

Project Sample Capstone Review: Option B

(APA Manual 6th Edition – Fall 2010)

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Updated Fall 2010

Sample Cover Page

From the 1-inch top margin, text begins on line 33, typed in upper and lower case, single-spaced, and centered. Do not place a page number on this page.

SAMPLE

School of Graduate Studies
Bemidji State University
1500 Birchmont Dr NE, #27
Bemidji, MN 56601-2699
218-755-2027

Sample Title Page

Establish a left margin of 1.5 inches on ALL pages for binding purposes and be certain to maintain a margin of at least 1 inch on the top, right, and bottom of the page. Roman numeral page numbers are to be used on Front Matter pages and must be ½ inch from top edge and flush with right margin. Center all text within those margins. Use this page as a model. (Use the same font size as that used in the body of the paper. The smaller font here is to allow the example to fit on one page.)

CAPSTONE PROJECT I IN SPECIAL EDUCATION
CURRICULAR ACTION RESEARCH PROJECT:
“Modified Reading Unit: Language Assessment Portfolio”

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CAPSTONE PROJECT II IN SPECIAL EDUCATION
CURRICULAR ACTION RESEARCH PROJECT:
“Documented Activity Unit: Transition Folder”

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CAPSTONE PROJECT III IN SPECIAL EDUCATION
CURRICULAR ACTION RESEARCH PROJECT:
“Resource Directory: Individual Application Journal”

(1 blank line)

by

(1 blank line)

John E. Doe

(7 blank lines)

(line is 20 spaces long)

(7 blank lines)

A Capstone Review Project Submitted to the Faculty of the
DEPARTMENT OF PROFESSIONAL EDUCATION

(1 blank line)

In Partial Fulfillment of the Requirements
For the Degree of

(2 blank lines)

MASTER OF SCIENCE IN SPECIAL EDUCATION

(2 blank lines)

BEMIDJI STATE UNIVERSITY
Bemidji, Minnesota, USA

(1 blank line)

June 2011

Sample Statement by the Author and Approval Page

The Title and Statement by the Author must begin 3 inches from the top edge of the paper or 11 blank lines from the 1-inch top margin. Roman numeral page number must be ½ inch from top edge and flush with right margin.

STATEMENT BY THE AUTHOR

(1 blank line)

Brief quotations from this capstone review project are allowable without special permission, provided accurate acknowledgement of the source is indicated. Requests for permission to use extended quotations or to reproduce the manuscript in whole or in part may be granted by Professional Education Department or the Dean, School of Graduate Studies when the proposed purpose is in the interest of scholarship. In all other instances, however, permission must be obtained from the author.

(1 blank line)

Signed: _____

(Student: Please sign final paper before you submit it to your advisor.)

(3 blank lines)

(line is 50 spaces, centered)

(2 blank lines)

APPROVAL BY CAPSTONE REVIEW PROJECT ADVISOR

(2 blank lines)

THIS CAPSTONE REVIEW PROJECT HAS BEEN APPROVED ON THE DATE SHOWN BELOW:

(3 blank lines)

(Name of Professor),
Committee Chair
Professor of Special Education

Date

Dean, School of Graduate Studies

Date

Sample Combined Abstract

*The titles in the title page, combined abstract, and individual abstracts must be identical. The combined abstract should not exceed 300 words. Margins: 1.5" left, 1" top, right, and bottom. **Center all text vertically within the margins. Roman numeral page numbers must be ½ inch from top edge and flush with right margin.***

CAPSTONE PROJECT I IN SPECIAL EDUCATION
CURRICULAR ACTION RESEARCH PROJECT:
"Modified Reading Unit: Language Assessment Portfolio"

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CAPSTONE PROJECT II IN SPECIAL EDUCATION
CURRICULAR ACTION RESEARCH PROJECT:
"Documented Activity Unit: Transition Folder"

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CAPSTONE PROJECT III IN SPECIAL EDUCATION
CURRICULAR ACTION RESEARCH PROJECT:
"Resource Directory: Individual Application Journal"

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John E. Doe

(2 blank lines)

This capstone review project contains three curricular action projects consisting of three portfolios designed for teaching/working among students with special needs such as learning disabilities or emotional behavioral disorders. One portfolio (ED 6620, Learning Disabilities II) is a modified reading unit on *The Trumpet of the Swan*, by E. B. White. Another portfolio (ED 5717, Curriculum Techniques with Special Populations) focuses on an activity practicum done among students with special needs and among the general population. The last portfolio (ED 5650, Collaborative Techniques for Special Education) consists of a resource directory.

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Approved by:

(2 blank lines)

Committee Chair

Date

Committee Member

Committee Member

Graduate Faculty Representative

(1 blank line between Committee Chair and signature lines throughout)

Sample Acknowledgements (OPTIONAL)

Roman numeral page number must be ½ inch from top edge and flush with right margin. Text should begin 3" from top of paper or 11 blank lines from the 1-inch top margin. Margins: 1.5" left, 1" right and bottom.

ACKNOWLEDGMENTS (2 blank lines)

The author wishes to thank John Q. Public
for his special assistance in the
preparation of this project.

SAMPLE

Sample Table of Contents

Roman numeral page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom. Center all text vertically within the margins unless the TOC extends beyond one page.

Headings must be presented in a format identical to the format used in text.

(small Roman numeral)

TABLE OF CONTENTS		Page
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CAPSTONE PROJECT I IN SPECIAL EDUCATION CURRICULAR ACTION RESEARCH PROJECT: "Modified Reading Unit: Language Assessment Portfolio"		
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References	(1 blank line)	2
Appendix	(2 blank lines)	3
CAPSTONE PROJECT II IN SPECIAL EDUCATION CURRICULAR ACTION RESEARCH PROJECT: "Documented Activity Unit: Transition Folder"		
(1 blank line)		
Abstract	(1 blank line)	4
References	(1 blank line)	5
Appendix	(2 blank lines)	6
CAPSTONE PROJECT III IN SPECIAL EDUCATION CURRICULAR ACTION RESEARCH PROJECT: "Resource Directory: Individual Application Journal"		
(1 blank line)		
Abstract	(1 blank line)	7
References	(1 blank line)	8
Appendix	(1 blank line)	9

Sample Individual Abstract, Project I

Arabic page number must be ½ inch from top edge and flush with right margin. Margins are 1.5” left, 1” top, right, and bottom.

The titles in the title page, combined abstract, and individual abstracts must be identical. References and Appendices, on separate pages, on a separate page, should immediately follow each project.

(Arabic page number)

CAPSTONE PROJECT I IN SPECIAL EDUCATION
CURRICULAR ACTION RESEARCH PROJECT:
“Modified Reading Unit: Language Assessment Portfolio”

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Abstract

(2 blank lines)

Due to the quantity of materials involved with the Curricular Action Research Project, a language assessment portfolio, the project is not included in this paper. The graduate student will notify the members of the committee of its availability. The following is a brief description of the project.

(1 blank line)

A language assessment portfolio was created for a modified reading unit on *The Trumpet of the Swan*, by E. B. White, and is comprised of formal and informal assessments of a learner with language impairments. This portfolio includes (a) the first transcription of the student and me, (b) a second transcription of the student and me, (c) strategy transcription done with the student and me, (d) language strategy used, (e) strategy site contents/activities, (f) class manual, (g) class notes, (h) chapter terms and questions, (i) four reaction journals, (j) handouts and various assignments, and (k) journal articles.

Sample References

Arabic page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom.

Follow instructions in your project/paper manual and the Handbook:

*Publication Manual of the American Psychological Association 5th Edition** – see Chapter 4, Reference List (pp. 215-281, 299)

- **References** – only the sources that are cited in your thesis or research paper
- **Bibliography** – sources for background or for further reading; you may include descriptive notes with the source listings
- **Annotated Bibliography** – contains additional information about the reference source; formatting will require additional guidance from your committee

* Only students who began their program before Fall 2010 may use APA 5th or 6th Edition. All students who start their program in Fall 2010 or beyond are required to use APA 6th Edition

The following formats are used for APA. **If a resource listing breaks between two pages, start the resource on a new page.**

Format 1: hanging indent, single spaced, 1 blank line between each resource.

(Arabic page number)

References

(1 blank line)

Kyle, R. M. J. (1965). *School-to-work transition and its role in systemic reform of education*. Washington, DC: National Institute for Work and Learning, Academy for Educational Development.

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Luecking, R., & Fabian, E. (2000). Paid internships and employment success for youth in transition. *Career Development for Exceptional Individuals*, 23(2), 205-210.

(1 blank line)

National Organization on Disability. (2002). *What is the employability gap?* Retrieved December 2, 2004, from <http://www.nod.org/content.cfm?id=968>

Format 2: hanging indent, double spaced throughout.

(Arabic page number)

References

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Kyle, R. M. J. (1965). *School-to-work transition and its role in systemic reform of*

education. Washington, DC: National Institute for Work and Learning, Academy
for Educational Development.

Luecking, R., & Fabian, E. (2000). Paid internships and employment success for youth in
transition. *Career Development for Exceptional Individuals*, 23(2), 205-210.

National Organization on Disability. (2002). *What is the employability gap?* Retrieved
December 2, 2004, from <http://www.nod.org/content.cfm?id=968>

Sample Individual Abstract, Project II

Arabic page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left; 1" top, right, and bottom.

The titles in the title page, combined abstract, and individual abstracts must be identical.

References and Appendices, on separate pages, should immediately follow each project.

(Arabic page number)

CAPSTONE PROJECT II IN SPECIAL EDUCATION
CURRICULAR ACTION RESEARCH PROJECT:
"Documented Activity Unit: Transition Folder"

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Abstract

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Due to the quantity of materials involved with the Curricular Action Research Project, a transition folder, the project is not included in this paper. The graduate student will notify the members of the committee of its availability. The following is a brief description of the project.

(1 blank line)

A portfolio for Collaborative Techniques for Special Education was created for this project. The portfolio contains (a) information, samples, and suggestions regarding the five areas of transition: employment, recreation and leisure, home/independent living, community participation, and postsecondary training and learning opportunities; (b) transition resources and links; (c) transition and the IEP; (d) transition planning; (e) sample evaluations, assessments, and summaries; (f) a guide for IEP development; (g) information regarding occupational skills programs; and (f) various evaluations and assessments used today.

Sample Individual Abstract, Project III

Arabic page number must be ½ inch from top edge and flush with right margin. Margins are 1.5” left; 1” top, right, and bottom.

The titles in the title page, combined abstract, and individual abstracts must be identical.

References and Appendices, on separate pages, should immediately follow each project.

(Arabic page number)

CAPSTONE PROJECT III IN SPECIAL EDUCATION
CURRICULAR ACTION RESEARCH PROJECT:
“Resource Directory: Individual Application Journal”

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Abstract

(2 blank lines)

Due to the quantity of materials involved with the Curricular Action Research Project, an individual application journal, the project is not included in this paper. The graduate student will notify the members of the committee of its availability. The following is a brief description of the project.

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(Detailed description, double spaced)