



COLLEGE OF CONTEMPORARY
LIBERAL STUDIES

MASTER OF ARTS
CAPSTONE GUIDELINES

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Introduction

Capstone Options

All MA students must complete a capstone project as part of the requirements for their degree. The specialization the student has chosen to study dictates to some extent the options a student may select for meeting capstone requirements. The intent of this document is to describe and provide guidelines for the options available to students. Students may choose one of the following options.

1. Comprehensive Capstone Course
2. Internship Project
3. Service Project
4. Literary Project
5. Fine Arts Show
6. Individualized Capstone Project
7. Thesis
8. Research Project
9. Applied Project

Note: Sample pages that describe the format of capstone projects are located in the appendices at the end of this document.

Comprehensive Capstone Course

MAPC 694 MA Comprehensive Capstone is a three credit course offered at least once per semester in a classroom based format or in a week-end intensive format or in directed study format. This course will satisfy the capstone requirements for your MA degree. The purpose of this course is for students to design discipline specific deep questions focused on core competencies in their specialization, write graduate level responses, and integrate content from course work and research as necessary to provide a comprehensive response to each question. Questions include specific connections to the Regis mission. The format of written responses to questions will be determined by the faculty member facilitating the course. The student will also prepare and deliver an oral presentation to the faculty and other students at a symposium that is offered each semester. The grade for the course will include the oral presentation.

Internship Capstone Project

Students who have chosen a specialization that will help them prepare for a new career may find an internship to be an integral part of their degree plan. Such degree plans may include the internship as a credit bearing individually designed course or may include the internship experience as a basis for their capstone project, in which case the internship is completed as a part of MAPC 688 and 696. If the internship is to be the basis of a capstone project, the final written paper will describe how the internship integrates and demonstrates mastery of the student's specialization.

Internship Defined

An internship is defined as a volunteer or paid work experience in a for-profit or non-profit company. The purpose of an internship is to enhance a student's experience in the field for which he or she is preparing. The length of the internship may vary depending on the employer and the position. However, the experience is expected to be significant and should engage the student for 150 hours or more. The internship may or may not require actual seat time in the organization associated with the internship.

Content and Format

The final written paper will be divided into five chapters as follows:

- Chapter 1: Introduction
- Chapter 2: Review of Literature or Project Research
- Chapter 3: Methods or Internship Plan
- Chapter 4: Internship Project
- Chapter 5: Discussion

An internship based capstone project requires careful planning and execution. **Preliminary arrangements for internships should be accomplished before you enroll in MAPC 688 or 696.** Students should contact their faculty advisor to discuss the project you plan to undertake, including all the details of the planning you have accomplished or plan to accomplish. You should seek conceptual approval of your plans before developing a proposal. Should you need assistance in locating an organization in which you can make arrangements for an internship experience, please contact your faculty advisor for assistance. Your faculty advisor may also be able to provide contacts and resources you will need to make internship arrangements. Once you have identified the organization with which you would like to work you should make contact with the contact person in that organization to discuss their needs. You should then be sure your faculty advisor is aware of your plans. Finally, prepare a **proposal** to submit to your faculty advisor for approval. This proposal will describe the

background and need for the internship as well as details of where and when the internship will occur, and what the student expects to accomplish by completing an internship. The proposal should also identify the contact person at the location of the internship and the work and activities that are expected to be included in the internship. Other details may also be included. When the faculty advisor has approved the project the internship may begin. The student should enroll in MAPC 688 as a directed study course with an instructor approved by the faculty advisor for the term most closely aligned with the internship experience.

Since a minimum of 150 hours are required for the internship experience the student should plan to keep a daily journal documenting his or her experiences. The outcome of MAPC 688 will consist of Chapters 1, 2 and 3 as described below. Chapters 1, 2 and 3 may be completed during the internship experience or after the internship experience is completed.

Chapter 2 Internship Project and Chapter 3 Discussion may be completed while you are completing your internship or after you have completed the internship. Chapters 4 and 5 are to be completed as part of the course requirements for MAPC 696 Capstone Project.

Chapter 1: Introduction (Proposal)

- The first section of this chapter is an introduction to the internship project. You should discuss your interests in working with the organization you have chosen and your own motivation to undertake an internship. In this section you should also provide details about the organization with which you plan to work. You may also discuss the needs of the specific organization with which you plan to intern, and the specific areas where you can contribute to this organization.
- The second section of this chapter is a complete description of the problem that led you to elect the internship project and how your planned experience will address that problem. A description of the learning experiences you hope to incorporate into your internship should follow. What is the purpose of your project? What do you hope to accomplish with this project? If there are products or services to be developed or provided by you, please describe them and the need for them. Conclude this section with a description of how these planned experiences will assist you as you pursue your career.

Chapter 2: Review of Literature or Project Research

- This chapter is a review of relevant research that relates to the problem you are addressing in your internship and research that

relates to the work of organization in which you are interning. Questions such as the following should be addressed in this chapter. What have other researchers and/or writers already learned about the career you have elected to pursue? What credentials and qualifications are required? What is the best path to prepare yourself academically and experientially for the career you plan to undertake?

Chapter 3: Method or Internship Plan

- This chapter is a complete, detailed description of how this project will be carried out from its inception to its conclusion. All details of how the project will be accomplished and the associated procedures used in planning the project are to be included in this section.
- At a minimum, the student should include in this section a plan for maintaining a journal that documents all activities and experiences associated with the internship.
- The student may also plan to collect written artifacts to help document the internship experience.
- Questions such as the following should be addressed in this chapter: What was the original purpose of the internship. What meetings were held, with whom and what was discussed? What agreements were reached in the initial meetings about the work the internship will include? Who will supervise the activities of the intern? What are the expectations of the organization in which the internship is to occur? How many hours are planned to be a part of the internship and when will the internship begin and end? What days and hours will the intern be expected to work?

Chapter 4: Internship Project

- In this chapter provide the reader with a complete and detailed description of your internship experience. You should begin with a review of the issues and problems that you hoped to address in this project and how you planned your experience. You may organize this chapter into sub sections that are appropriate to a clear, logical and well documented description of your experience. You may want to include a review and analysis of your journal. You will also want to include a complete description of the work you did in your internship and the value you derived from the work. If you developed a product or service for the organization or population you should include a complete description of what you did, including the document or other artifact in its entirety. Conclude this chapter with a chapter summary section.

Chapter 5: Discussion

- In this chapter discuss what you learned from your internship project.
- The first section of this chapter should include an introduction and some reflection about the experience you had with this project. Some questions you may want to address are: What were the unmet needs of the organization with which you interned? How was your project able to address the problem/need you discussed in Chapter 1? What were the most positive aspects of your experience? What were the least positive elements? What would you do differently if you were doing the project again?
- The second section of this chapter should include a detailed discussion of how this project allowed you to demonstrate your mastery of your MA specialization.
- A third section should discuss what you learned from your experience and how that learning has influenced your view of the future. Some questions you may want to address are: What conclusions have you reached about how you were able to provide service to the target population? What would you have liked to do that you were not able to do? What unmet needs still exist? How can these needs be met in the future?
- Conclude with a chapter summary section.

Service Capstone Project

A service based capstone project requires careful planning and execution. Students should contact their faculty advisor to discuss the project they plan to undertake, including all the details of the planning you have accomplished or plan to accomplish. You should seek conceptual approval of your plans before developing a proposal. Should you need assistance in locating an organization or underserved group with which to work you should request that your faculty advisor contact the CPS Service Learning office. Numerous opportunities have already been identified by that office. Once you have identified the group or organization with which you would like to work you should make contact with the organization or contact person to discuss their needs. You should then be sure your faculty advisor is aware of your intent. You should then prepare a detailed plan of action to submit to your faculty advisor for approval.

With approval of your faculty advisor you will begin your capstone project by preparing a proposal, consisting of Chapter 1 as described below. This product will be completed during your enrollment in MAPC 688 Capstone Planning. **Please do not begin your project until your proposal has**

been approved by your faculty advisor. Chapter 2 Service Project and Chapter 3 Discussion will be completed after you have completed the service project and during the time you are enrolled in MAPC 696 Capstone Project.

Chapter 1: Introduction (Proposal)

- The first section of this chapter is an introduction to your project. You should discuss your interests in working with underserved populations and your own motivation to undertake a service project. You should also discuss the particular group you have chosen and provide details about the group or organization with which you plan to work.
- The second section of this chapter is a complete description of the problem that led you to select the underserved population that your project will address. You may want to address the following questions: Why is this population important to you and what issues or problems that face this group are to be addressed in this project. What is the purpose of your project? What do you hope to accomplish with this project? If there are products or services to be developed by you, please describe them and the need for them.
- The third section of this chapter is a review of relevant research that relates to the problem and the underserved group you plan to serve. This is the equivalent of a review of literature for other projects. You may want to address the following questions: What have other researchers and/or writers already learned about serving the needs of the population you are addressing? What are the needs that have not been addressed? How can you contribute to this group or organization?
- The fourth section of this chapter is a complete, detailed description of how this project will be carried out from its inception to its conclusion. At a minimum, the student should plan to maintain a journal that records all activities and experiences to be a part of the experience. All other details of how the project will be accomplished are to be included in this section.
- The fifth section is to be a chapter summary, describing what is included in the chapter and setting the stage for the following chapter.

Chapter 2: Service Project

- This chapter is the place to provide the reader with a complete and detailed description of your service learning experience. You should begin with a review of the issues and problems that you hoped to address in this project and how you planned your experience. You may organize this chapter into sub sections that are appropriate to a clear, logical and well documented description of your experience. You

may want to include a review and summary of your journal. If you worked directly with the underserved population you should provide a complete detailed description of those experiences. If you developed a product or service for the organization or population you should include a complete description of what you did, including the document or other artifact in its entirety.

Chapter 3: Discussion

- This chapter is the place to discuss what you learned from your project and how you were able to provide a service or product for the target audience.
- The first section of this chapter should include an introduction and some reflection about the experience you had with this project. You may want to address the following questions: What were the unmet needs of this population or organization? How was your project able to address the problem/need you discussed in Chapter 1? What were the most positive aspects of your experience? What were the least positive elements? What would you do differently if you were doing the project again?
- The second section of this chapter should include a detailed discussion of how this project allowed you to demonstrate your mastery of your MA specialization.
- A third section should discuss what you learned from your experience and your view of the future. Discuss conclusions have you reached about how you were able to provide service to the target population. Other questions you may want to address are: What would you have liked to do that you were not able to do? What unmet needs still exist? How can these needs be met in the future?

Creative Writing Capstone Project

Creative Writing capstone projects are reserved for students who are specializing in literary pursuits, such as writing a novel, a collection of poetry, short stories, creative nonfiction, a literary memoir, a screenplay, or a play (or a combination of forms or an invention of a form). MAPC 688 Capstone Planning is required for this capstone project; however the course learning contract is designed specifically for creative writing projects. A learning contract is available from the student's advisor. This course will include the following components:

- **Chapter 1. GENESIS.** (5-10 pages) This chapter is a discussion of the "genesis" of the project. That is, a description of why is the student is doing this particular project and what the project is, how the

project began, the depth and length of the planning that has been developed so far, and the meaning of the project to the student. The student should think of this chapter as a creative overview.

- **Chapter 2. CONTEXT.** (10-20 pages) This chapter is a narrative discussion of the context of the project. This chapter will include a description of the work of authors that have inspired the student to pursue this particular project. Also, the student will describe his or her place in the specific genre (or sub-genre) in which he or she is working, or if he or she is breaking form with specific genres and why he or she is doing so. Essentially, this is a description of the student's proposed project in context of other similar literary work, a description written as a narrative, not simply an annotated bibliography. This part of the project will also include references and appropriate citations.
- **Chapter 3. WRITING PROCESS.** This chapter is a discussion of the student's view of or relationship to the writing process and will include a discussion of the student's origins in writing, how he or she learned to write and how he or she has improved writing skills over time. This chapter should include references to books on writing the student has used. Also to be included in this chapter is a description of the work that has already been accomplished in preparation for the project.

When MAPC 688 has been completed and the student's faculty advisor has approved the project, she or he will enroll in MAPC 696 MA Capstone. The literary work that was proposed in MAPC 688 will be completed in this course.

- **Chapter 4. LITERARY WORK.** When the work is completed it becomes Chapter 4 of the final paper and will be added to the first three chapters prepared in MAPC 688. The entire paper, including all four chapters is to be submitted by the end of MAPC 696. The facilitator will review and evaluate the final paper to determine the grade for MAPC 696. The student will submit the final paper to his or her faculty advisor for final approval.

Fine Arts Capstone Project

Fine arts capstone projects are reserved for students specializing in fine arts. MAPC 688, Capstone Planning is required for the fine arts capstone project, however, the course learning contract is designed specifically for fine arts projects. A learning contract that describes the requirements for this course

in detail is available from the student's advisor. The student will work collaboratively with the faculty advisor and the faculty member facilitating Capstone Planning. For the purpose of this statement of guidelines, the following is a summary description of what is included in the learning contract.

- **Complete Body of Work.** Students will complete and prepare for exhibition (framing, mounting, etc.) of eight to twelve pieces of their best work.
- **Update supportive materials.** Students will design or revise a website and blog, create or update a digital portfolio, author or update an artist's brand statement, author or revise an artist's statement about your show and author or update a short "gallery" biography.
- **Contract an exhibition space.** Students will locate and arrange for suitable space in which to exhibit their work. Students may partner with other students as needed and possible. Due consideration should be given to lighting in the exhibition space.
- **Confirm the exhibition schedule and prepare for the show.** There are numerous issues involved in scheduling and preparing for the exhibitions, including but not limited to the following: budget, dates, invitations mailing lists, brochures/takeaway materials, public relations/advertising, sale of work, delivery of work, installation/hanging the show, lights, opening, supervision, representation agreements, written and presentation requirements, plan for gathering feedback and other documentation.
- **Seek approval of the exhibition plan.** The student should contact their faculty advisor to review all plans for their exhibition for final approval at the end of Capstone Planning.

MAPC 696, MA Capstone is to be completed in the term in which the student's work is to be exhibited. While no learning contract is used in the completion of this course, the following guidelines apply to the completion of this course:

- **Carry out the exhibition as planned.** At the exhibition the student will deliver a verbal overview of the exhibition to those attending the event. Each piece of artistic work on display will be discussed by the artist. The artist will also present and discuss their artist's statement. Feedback from faculty, colleagues and visitors will be collected. A portfolio of digital images, exhibition documents and feedback will be developed and submitted to the faculty member facilitating MA Capstone. A final review of all documentation will be conducted by the facilitator to determine the course grade.

- **Prepare and deliver a presentation.** Students will present an overview of their exhibition to other students and faculty at a MA symposium closest to the date of their exhibition. This presentation will focus on “Content”, “Description” and “Delivery”. A detailed description of the requirements for this presentation are available from the faculty advisor.

Individualized Capstone Project

Students may choose a capstone project that does not necessarily fit into one of the previously described capstone project types. The Individualized Capstone Project must meet the following general guidelines to be approved.

A significant problem or issue must be described in detail. This discussion should define the relevance of the problem or issue in light of the student’s field of study and in light of the student’s learning goals. The discussion should include a clear definition of how the proposed individualized capstone project will demonstrate the student’s mastery of their specialization. A detailed background of the problem must be presented, including a review of what experts, writers and scholars have said about the problem or issue being addressed.

The student may use content and format options that go beyond the limits imposed by other capstone types. However, these exceptions must be clearly defined and approved by your faculty advisor as part of your proposal. A clear and coherent rationale must be presented to justify your proposal.

The student may also use methods that go beyond the limits imposed by other capstone types. These exceptions must also be clearly defined and approved by your faculty advisor as part of your proposal. A clear and coherent rationale must be presented to establish how alternative methods will accomplish the purpose of the project and how such methods will demonstrate student mastery of specialization.

A meeting with your faculty advisor early in your program is strongly recommended if you are considering an Individualized Capstone Project. Such discussion should begin when you enroll in MAPC 603 Graduate Seminar as one requirement for this course is to bring clearer definition to your capstone project.

Thesis

The thesis may be best described as an investigation of a significant academic theory, question, problem or hypothesis that results in a formal academic paper suitable for publishing in an academic journal. A thesis typically employs a descriptive, comparative, or experimental research designs using either quantitative analysis or qualitative analysis methods or both. Additional details about design options are included below. The final written paper will be divided into five formal chapters as follows:

- Chapter 1 Introduction
- Chapter 2 Review of Literature
- Chapter 3 Method
- Chapter 4 Results
- Chapter 5 Discussion

Research Project

While a research project is similar to a thesis, it is focused on the study of a question, problem, and/or hypothesis, that is of a practical nature and it is often described as a field study. Topics suitable for a field study are often drawn from problems experienced in a professional or employment related setting. The results of a field study are typically applied to address issues found in organizational settings. A research project typically employs a descriptive, comparative, or experimental research designs. Additional details about design options are included below. The final written paper for a research project will include the same chapter headings as a thesis.

Applied Project

The applied project is a specific type of Project and may be best described as the creation, development, or improvement of a product (e.g., a curriculum, or a training manual) which has immediate applicability in the student's chosen employment/profession or which is related to a strong personal or professional objective of the student. The final written paper for an applied project will include the same chapter headings as a thesis.

Content and Format for Thesis, Research and Applied Projects

All thesis, research and applied research projects require both MAPC 688 Capstone Planning and MAPC 696 MA Capstone. All of these capstone projects will follow the format described below.

Preliminary Pages

These introductory pages include the elements listed below. Examples are provided in the noted appendices to this manual:

1. Title Page (see Appendix B),
2. Approval Page (see Appendix B),
3. Abstract (see Appendix C),
4. Table of Contents (see Appendix C), and
5. List of Tables/Figures (optional; see Appendix C).

Title Page

The title should be a concise statement of the main topic and should identify the actual variables or issues under investigation and the relationship between them. A good title should be fully explanatory when standing alone. Avoid words that serve no useful purpose. Do not use abbreviations in the title; spell out all terms. The title should be no longer than 12-15 words (see Appendix B for the required format).

Approval Page

The approval page includes the title, the name of the student, and approval signatures of the Faculty Advisor and the Facilitator. An example of the required format is displayed in Appendix B.

Abstract

The abstract is a brief, comprehensive summary of the contents of your project, including the derived conclusions and implications (see Appendix C). It allows the reader to attain a quick overview of the content and scope of your research. A good abstract is accurate, self-contained, concise and specific, non-evaluative, and coherent and readable. An appropriate length for the abstract is between 75-150 words, depending on the nature and complexity of the work.

Table of Contents

This piece is self-evident. An example of the required format is displayed in Appendix C of this manual. The List of Tables and List of Figures are optional depending on whether tables and/or figures were used in the Research Project.

Chapter 1: Introduction

In Chapter 1, Introduction, a description of the problem under study is presented. The intended research strategy is described. In this section of the Research Project, it is important to establish not only *what* problem you intend to study but also *why* it is important or relevant and *how* you intend to resolve the problem. Describe how your research is related to previous work in the area by briefly referring to the central arguments and/or available data which make your research important and timely. If you have developed hypotheses or research questions with regard to your research, this would be a good place to advance a formal statement and rationale for each one. A good introduction leaves the reader with a clear picture of what is being done and why.

Chapter 2: Review of Literature

The purpose of Chapter 2, the Review of Literature, is to develop a comprehensive background for the problem under study. Whereas in the Introduction, you have briefly referred or provided an overview to the relevant arguments and data which caused you to be interested in this area of study, in the Review of Literature, you are expected to demonstrate familiarity with all relevant findings with regard to the problem under study. In a good Review of the Literature, you should avoid references with only tangential or general significance. Instead, pertinent findings, relevant methodological issues, and major conclusions are emphasized. In your evaluation of the materials you present, be careful to avoid personal opinion and treat controversial issues with objectivity. The goal is to demonstrate the logical continuity, that is, the existing evidence and reasoning, between previous work and your present work. Begin this Chapter with a clear statement of the problem which indicates the scope of the issues which you will address.

Chapter 3: Method

In Chapter 3, the Methodology section, you describe in detail how the Research Project will be conducted (i.e., the proposal) or was conducted in the final draft (i.e., the completed project). Such a description enables the reader to evaluate the appropriateness of your methods and the reliability and validity of your results. The information provided here should be sufficiently detailed to allow other researchers to replicate the study if they so desire.

In descriptive, comparative, and experimental designs, the Method section is where you describe the participants in your Research Project, the

measurement apparatus, and the procedure in appropriately identified subsections. *If you are using an applied project design*, you would use this section to provide a detailed account of your procedures and the rationale for their selection. This is the place to describe the development of your Research Project.

Chapter 4: Results

For descriptive, comparative, and experimental designs, the Results section summarizes the data collected and the statistical treatment (i.e., if quantitative methods were used). For both quantitative and qualitative projects, briefly state the main results or findings. The data are reported in sufficient detail to justify the conclusions. It is not appropriate to discuss the implications of the results here as they are presented in Chapter 5, Discussion. Report all relevant results, including those that run counter to your hypotheses.

If you have developed an applied research project, Chapter 4 is the place for you to insert the completed piece of work. If you have developed a curriculum, seminar presentation, or other type of applied project, you will place it in this chapter, and supporting materials will be placed in an appendix.

Chapter 5: Discussion

In descriptive, comparative, and experimental designs, the Discussion section is where you evaluate and interpret the results reported in Chapter 4, especially in regard to your hypotheses. Here, you are free to examine, interpret, and qualify the results, as well as draw inferences from them. If the Research Project was theory based, emphasize the theoretical consequences of the results and the validity of your conclusions.

If you have completed an applied research project, Chapter 5 is the place for you to evaluate what you have done. Does what you have produced satisfy the objectives you had at the outset? What might you do differently if you were to develop the project again? If you have recommendations for improvements or additional work that could be done, you might discuss them here.

In summary, you should be guided in Chapter 5, the Discussion section, by the following questions:

1. What have I contributed?
2. How has my Research Project helped to resolve the original problem?

3. What were the limitations to this Project?
4. What conclusions and/or theoretical implications can I draw from my Project?

References

After Chapter 5, a list of sources is provided prior to the Appendices. This list includes only those references cited in the text of your paper and is titled, References. References are alphabetized by author's last name and use a hanging indent format.

Appendix/Appendices

If you have documentary materials which would be awkward to include in the text of your Research Project, you may include them in an appendix. Examples of such materials are: (a) questionnaires; (b) verbatim instructions to participants; (c) descriptions of instrumentation; (d) raw data; or (e) the Regis University form, Approval for Research Involving Human Subjects. You will want to consult with your Advisor in regard to materials which would be appropriate for an appendix to your Research Project. If you use an appendix, please remember to include the title in your Table of Contents (see Appendix C).

Development of the Proposal For Thesis, Research Project or Applied Project

A conference with your faculty advisor is required prior to enrollment in MAPC 688 Capstone Planning. This will provide an opportunity for you to discuss with your advisor the ideas you are considering for your Research Project. The objective of this conference is to help you to sharpen your focus as you begin the proposal development process. Please review all the information you have about the planning of your capstone project from MAPC 603. Bring this information with you to your meeting with your faculty advisor.

The first step toward completion of the Thesis or Capstone Project is to develop a proposal and submit it to your faculty advisor for approval prior to investing a great amount of time and energy in the research. The purpose of this step should be obvious because a well considered research plan is absolutely essential to the success of the project. Utilizing the Capstone Planning course, we have developed a proposal format and a process for development and approval which allow us to provide you with some

guidance through the important early stages of your project. The following sections provide essential information.

MAPC 688 Capstone Planning

As a student in the MA, you have used a sound individualized planning process that included initial thinking about how your capstone project or thesis would be carried out. This planning process continued as you completed MAPC 603 Graduate Seminar. Graduate Seminar requirements included a refinement of your planning for a capstone project that would be a natural extension of the core and specialization courses in your degree plan. MAPC 601 Graduate Research included extensive study of research methodologies and how to analyze the results of research using those methodologies. This background prepares you well for planning your own capstone project.

Elements of the Proposal

The following elements are required in a thesis or research project proposal

1. Title Page
2. Approval Page
3. Abstract page
4. Table of Contents
5. Chapter 1: Introduction
6. Chapter 2: Review of Literature
7. Chapter 3: Method
8. References, and
9. Appendix/Appendices (when appropriate).

The typical length for the proposal will be 40 or more pages as the first three chapters of the final paper are to be nearly complete. Generally, the proposal is written in the future tense; this is changed to past tense when your project is complete, with the exception of instances where you refer to the published work of others, in which case, you should use the past tense.

The title page and the table of contents page will use the same format as that required for all final written projects. A sample is provided in Appendix B. the proposal approval page provides a place for your MAPC 688 Capstone Planning course facilitator to record a response to your proposal. A space is also provided for a second reader, should a second reader be requested by your facilitator. A space is provided for your Faculty Advisor to use in approving your project. A form is provided in Appendix B.

The introduction will include a detailed discussion of the background of your project, including a description of the underlying problem that you plan to address. Here, you are expected to define the specific problem you are addressing, why it is important or relevant and how you intend to address the problem.

To fully develop the background of your project a discussion of what other experts, writers or scholars have said or written about your problem is needed. Chapter 2 is to be a review of literature intended to provide this information. This section is expected to be nearly complete in the proposal. Note that more details about the content of this section are described under the Content and Format sub-section for each type of capstone project as described above.

Method is a third chapter of the proposal. This section is to include a thorough and detailed description of how you plan to proceed with your project and how the procedures will address the problem you have chosen. See a more detailed description of the content of Chapter 3 above.

Proposal Approval Process

The culminating activity in the Capstone Planning course is the development of the proposal. As you exit this course with your proposal in hand, you will already have had the benefit of your course facilitator's input and evaluation with regard to the proposal. Assuming that you ultimately make a decision to pursue this particular proposal for your thesis or capstone project, you will then forward your proposal to your advisor for review and approval.

Completion of the Thesis, Research and Applied Projects¹

Generally, students will complete the proposal and have it approved shortly after they complete MAPC 688 Capstone Planning. Students should plan to enroll in MAPC 696 Capstone Project or MAPC 697A Thesis A followed by MAPC 697B thesis B, immediately following the completion of Capstone Planning. The actual research and development, writing of initial and final drafts of the project, and approval of the final draft are activities are

¹ **IMPORTANT NOTE:** Remember to file a Graduation Application Form at the beginning of the semester in which you expect to complete graduation requirements. Failure to do so may delay your graduation date. Forms and instructions are available on the CPS Web site.

reserved for Capstone Project or Thesis. Under normal circumstances, your objective should be to complete your capstone requirements and graduate at the end of that semester. This work will require your undivided attention and energy if you are to meet the deadlines for final approval and graduation clearance. Therefore, we recommend that you avoid crowding yourself. Inevitably, these processes will take longer than you expect, so allow plenty of time to finish.

Writing and Submitting Drafts

As the read/evaluate/submit/rewrite/resubmit sequence takes time, please submit your work well ahead of deadlines if possible. Even the best writers should plan on rewriting to some extent. Typically, your Advisor will see errors or weaknesses which you no longer see because you are too close to the writing, but please do not expect your Advisor to be your proofreader. To the extent that you thoroughly proof your own work (i.e., or have it proofed by a third party) and critique and rewrite on your own, prior to submission, you can minimize the amount of rewriting which may be required of you by your Faculty Advisor.

Good writers take pride in their work and seek critical feedback from their peers and mentors. Your Faculty Advisor will appreciate your extra effort to submit clean work. We like nothing better than to read written work which is conceptually clear and precisely expressed.

Research Involving Human Subjects

All research protocols, in which the use of human subjects is proposed, must be submitted to the Human Subjects Review Committee of Regis University. Research which involves no risk to the participant and does not deal with sensitive or personal aspects of the participant's behavior may be exempt from full review. Consult with your Faculty Advisor early in the development of your research if you have any questions about this requirement.

Final Documents

All Capstone Projects are to be uploaded to the MA program electronic in the MA archive. The faculty advisor will submit the final electronic copy to the department when the final draft is complete and approved. Should a student wish to arrange for a bound paper copy the department will recommend a local bindery.

Projects that receive a grade of A are eligible to be published in the Dayton Library database for Thesis and capstone projects. Requirements and instructions for submitting a project is found at the following web site link:
<http://www.regis.edu/library.asp?page=research.findbooks.theses>.

APPENDIX A

Sample title page and approval page

Sample Title Page Format

3" from the top
of the page



TITLE OF RESEARCH PROJECT
ALL UPPER CASE

FOLLOW SPACING SHOWN AT LEFT MARGIN

by

Jane E. Doe

6.5" from the top
of the page



A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Arts
Specialization:

8" from the top of
the page



REGIS UNIVERSITY
Month, Year

Sample Approval Page Format

3" from the top of
the page



TITLE OF RESEARCH PROJECT

ALL UPPER CASE,

USE SPACING AT LEFT

by

Jane E. Doe

6" from the top of
the page



has been approved

Month, Year

7.5" from the top
of the page



APPROVED:

_____, Faculty Facilitator

_____, Faculty Advisor

APPENDIX B

Sample Abstract

ABSTRACT²

Title of the Research Project

This is a sample of how the body of the abstract should begin. The abstract is a brief, comprehensive summary of the contents of the Research Project you have prepared, including the derived conclusions and implications. It allows the reader to attain a quick overview of the content and scope of your research. A good abstract is accurate, self-contained, concise and specific, non-evaluative, and coherent and readable. An appropriate length for the abstract is between 75-150 words, depending on the nature and complexity of the work.

APPENDIX C

Sample Table of Contents

TABLE OF CONTENTS³

Chapter	Page
C. INTRODUCTION	
Statement of the Problem.....	
Subheadings as needed.....	
Overview of the Problem	
Subheadings as needed.....	
Purpose of the Project	
Subheadings as needed.....	
List of Definitions	
Chapter Summary.....	
2. REVIEW OF LITERATURE.....	
Subheadings as needed.....	
3. METHOD	
Subheadings as needed.....	
4. RESULTS	
Subheadings as needed.....	
5. DISCUSSION.....	
Subheadings as needed.....	
REFERENCES	
APPENDICES	
A. Title.....	
B. Title.....	
C. Title.....	
and so forth.	

APPENDIX D

Sample list of tables and graphs

LIST OF TABLES⁴

1. Title..... ##
2. Title..... ##

LIST OF FIGURES

1. Title..... ##
2. Title..... ##

⁴ **IMPORTANT NOTE:** Each list, as shown above, is placed on a separate page. The need for these lists is dependent upon whether tables or figures are included in the Research Project.

APPENDIX E

Sample Chapter Page

Chapter 1

INTRODUCTION

The following pages provide examples of text for a research project. Within the text, only chapters begin on new pages. The word, Chapter, and its number are centered and placed at 1.75 inches from the top of the page; this placement makes it clear to the reader that this is the first page of a new chapter or section. The top margin of 1.75 inches should be on the first page of each of the following sections: (a) Abstract, (b) Acknowledgments, (c) Table of Contents, (d) each chapter, and (e) the References.

Shown on these text pages are examples of: (a) paragraph indents; (b) headings; (c) page number placement; and (d) single spaced, block quotations. The following passage is an example of a single spaced, block quotation of 40 or more words:

The public seems periodically to express a desire for some new film genre. Whether this behavior can be explained is probably a moot point. What this does mean is that some groups of people are dissatisfied with the films available at their local theaters. (Moore, 1981, p. 42)

The text continues after the block quotation with one double space between the end of the quotation and the text.

The first lines of paragraphs are indented uniformly throughout the project (e.g., .5 inch).

At the end of a paragraph, before a new topic, use two blank lines (i.e., one triple space).

Major Topic

After the heading, the paragraph starts one double space below. In APA, there are five levels of headings. Used in this example of chapter pages are Level 1, title of chapter, and Level 2, as above, major topic. Examples of Levels 3, 4, and 5 follow.

Subtopic to Major Topic

In Level 3, if you use a subtopic heading, you should have two or more. If the major topic was Types of Special Needs students, the subtopics might be: (a) Learning Disabilities and (b) Behavior Disorders.

Subsection to a Subtopic

A subsection to a subtopic is considered Level 4. If Level 3 is Learning Disabilities, the subsections might be: (a) Attention Deficit Disorder (ADD), and (b) Attention Deficit Hyperactivity Disorder (ADHD).

Paragraph level. A Level 5 heading is placed at the beginning of a paragraph, only the first letter of the first word is capitalized (i.e., with the exception of proper nouns), and the heading ends with an underlined period. This heading might be used for treatment/ education plans for a student with ADD.