capstone Project Facilitator: Trish Harvey
Content Expert: Abigail Bennett

Example: Dissertation Title Page (Blank)

TITLE OF DISSERTATION

by

Candidate's Full Name

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

Hamline University

Saint Paul, Minnesota

Month Year

Dissertation Chair:

Reader:

Reader:

Example: Dissertation Title Page (Dissertation Example)

UNDERSTANDING NONTRADITIONAL TRANSFER STUDENT CHALLENGES
AND PERSISTENCE TO DEGREE COMPLETION

by

Marcia L. Runnberg-Valadez

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

Hamline University

Saint Paul, Minnesota

July 2017

Dissertation Chair: Terri Christenson
Reader: Darryl Dietrich
Reader: Patricia Angulo

APPENDIX B

Samples of Preliminary Pages

Example of Copyright Page

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

Example of Dedication Page

DEDICATION

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

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Remaining chapters follow the above format.

Writers may use the Table of Contents (with page numbers) supported by Google Docs.

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Examples of Abstract

Capstone Thesis Example:

Zimanske, C. (2017). *How Reading through Literary Lenses Impacts the Quality of High School Students' Arguments.*

The research question addressed in this study was: how does teaching high school students to analyze text through literary lenses impact the quality of students' arguments? Topics explored in the review of the literature include the context of struggling readers, literary theory and literary lenses, teaching literary theory to secondary students, and argument writing. A cohort of 18 struggling readers in a co-taught high school English class were instructed to shift their reading focus from finding meaning to constructing meaning. To accomplish this, students were familiarized with the tenets of three literary lenses (social-class, gender/feminist, and psychological) and guided through the process of collecting evidence, analyzing said evidence for patterns, and using those patterns to inform an argumentative assertion about the text. In the first unit, students generated concrete arguments about a character; in the second unit, students generated abstract arguments using a literary lens. A mixed methods approach was used to track growth. Both quantitative and qualitative data collection tools were used, including student self assessment rubrics, teacher rubrics, student self-concept and reflection surveys, and teacher and co-teacher observation journals. Data revealed minimal change in the quality of students' written arguments, possibly due to an increase in difficulty from the first task to the second; however, students reported substantial improvement in their attitude toward reading, a greater value of their learning, and higher confidence in their reading and writing ability. Ultimately, the results of this study suggest that struggling high school readers are capable of using literary lenses. Limitations, implications, and recommendations for future research are discussed. (258 words)

Capstone Project Example:

Anderson, B. (2017). *Using Dr. Howard Gardner's Theory of Multiple Intelligences to Connect 4th-8th Grade Students to Nature*

Research has demonstrated that early and frequent exposure to nature and the outdoors has a range of physical, mental, emotional, social, and educational benefits. The curriculum designed for this project focuses on using Dr. Howard Gardner's theory of multiple intelligences to connect 4th -8 th grade students to nature, in order to harness the benefits of nature exposure and increase student's environmental-literacy. Multiple intelligences have been implemented in a number of formal classroom settings for decades, but research on how they have been used in the environmental and outdoor education fields is limited. The project involved creating a diverse curriculum that engages students with nature through activities that utilize the eight multiple intelligences defined by Dr. Gardner. The curriculum will primarily be used in a non-formal environmental education center, but is adaptable to a variety of environments and time constraints, and includes activities designed so that even educators with a limited science background and experience can use them effectively. The goal of the project is to help students create a personal connection to nature and the outdoors, and help them develop into healthy and environmentally-literate individuals who better understand and care about current and future environmental issues. (197 words)

Dissertation Example:

Xiong, P. V. (2017). *Perceptions from School Principals About the Role of Schools in Developing Student Leadership*.

Student leadership within the elementary school is a newer concept and has not been researched or implemented widely. However, there are some elementary schools that have been developing student leadership. This research focused on gathering the perceptions of elementary school principals toward the role of the school in developing student leadership. This qualitative research followed a grounded theory process. Data collection methods involved gathering data from an online survey, elite interviews, and field observations, which allowed a triangulation of data and findings. Participants from a midwestern metro area were selected for this research based on an online search for schools with terms and phrases related to social emotional learning and student leadership written in the school description, mission, or vision. There were nine school principals who completed the online survey, two principals who participated in elite interviews, and two school sites that participated in the field observations. Findings suggested that several roles and values were important for implementing and sustaining student leadership. Schools developed student leadership when principals aligned resources and provided positive communication, staff and students connected within the community and developed moral identities, and students developed leadership through real-world experiences. Areas for future research include a study on the specific values and beliefs of principals in schools developing student leadership, the specific framework for implementing student leadership and what student leadership opportunities exist in schools, and the impact of student leadership on future ethical leadership. (237 words)