CALIFORNIA STATE UNIVERSITY, FRESNO

THE DIVISION OF GRADUATE STUDIES

DISSERTATION/THESIS OFFICE

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Questions? Please contact:

Debbie Neufeld

278-2448

To the student: This template has been designed to include an automatic Table of Contents, List of Tables, and List of Figures. Also, while it is understood that you and your committee have the primary oversight on the content of your project, you will also find text in blue at the beginning of each chapter. This text is meant to give general guidance relative to the State of California’s Title 5 Education Code and its criteria for a culminating experience.

ABSTRACT

Project TITLE: SINGLE SPACE BETWEEN LINES
typing in inverted pyramid form

Start typing the abstract text *(project text)* here. The abstract should fit on one page. A blank guard sheet should follow. Neither of these pages receives a page number, and neither is considered part of the project proper.

Abstract Author Name

Month Year

Project TITLE THAT EXTENDS OVER ONE LINE GOES IN INVERTED PYRAMID FORM

by

Author's Full Name

A project

submitted in partial

fulfillment of the requirements for the degree of

Doctor of Nursing Practice

California State University, Fresno
Doctor of Nursing Practice

Month Year

APPROVED

For the California State University, Fresno
Doctor of Nursing Practice:

We, the undersigned, certify that the project of the following student meets the required standards of scholarship, format, and style of the university and the student's graduate degree program for the awarding of the master's degree.

 Student’s name, typed same as on title page

Project Author

Chairperson's name (Chair) Nursing

Committee member's name Department name

Committee member's name Department name

or professional affiliation

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Signature of project author:

ACKNOWLEDGMENTS

Start typing text here *(project text)*.

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Note: The Table of Contents, List of Tables, and List of Figures are automatic. There is no need to type anything into them. When you have finished adding all text to the template, simply single-click in the Table of Contents to select it, then right-click to open the menu options. Select the option “Update Field” and fill in the circle “Update Entire Table,” then click “OK.” If you have applied the appropriate style (e.g., 1st-Level Centered Hdg) to your headings in the text, headings and page numbers will update in the TOC without you having to do anything. Delete this text box when you are finished.

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CHAPTER 1: INTRODUCTION

Typically, chapter 1 is where you introduce the problem and its background. Per the Title 5 Education Code, this is where you might “clearly identify the problem, state the major assumptions, [and] explain the significance of the undertaking.” Consult with your committee when crafting the introductory chapter of your project. It is likely that you will want to simply title chapter 1, INTRODUCTION.

First-Level Heading: Include Only First-Level Headings in Your Table of Contents

Return to *project text* style for the next textual block of material. Be sure to review the Headings section in the *Guidelines* for further important considerations.

Side Headings too Long for One Line Are Placed on Two or More Lines

The template returns to *project text* style, takes the spacing back to the normal 24-point line spacing mode.

3rd-Level Heading: Flush Left, Bold Italic, Title Case Heading

Text begins as new paragraph. Use the *dissertation text* style for this level of heading. Highlight and boldface the paragraph heading only, in order to complete the correct formatting. The text will continue immediately after the heading, in normal fashion.

CHAPTER 2: TITLES THAT ARE MORE THAN ONE LINE ARE SINGLE-SPACED, INVERTED PYRAMID IN TEXT

Typically, chapter 2 is the literature review portion of your project. Per the Title 5 Education Code, this is where you might critically analyze the body of literature relevant to your central research question or questions. You might identify gaps in the literature and indicate how your study fills one or more of those gaps. This is where you might exhibit Title 5’s standard for “originality” and “critical and independent thinking.” This is also the place where you might best evidence Title 5’s requirement for “accurate and thorough documentation.” Ensure here that your sources are both *current* and *credible*. Consult with your committee when crafting the literature review chapter of your project. It is likely that you will want to simply title chapter 2, LITERATURE REVIEW.

First-Level Heading

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Side Headings too Long for One Line Are Placed on Two or More Lines

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3rd-Level Heading: Flush Left, Bold Italic, Title Case Heading

Text begins as new paragraph. Use the *dissertation text* style for this level of heading. Highlight and boldface the paragraph heading only, in order to complete the correct formatting. The text will continue immediately after the heading, in normal fashion.

CHAPTER 3: CHAPTER 3 TITLE

Typically, chapter 3 is the methodology portion of your project. Per the Title 5 Education Code, this is where you might identify the “methods of gathering information.” Perhaps you elicited responses through an original survey or you tested samples over the course of several trials in a laboratory. This is the chapter where you might craft the “blueprint” of the steps used in your study, providing later researchers the ability to replicate your work. Consult with your committee when crafting the methodology chapter of your project. It is likely that you will want to simply title chapter 3, METHODOLOGY or METHODS AND MATERIALS.

First-Level Heading

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First-Level Heading

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First-Level Heading

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Side Headings too Long for One Line Are Placed on Two or More Lines

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3rd-Level Heading: Flush Left, Bold Italic, Title Case Heading

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First-Level Heading

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CHAPTER 4: CHAPTER 4 TITLE

Typically, chapter 4 is the results portion of your project. Per the Title 5 Education Code, this is where you might analyze your own data and then present your original findings. Often, this presentation is in the form of tables and/or figures. Included in this template are samples of each, along with how the text should appear before and after such renderings. Consult with your committee when crafting the results chapter of your project. It is likely that you will want to simply title chapter 4, RESULTS or RESULTS AND DISCUSSION.

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First-Level Heading

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First-Level Heading

When presenting tables and figures, you must always reference them in the text, oftentimes through a parenthetical like this (see Table 1). Alternatively, you can reference the table or figure in a sentence like this: “Table 1 shows the scales used and the standard deviations for each variable.” The table or figure must follow as closely as possible *after* the paragraph in which it is referenced. Use the “Table Title” style for the title. The APA style for table titles is illustrated below. Your APA style manual (6th ed., pp. 125-149) contains sample tables.

**Table 1**

*Table Titles Above Tables and Keep Them Brief, Capitalizing All Major Words*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale | Introversion | Extroversion | Peculiarity |
| SPG | .77 | .45 | .12 |
| AIG | .43 | .89 | .34 |
| TRF | .78 | -.34 | .45 |
| XYZ | -.03 | -23 | -.56 |
| PDQ | .09 | .89 | -.09 |

Continue typing after the table and run text to the bottom margin of the page. Use the style called “project text after table or figure,” which adds one line space above first line after table.

Remember to change the style back to “project text” when you start a new paragraph after the one following a table or figure. Again, continue text to the bottom margin of the page. You may have another reference in here to a table or figure. The example on the next page is a figure more than one-half page in size. Therefore, it resides on a page by itself (see Figure 1). Use the “Figure caption” style for the caption. See APA 6th, pp. 150-166, for sample figures.

**Figure 1**

*Figure Titles Above Figures and Keep Them Brief, Capitalizing All Major Words*



CHAPTER 5: CHAPTER 5 TITLE

Typically, chapter 5 offers a conclusion or recommendation, which is required per the Title 5 Education Code. Here, you might indicate what specifically has been derived from your research and offer future researchers recommendations for how the work might be expanded. Consult with your committee when crafting the conclusion chapter of your project. It is likely that you will want to simply title chapter 5, CONCLUSION.

First-Level Heading

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Side Headings too Long for One Line Are Placed on Two or More Lines

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3rd-Level Heading: Flush Left, Bold Italic, Title Case Heading

Text begins as new paragraph. Use the *dissertation text* style for this level of heading. Highlight and boldface the paragraph heading only, in order to complete the correct formatting. The text will continue immediately after the heading, in normal fashion.

First-Level Heading

Continue typing text here.

REFERENCES

REFERENCES

(Begin typing your reference list here. Check the APA 6th edition *Publication Manual* for the correct format of how author names, dates, journal titles, etc. should appear. For this list, use a hanging indent, double spaces within each entry, and double spaces between entries. To convert to this style, highlight your entries and switch to the *References* style in the style box.)

(The second entry will appear on this line in the list after pressing the return key, repeating the hanging indent style . . .)

(Unlike the first page of your references, the second page of the reference list will show a page number in the upper right-hand corner. Use *Page Layout* or *Print Preview* to see this.)

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