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The following is a brief overview of the required manuscript style for the Master of Education program at Utah Valley University (UVU). This guide contains explanations and examples of writing requirements and publication formats for the Master’s project proposal and the final Master’s project report. Unless otherwise stipulated by the professor, use this style guide to complete all manuscripts submitted in the Master of Education program.

A style guide sets standards for writing at the graduate level of education. The School of Education at UVU expects students in the master’s program to use the American Psychological Association (APA) style on papers, projects, and proposals. The field of education uses APA style; consequently, much of what is discussed and outlined in this guide is taken from the Publication Manual of the American Psychological Association, 6th Edition (APA Manual). It is important to note that variations do exist in the requirements for different manuscripts (e.g., theses, dissertations, articles, proposals). As a result, the School of Education at UVU requires its own unique modifications. These modifications are outlined in this manual and students and faculty should familiarize themselves with its contents. Also, please note that this guide contains brief examples and explanations, and in most cases does not act as a substitute for the APA Manual.
Project Proposal

The project proposal should be arranged in the following manner:

- Title Page
- Abstract
- Table of Contents
- Chapter 1: Introduction
  - Research Problem
  - Purpose
  - Research Questions and/or Hypothesis
  - Framework of Methods
- Chapter 2: Literature Review
- Chapter 3: Methodology
  - Participants
  - Instruments
  - Design
  - Procedure
- References
- Appendices

You should consult with your committee chair about any possible variations.

Sections of the Project Proposal Manuscript

Proposal Title Page

The title page contains the title of the project, author’s name, affiliation (Utah Valley University), and submission date. Please, do not use boldface type for the title page (please see Appendix A for an example). Also, on the title page and throughout the paper use Times New Roman font, 12 point font (standard in APA style).

Proposal Abstract

The word Abstract should be a level one heading, centered one inch from the top of the page. The actual abstract, however, should be left justified. This is the only paragraph of the paper that is not indented. It should be concise (150-250 words), accurate, and reflect the focus of your proposed study. No paraphrasing or direct quotations should be included.
Proposal Table of Contents

The table of contents contains all major headings found throughout the manuscript, not including the title page or the abstract. Level 1 and Level 2 headings are listed exactly as they appear in the body of the paper, beginning with Chapter 1 (page 1). If you are working in Microsoft Word, you can automatically generate a table of contents (see the Word tutorial) if you have formatted Level 1 and Level 2 headings (in the Styles menu) throughout your paper. Double-space the table of contents.

Body of the Manuscript for Proposal

The manuscript will generally consist of three chapters that include:

- Chapter 1. Introduction
- Chapter 2. Review of Literature
- Chapter 3. Methodology

Each of these will be discussed here.

Proposal Chapter 1. Introduction

At the beginning of every paper, introduce the reader to the problem you are addressing. Consider why the problem is worthy of research, how your hypotheses, your objectives, and/or your research questions relate to the problem. Discuss how your topic is related to previous research, and make connections to pertinent educational theory. Briefly outline your method of investigation and explain how it aligns with your research questions. Your introductory chapter will address these issues in order to give the reader a solid sense of what will be examined. This chapter includes a statement of the research problem, research purpose, research question(s), and a brief overview of the methods, a
statement of the study’s theoretical framework, limitations and delimitations statements, and definition of terms if needed.

**Research problem.** This section presents the problem to be investigated. The description should have enough detail that the reader can see why this is a worthwhile research study as well as a discussion of the context of the problem. For example, you might include explanations of how the problem is realized in the real world and/or the implications that might exist if it is not resolved.

**Research purpose, research questions, and/or hypothesis.** The section need not be lengthy and there is no set number of research questions. Clearly lead the reader to understand why the study is important, and develop a clear rationale for the project. Begin with an explanation of the purpose of the study. Introduce the audience to the issue being addressed and discuss why this is a study worthy of examination. Review the problem(s) or question(s) and state the objective(s) of the study as well as its purpose. The purpose is stated as a general goal. This section can be subdivided according to the objectives you intend or hope to find in the project. The purpose statement will be written in the future tense for the proposal and will reflect what you propose or intend to do. Make sure the purpose statement is aligned with the nature of the problem, research questions, and literature review.

**Proposal Chapter 2. Literature Review**

The Literature Review provides an overview of current and relevant literature on the research topic. It should be detailed and thorough enough to give the reader a good understanding of relevant research and theory that pertain to the project. The review should include both theoretical articles and empirical studies, and should identify the author, date, participants, and method of each study. The review should also include a
critique of any inconsistencies and/or limitations of the research. Another important purpose of the literature review is to help establish a legitimate need for the project to be realized. The literature review should include the following:

- A summary of current empirical research that has been done about the questions posed by your project; and
- A summary of the theory and/or conceptual arguments from the literature that are relevant to the focus of your study.

Do not use any non-credible sources for the literature review. Use professional, peer-reviewed journals or other credible and verifiable sources to make the case for why this problem is worthy of examination. Your sources should be as current as possible, but may also include older, seminal works from the literature related to your project.

There are many ways to access information both in text and online to be included in your literature review (e.g., the Educational Research Information Center [ERIC], Scholar Google, Academic Search Premier, UVU library databases, etc.). Consult with your committee chair for help and direction for this chapter. Write the literature review in the past tense since the research and theory development have taken place previously. (When citing studies that are currently under investigation, it is appropriate to discuss those in the present tense.)

Proposal Chapter 3. Method

The method section describes in detail what you will do to conduct your study. This section lets your reader know, step by step, how the study will be conducted and how you will gather and analyze the data. This chapter includes a description of the intended participants (including sampling procedures), the instruments to be used (the
tools for describing or measuring), the research design, and the investigative procedures to be used. Because no research relating to the project should begin prior to approval by both your committee and the UVU Institutional Review Board (IRB), this section will be written in the future tense.

References

List all sources cited in the paper using APA format. Refer to this style guide or the APA Manual.

Appendices

The last section of the paper is reserved for items that do not fit in the body of the text. Examples of items that might be included in the appendices are forms, lesson plans,
Final Project Report

The report for your final project report should be arranged in the following manner:

- Title Page
- Signature Page
- Dedication or Acknowledgements (optional)
- Abstract
- Table of Contents
- List of Tables (if more than 5)
- List of Figures (if more than 5)
- Chapter 1: Introduction
  - Research Problem
  - Purpose, Research Questions, and/or Hypothesis
  - Project Framework
- Chapter 2: Literature Review
- Chapter 3: Methodology
  - Participants
  - Instruments
  - Design
  - Procedure
- Chapter 4: Results
- Chapter 5: Discussion
- References
- Appendices
- IRB Paperwork

You should consult with your committee chair about any possible variations.

Sections of the Manuscript for Final Project

Title Page

The title page contains the title of the project, author’s name, affiliation (Utah Valley University), and submission date. Please, do not use boldface type for the title page (please see Appendix A for an example). Also, on the title page and throughout the paper use Times New Roman font, 12 point (standard in APA style). There should be no page number on the title page.
Signature Page

The signature page has the names of the committee members, approval signatures, and date that the project was completed and approved by the committee. Signatures on this page indicate the project has been accepted as partial fulfillment of the degree requirement for graduation (see Appendix B). This is page two (ii) of your manuscript.

Abstract

The abstract provides a brief, comprehensive summary of the project. (For more specific information, see pp. 25-27 in the APA Manual.) It should be readable, well organized, brief (150-250 words), and self-contained. It should be one paragraph, formatted in block style (no indentation). The abstract is on its own page, before the Table of Contents, on page number three (iii) of your manuscript. The page is labeled Abstract as a Level 1 heading (see the APA Manual, p. 62).

Table of Contents

The table of contents contains all major headings found throughout the manuscript, not including the title page, the signature page, the abstract, or any dedications or acknowledgments. Level 1 and Level 2 headings are listed exactly as they appear in the body of the paper. If you are working in Microsoft Word, you can automatically generate a table of contents (see the Word tutorial) if you have formatted Level 1 and Level 2 headings (in the Styles menu) throughout your paper. Otherwise, set the major headings at the left margin with each subsection heading indented one-half inch. All page numbers are flush on the right side of the page. Use periods or a straight line (underline) to connect the heading and the page number. Double-space the table of contents.
List of Tables and Figures

Include the list of tables and the list of figures on different pages using a Level 1 heading for each page. List the number and title of all tables and figures exactly as they appear in the manuscript (see Appendices C and D). Indicate the page number using the same formatting as with the table of contents. Tables and figures used in the body of the manuscript should be necessary and clear enough to stand alone. Make all titles brief, but explanatory. (Refer to the APA Manual pp. 125-167 for suggestions on using Tables and Figures.)

Body of the Final Project Manuscript

The manuscript will generally consist of five chapters that include:

- Chapter 1. Introduction
- Chapter 2. Review of the Literature
- Chapter 3. Methodology
- Chapter 4. Results
- Chapter 5. Discussion

Each of these will be discussed here.

Chapter 1. Introduction

At the beginning of every paper, introduce the reader to the problem you are addressing. Consider why the problem is worthy of research, how your hypotheses, your objectives, and/or your research questions relate to the problem. Discuss how your topic is related to previous research, and make connections to pertinent educational theory. Briefly outline your method of investigation and explain how it aligns with your research questions. Your introductory chapter will address these issues in order to give the reader a solid sense of what will be examined. This chapter includes a statement of the research
problem, research purpose, research question(s), and a brief overview of the methods, a statement of the study’s theoretical framework, limitations and delimitations statements, and definition of terms if needed.

**Research problem.** This section presents the problem to be investigated. The description should have enough detail that the reader can see why this is a worthwhile research study as well as a discussion of the context of the problem. For example, you might include explanations of how the problem is realized in the real world and/or the implications that might exist if it is not resolved.

**Research purpose, research questions, and/or hypothesis.** The section need not be lengthy and there is no set number of research questions. Clearly lead the reader to understand why the study is important, and develop a clear rationale for the project. Begin with an explanation of the purpose of the study. Introduce the audience to the issue being addressed and discuss why this is a study worthy of examination. Review the problem(s) or question(s) and state the objective(s) of the study as well as its purpose. The purpose is stated as a general goal. Make sure the purpose statement is aligned with the nature of the problem, research questions, and literature review.

**Chapter 2. Literature Review**

Your literature review should provide an overview of current and relevant literature on the research topic. It should be detailed and thorough enough to give the reader a good understanding of relevant research and theory that pertain to the project. The review should include both theoretical articles and empirical studies, and should identify the author, date, participants, and method of each study. The review should also include a critique of any inconsistencies and/or limitations of the research. Another
important purpose of the literature review is to help establish a legitimate need for the project to be realized. The literature review should include the following:

- A summary of current empirical research that has been done about the questions posed by your project; and
- A summary of the theory and/or conceptual arguments from the literature that are relevant to the focus of your study.

Use only credible sources for the literature review. Use professional, peer-reviewed journals or other credible and verifiable sources to make the case for why this problem is worthy of examination. Your sources should be as current as possible, but may also include older, seminal works from the literature related to your project.

There are many ways to access information both in text and online to be included in your literature review (i.e., the Educational Research Information Center [ERIC], Google Scholar, Academic Search Premier, etc.). Consult with your committee chair for help and direction for this chapter. Write the literature review in the past tense since the research and theory has taken place previously. (When citing studies that are currently under investigation, it is appropriate to discuss those in the present tense.)

**Chapter 3. Method**

The method chapter describes in detail what you did in your study. This chapter lets your reader know, step by step, how you designed and conducted your study--how you selected participants, how you chose the context of the study, and how you gathered and analyzed data. This chapter includes a description of all pertinent characteristics of the participants (including sampling procedures), the instruments used (the tools used in
the study to describe or measure), the research design, and the investigative procedures used.

Chapter 4. Results

This chapter summarizes the data collected throughout the study as well as the procedures used to analyze the data. It need not be long; however, present the data in enough detail to justify whatever conclusions are made. Report all results, even those that are contrary to the study’s hypotheses. It is acceptable to use tables and/or figures in the report to support the narrative. In the case of some projects, this chapter is the product you have created. In others, the product may be found in the Appendix, and this chapter will focus on the development and evaluation of the product.

Chapter 5. Discussion

The interpretation of the results is presented in the discussion. This chapter further examines, interprets, qualifies, and evaluates the results of your study. It may also be appropriate to draw inferences from the results, as applicable. The discussion addresses what the findings mean and what implications the findings have for the population studied, etc. Address the reliability (the consistency of your measurement) of your results and the validity (the strength of your conclusions, inferences or propositions) of the study. Share any conclusions you reached about the problem examined in your study.

References

List all sources cited in the paper using APA format. Refer to this style guide or the APA Manual.

Appendices

The last section of the paper is reserved for items that do not fit in the body of the text. Examples of items that might be included in the appendices are forms, lesson plans,
letters, survey instruments, or other applicable instruments. Each item begins on its own page and includes a title, centered, at the top of the page. Refer to each of the appendices in the body of the paper. If it is not mentioned anywhere in the text, then it should not be included in the appendix. List the items in the appendices in the order they are cited or discussed in the body of the report.

**APA Editorial Style**

**Period**

Periods are used to end a sentence. Other uses include abbreviations (See *APA Manual*, section 4.02), quotations (4.08), numbers (4.35), and references.

**Comma**

Use a comma between elements (including before *and* and *or*) in a series of three or more items. (The chart showed the height, width, and depth.) A comma is used to set off a nonessential or nonrestrictive clause, that is, a clause that embellishes a sentence but if removed would leave the grammatical structure and meaning of the sentence intact. (Switch A, which was on a panel, controlled the recording device.) Also use a comma to separate two independent clauses joined by a conjunction. (Cedar shavings covered the floor, and paper was available for shredding and nest building.) For additional information regarding commas see the APA manual pp. 78-80.

**Semicolon**

Semicolons are used to separate two independent clauses that are not joined by a conjunction (The participants in the first study were paid; those in the second were electrocuted.) and to separate elements in a series that already contain commas (4.04). (The girl’s outfits were largely plaid, with green and yellow; polka-dotted, with yellow on blue; or printed with black and grey. The boy, fortunately, was color-blind.)
Colon
Colons are used between a grammatically complete introductory clause and a final phrase or clause that illustrates, extends, or amplifies the preceding thought. If the clause following the colon is a complete sentence, it begins with a capital letter. It is used in ratios and proportions and in references between place of publication and publisher (4.05).

Quotation Marks
Observe the following guidelines for uses of double quotations marks other than in material quoted directly from a source. Quotation marks are used to introduce a word or phrase used as an ironic comment, as slang, or as an invented or coined expression (the first time the word or phrase is used) and to set off the title of an article or chapter in a periodical or book when the title is mentioned in text (4.07).

Capitalization
Words are capitalized throughout the manuscript when they are at the beginning of a sentence, part of a title of books and articles (including subheadings), references to titles of sections within the same article, proper nouns and adjectives, names of university departments (specific department or course), or trade names of drugs, equipment, or food (4.14-4.20).

Italics
In general, use italics infrequently. Use italics for titles of books, periodicals, or microfilm publications; the introduction of a new, technical, or key term or label (after the first use, do not italicize it); a letter, word, or phrase cited as a linguistic example; or when used as periodical volume numbers in reference lists (4.21).
Numbers

Spell out numbers below 10, and use numerals for numbers 10 and above unless the numbers are grouped together in the same comparison (4.31 – 4.38). Use numerals if they immediately precede a unit of measurement, for statistical or mathematical functions, fractions, decimals, percentages, ratios, percentiles and quartiles. Also use numerals for dates, time, ages, sample, subsample, population size, specific numbers of subjects in an experiment, scores or points on a scale, exact sums of money, a specific place in a numbered series, parts of books and tables, and a number in a list of four or more numbers.

The following numbers should be expressed in words: numbers below 10 that do not represent precise measurements and that are grouped for comparison with numbers below 10. Also use zero and one when that is easier to understand, and spell out any number that begins a sentence, title, or text heading, common fractions, universally accepted usage.

For additional information regarding APA editorial style, please see the *Publication Manual of the American Psychological Association* (6th Ed.).

Headings

The levels of headings establish a hierarchy of sections to orient the reader. All levels of equal importance have the same level of heading throughout the manuscript.

Level 1: Centered, Boldface, Uppercase and Lowercase Heading

Level 2: Flush left, Boldface, Uppercase and Lowercase Heading

Level 3: Indented, boldface, lowercase paragraph heading ending with a period.

Level 4: Indented, boldface, italicized, lowercase paragraph heading ending with a period.
Crediting Sources

Be sure to cite the work of the authors whose ideas or research have influenced your understanding of your work. These citations indicate that you have personally read the book, article, etc. cited in your writing. Citations should also be provided as documentation for data that are not common knowledge. You should cite the one or two most relevant sources for key points in your writing. Be sure to credit sources whether you are paraphrasing, directly quoting from another author’s work, or describing an influential idea. When quoting directly from a source, you need the author’s last name, the date of the publication, and the page number.

Unlike university-based teacher educators, “teachers, at least in the United States, historically have had little or no control over most of the mechanisms that determine professional standards” (Darling-Hammond, 1999, p. 11).

If you use your own words to paraphrase someone else’s ideas, cite the author’s last name and the date of the publication.

They are often characterized as measures designed as part of a market-based perspective to create uniformity and a system of more centralized authority in teacher education (Apple, 2001).

If the quotation is 40 words or more, put it in a block of text and leave off the quotation marks. Start the block on a new line and indent it one half inch from the left
margin. Double space the entire quotation, and cite the quoted source and the page number or paragraph number in parentheses after the final punctuation mark.

In this era of standards, writers use the term in many different ways, seldom bothering to unpack the differences in meaning; standards become the answer to all questions. They are thought to provide the magic ingredient to restructuring all education. (Andrews, 1997, p. 168)

Procedures for correctly crediting sources can be found in the APA manual, chapter 6.

**Reference Examples**

The reference list is found at the end of the manuscript and provides necessary information to identify and retrieve each source. References in APA publications are cited in text with an author-date citation system and are listed alphabetically in the References section in APA style. References cited in text must appear in the reference list; conversely, each entry in the reference list must be cited in text. Arrange entries in alphabetical order by the surname of the first author. In the case of citations that do not begin with the author name, alphabetize items based on the first relevant word of the citation.

Acceptable abbreviations in the reference list for parts of books and other publications include the following:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>chap.</td>
<td>chapter</td>
</tr>
<tr>
<td>Rev. ed.</td>
<td>revised edition</td>
</tr>
<tr>
<td>Ed. (Eds.)</td>
<td>Editor (Editors)</td>
</tr>
<tr>
<td>n.d.</td>
<td>no date</td>
</tr>
<tr>
<td>Vol.</td>
<td>Volume (as in Vol. 4)</td>
</tr>
<tr>
<td>No.</td>
<td>Number</td>
</tr>
<tr>
<td>ed.</td>
<td>edition</td>
</tr>
<tr>
<td>2nd ed.</td>
<td>second edition</td>
</tr>
<tr>
<td>Trans.</td>
<td>Translator(s)</td>
</tr>
<tr>
<td>p. (pp.)</td>
<td>page (pages)</td>
</tr>
<tr>
<td>vols.</td>
<td>volumes (as in 4 vols.)</td>
</tr>
<tr>
<td>Pt.</td>
<td>Part</td>
</tr>
<tr>
<td>Suppl.</td>
<td>Supplement</td>
</tr>
</tbody>
</table>
Give the location (city and state for U.S. publishers; or city, state, or province, and country for publishers outside of the United States) of the publishers of books, reports, brochures, and other separate, non-periodical publications. If the publisher is a university and the name of the state (or province) is included in the name of the university, do not repeat the name in the publisher location. The names of U.S. states and territories are abbreviated in the reference list; use the official two-letter U.S. Postal Service abbreviations.

A list of common reference types are listed below; however, a much more complete listing can be found in the APA Manual (see Chapter 7).

**Journal Article, One Author**


If an article has more than one author, the authors’ names should appear in the same order they are listed at the head of the article. They should be separated by a comma and an ampersand (&) should be used before the last author’s name.

**Entire Book**

Author, A. A. (Year). *Title*. City, State: Publisher.

If a book has more than one author, the authors’ names should be separated by a comma and an ampersand (&) should be used before the last author’s name.


**Edited Book**

Editor, A. A. (Ed.). (Year). *Title*. City, State: Publisher.


For books with multiple editors, list all editors.

- Editor, A. A., & Editor, A. A. (Eds.). (Year). *Title*. City, State: Publisher.

**Article or Chapter in an Edited Book**

Author, A. A. (Year). *Title*. In A. A. Editor & A. A. Editor (Eds.), *Title* (pp.). City, State: Publisher.


**Online/Electronic Articles in Periodicals** (journals, magazines, newspapers, newsletters)

Since July 2007, APA has emphasized using the Digital Object Identifier (DOI) when referencing articles. Unlike URLs, which may change over time, the DOI is unique to an individual work. Not all publishers participate in the DOI initiative; as a result, an article may or may not have a DOI assigned. Usually only journals (primarily scholarly/research), and some online books—are assigned a DOI. Magazines, newspapers, newsletters, and most online documents/reports do not
have a DOI. See the examples below for how to format these different kinds of electronic references.

**Journal article with DOI (continuous pagination throughout volume).**

doi:10.1177/0269881105058776

**Journal article with DOI (paginated by issue).**

doi:10.1037/1061-4087.45.2.10

**Journal article without DOI (continuous pagination throughout volume).**


**Journal article without DOI (paginated by issue).**


Follow the guidelines below to determine how to format your article reference.

- When an article is assigned a DOI, the APA standard is that researchers (including students) will always locate the DOI (usually in smaller print near
journal logo, copyright, or near author email address), then use the reference format which includes the DOI. If the DOI is not on the article, check the database record or abstract.

- Use the home page address (URL) of the database which holds an article for your reference only if the article:
  - has not been assigned a DOI; or
  - has either been published in a discontinued periodical, or the periodical web page no longer exists; or
  - has online content that is only available in an electronic database such as CINAHL or JSTOR.

- Do not provide an entire URL that leads directly to an article; use the journal web page (home) address.

- URLs are not underlined (to remove, highlight URL then do Ctrl-U twice).

Note: This is not an “either-or” situation. It is unacceptable to substitute an assigned DOI with the journal URL or database URL. See APA manual (pp. 187-192) for further information.

**Unpublished Doctoral Dissertation**


Personal Communication

Personal communications are cited in text only but are not included in the reference list.

Author, A. A. (personal communication, Month, Date, Year).

Cox, S. (personal communication, February 18, 2009).

Manuscript Preparation

Language

While technical and research writing can be creative, it should not be confused with creative writing. Use language that is direct and concise; avoid creative devices such as ambiguity, excessive description, and irrelevant observation. Take care to eliminate redundancy, wordiness, jargon, and language that is racist, sexist, biased, disabling, or overtly stereotypical.

Word Processing Properties

The final manuscript should be printed neatly and error-free on one side of standard 8.5 x 11 inch, heavy white bond paper (Cougar Opaque Offset, 98 bright, 70 lb). Times New Roman 12-point font should be used consistently throughout the paper, except in figures or tables where a sans serif typeface, such as Arial or Helvetica, may be used. Do not use a compressed typeface or any settings in your word-processing software that would decrease the spacing between letters or words. Default settings are normally acceptable.
Spacing

The final manuscript should consistently utilize one space after commas, colons, semicolons, periods, and after punctuation at the end of a sentence. No spaces are needed after a period in abbreviations (e.g. U.S.A.) or around colons in ratios (e.g. 1:1).

Double-space between all lines in a manuscript, including after heading, titles, footnotes, quotations, references, figure captions, and all parts of tables. Never use single-spacing or 1.5 spacing in text.

Margins

Each page should have a left margin of 1.5 inches to allow for binding. Top, bottom, and right margins should be set at 1 inch. All material throughout the document must fit within these margins, including tables, charts, graphs, page numbers, and headers. Type should be left -justified, leaving a ragged right margin.

Tables

Tables are an efficient way to present a large amount of data in a small space. Reserve tables for crucial data that is directly related to the content of the study and when the reader can more easily comprehend the information in tabular form than in text form.

(See Appendix E.)

Figures

Any type of illustration other than a table is called a figure. A figure may be a chart, graph, drawing, or photograph. Figures are especially useful in describing interactions or nonlinear relations. (See Appendix F.)

Pagination

Page numbers should be placed on the bottom center of each page. Numbers should appear without hyphens, parentheses, or the word “Page,” and in the same size and font as the body of the text. Lower case Roman numerals are used to number pages.
preceding the text, with the Title Page being “i” but not numbered as such. Arabic numerals are used beginning with the first page of the text, the first page being 1. Remaining pages are numbered consecutively throughout the document, including the references and appendices. Suppressing page numbering on landscape-oriented pages containing graphs, figures, or illustrations is acceptable.
Appendices

Appendix A: Sample Title Page

Utah Valley University

Pattern Detection Ability: The Effect of Art Education

in One Kindergarten Class

A project submitted in partial satisfaction
of the requirements for the degree of

Master of Education

in

Curriculum and Instruction

by

Xxxxxxx X. Xxxxxxxxx

Month Year
Appendix B: Sample Signature Page

Utah Valley University

Graduate Committee Approval

of a project submitted by

Xxxxxx X Xxxxxxx

This project has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

________________   _______________________________
Date     Xxxxxx Xxxxxx, Chair

________________   _______________________________
Date     Xxxxxx Xxxxxx

________________   _______________________________
Date     Xxxxxx Xxxxxx

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# Appendix C: Sample List of Tables

## List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Data Collection and Analysis Methods</td>
</tr>
<tr>
<td>2</td>
<td>Initial Interpretations of ( d ) Value Ranges</td>
</tr>
<tr>
<td>3</td>
<td>A Typical Threaded Organization</td>
</tr>
<tr>
<td>4</td>
<td>Synthesized Rubric and Emergent Qualitative Themes for Determining a. Mean Qualitative Measurement</td>
</tr>
<tr>
<td>5</td>
<td>Sample Thread Structures and ( d ) Values</td>
</tr>
<tr>
<td>6</td>
<td>Data Collection and Analysis Methods</td>
</tr>
<tr>
<td>7</td>
<td>MRD Versus MQM – 2006</td>
</tr>
<tr>
<td>8</td>
<td>MRD Versus MQM – 2007</td>
</tr>
<tr>
<td>9</td>
<td>The Analytical Framework</td>
</tr>
<tr>
<td>10</td>
<td>The Dimensions Involved in Message Analysis</td>
</tr>
<tr>
<td>11</td>
<td>Interaction Framework</td>
</tr>
<tr>
<td>12</td>
<td>SCAFFOLD Version 2</td>
</tr>
<tr>
<td>13</td>
<td>Grading Rubric (Northeastern University, 2006)</td>
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<td>14</td>
<td>Grading Rubric (Ursury, 2005)</td>
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# Appendix D: Sample List of Figures

<table>
<thead>
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<th>Figure</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Theoretical Framework</td>
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</tr>
<tr>
<td>2</td>
<td>Project proposal timeline</td>
<td>9</td>
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<tr>
<td>3</td>
<td>Population demographic graph</td>
<td>23</td>
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<tr>
<td>4</td>
<td>Statistical Analysis bar graph</td>
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</tr>
</tbody>
</table>
### Appendix E: Sample Table

**Table 1**

*Dogs Scoring Above Average on Intelligence by Breed*

<table>
<thead>
<tr>
<th>Breed</th>
<th>Number of Males</th>
<th>Number of Females</th>
<th>% of Dogs Scoring Above Average</th>
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</thead>
<tbody>
<tr>
<td>Dachshund</td>
<td>123</td>
<td>234</td>
<td>67.5</td>
</tr>
<tr>
<td>Terrier</td>
<td>345</td>
<td>456</td>
<td>56.4</td>
</tr>
<tr>
<td>Cocker Spaniel</td>
<td>789</td>
<td>987</td>
<td>45.3</td>
</tr>
<tr>
<td>Bischon Frise</td>
<td>321</td>
<td>432</td>
<td>34.2</td>
</tr>
<tr>
<td>Miniature Poodle</td>
<td>543</td>
<td>654</td>
<td>2.3</td>
</tr>
<tr>
<td>Totals (N = 4884)</td>
<td>2121</td>
<td>2763</td>
<td></td>
</tr>
</tbody>
</table>

*Note. Average score = 150. No animals were harmed during testing.*

Appendix F: Sample Figure

Figure 1. Graph showing relative levels of dogs scoring above average (150 points) on the Canine Measure of Intelligence Test (Scoo B. Doo, 2010).