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**Title Line One**

**Title Line Two**

By

Student Name

B.S./B.A., College Name, 20XX

Plan B Project

Submitted in partial fulfillment of the requirements

for the degree of Masters in Science in Natural Science/Mathematics

in the Science and Mathematics Teaching Center of the

University of Wyoming, 20XX

Laramie, Wyoming

Masters Committee:

 Professor John N. Quiry, Chair

 Assistant Professor Jane Doe

 Name of Committee Member #3

 Name of Committee Member #4, University o`his line is nice but optionaleadings go into the table of contentshe land, the most noble professon of all.he site when producef Michigan

**Abstract**

Double-space your text, it should not be indented. This is your abstract, it should not be any longer than 500 words. 350 is a better length. This is the first page of the document where lower case Roman numeral ii appears. This abstract is a requirement for Plan B and Master’s thesis students.

Dedication goes here and is optional. There should be no period at the end of the sentence, if author has more than one line, make sure the middle line is 5.5” from

 the top of the page in single space

**Acknowledgments**

Double-space your text here. The acknowledgments page is optional and there is no word limit.

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Begin paragraph here. Chapter headings (level 1) are centered, bold, and all important words are capitalized.[[1]](#footnote-1) Footnotes are used to provide additional content or to acknowledge copyright permission status. The content of a footnote should convey just one idea; refer to pages 37-38 in the APA manual for examples.

Chapters always begin on a new page. You may use Arabic, or Roman numerals, or spell out the numbers but whichever way you choose must be consistent across chapters and in your table of contents. No additional space is needed after this heading unless a level one heading is used after the Chapter heading.

**Level One Heading**

Begin paragraph here. Level one headings are centered, bold, and headline style.1 APA suggests that you put two double spaces (one extra double space return) before, but not after level one heading to make them stand out in the text. If this heading naturally falls at the top of the page then extra space before it is not necessary.

**Level Two Heading**

Begin paragraph here. Level two headings are flush left, bold, and capitalized like a newspaper headline (capitalize the first letter of key words and of any words that are four or more letters).

**Level three heading.** Begin paragraph here, right after the heading period. Level three headings are indented like a paragraph, bold, and are sentence style (capitalize only the first letter of the first word, unless a proper noun and put a period at the end). There is no additional space needed before or after these.

***Level four heading*.** Begin paragraph here, right after the heading period. Level four headings are indented just like a paragraph, italicized, bolded and sentence style (capitalizes only the first letter of the first word of the heading unless a proper noun and put a period at the end).

Level five heading. Begin paragraph here, right after the heading period. Level five headings are exactly like level four headings, except they are not bolded.

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**Level three heading.** Begin paragraph here, right after the heading period. Level three headings are indented like a paragraph, bold, and are sentence style (capitalize only the first letter of the first word, unless a proper noun and put a period at the end). There is no additional space needed before or after these.

**Level four heading.** Begin paragraph here. Level four headings are indented just like a paragraph, italicized, and sentence style (capitalizes only the first letter of the first word of the heading unless a proper noun and put a period at the end). No additional space is needed before or after these.

**Level One Heading**

Begin paragraph here. Level one headings are centered, headline style (capitalize the first letter of key words and of any words that are four or more letters). APA suggests that you put two double spaces (one extra double space return) before, but not after level one heading to make them stand out in the text. If this heading naturally falls at the top of the page then extra space before it is not necessary.

**Chapter 2**

**Title of Chapter**

Begin paragraph here. Chapter headings (Level 1) are all caps, centered, and double spaced at the top of the first page of each chapter. Chapters always begin on a new page. You may use 1, I, or ONE, but you must be consistent across chapters and in your table of contents.

You will not necessarily use all five heading levels in your paper, but if you do, be sure to make sure they follow the proper formatting.

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Level One Heading Line Two**

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Level Two Heading Line Two**

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**Level three heading*.*** Begin paragraph here, right after the heading period. Level three headings are indented like a paragraph, bold, and are sentence style (capitalize only the first letter of the first word, unless a proper noun and put a period at the end). There is no additional space needed before or after these.

**Level four heading.** Begin paragraph here. Level four headings are indented just like a paragraph, italicized, and sentence style (capitalizes only the first letter of the first word of the heading unless a proper noun and put a period at the end). No additional space is needed before or after these.

**Level four heading.** Begin paragraph here. Level four headings are indented just like a paragraph, italicized, and sentence style (capitalizes only the first letter of the first word of the heading unless a proper noun and put a period at the end). No additional space is needed before or after these.

**Level Two Heading**

Begin paragraph here. Level two headings are flush left, bold, and capitalized like a newspaper headline (capitalize the first letter of key words and of any words that are four or more letters). There is no additional space needed before or after these.

**Level three heading.**Begin paragraph here. Level three headings are positioned at the left margin, italicized, and headline style (capitalize the first letter of key words and of any words that are four or more letters). There is no additional space needed before or after these.

**Level three heading*.*** Begin paragraph here, right after the heading period. Level three headings are indented like a paragraph, bold, and are sentence style (capitalize only the first letter of the first word, unless a proper noun and put a period at the end). There is no additional space needed before or after these.

**Level four heading.** Begin paragraph here. Level four headings are indented just like a paragraph, italicized, and sentence style (capitalizes only the first letter of the first word of the heading unless a proper noun and put a period at the end). No additional space is needed before or after these.

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**Chapter 3**

**Results**

In this section I will provide you with some basic examples of tables and figures but it is really up to you to utilize your style manual and your committee members for guidance on creating these items in your own document.

Table 1

Title of Table in Headline Style Capitals and Italics, the Simplest Kind of Table

|  |  |  |
| --- | --- | --- |
| Column heading | Column heading | Column heading |
| Text data | Text data | Text data |
| Text data | Text data | Text data |
| Text data | Text data | Text data |
| Text data | Text data | Text data |
| Text data | Text data | Text data |

When inserting and creating a table, it is important that the construction of the table is consistent among all other table in the document. For instance, ensure that letters of the word in the column heading is capitalized. As you can see in Table 1, the first letter of the ‘Text data’ is capitalized. The text is ten-point font.

Limit the content of your tables to essential materials. Tables with surplus elements are less effective than lean tables. Tables should be integral to the text but should be designed so that they can be understood in isolation. There is more information about this in the APA manual. It is a good idea to review the chapter before you finish your final document.

*Table 2*

Title of Table in Headline Style Capitals and Italics, Table With Groups of Data

|  |  |  |
| --- | --- | --- |
| Column heading | Decked heading (THIS HEADING HAS TWO LINES) | Decked heading (THIS HEADING HAS TWO LINES) |
| Group A |  |  |
|  Text data | Text data | Text data |
|  Text data | Text data | Text data |
| Group B |  |  |
| Text data | Text data | Text data |
| Text data | Text data | Text data |

Table 3

Title of Table in Headline Style Capitals and Italics, a More Complicated Kind of Table With Subheadings and Table Spanner

|  |  |  |  |
| --- | --- | --- | --- |
| Column heading | Heading |  | Heading |
| Subheading | Subheading |  |  Subheading | Subheading |
| Table spanner |
| Text data | Text data | 0000.00 |  | Text data | 0000.00 |
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|  | (Table continues) |

Table 3 (*continued*)

|  |  |  |  |
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| Column heading | Heading |  | Heading |
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Note. See APA (or Chicago) style manual for how to do general, specific and probability notes. Each type has a different purpose and format. They would all be single spaced but each new type of note begins on a new line.
a Specific notes begin on a new line under the general note. b They refer to specific information pertaining to particular data/phrase next to which they are placed. c The next specific note begins after the period of the previous one.
\*p < .05, two tailed. \*\*p < .01, two tailed. †p < .05, one-tailed. ††p < .01, one-tailed.

 There are three types of notes that you can include under the table as shown above. This can help to eliminate repetition from the body of the table as well as appropriate citations if the table was taken from another resource.

Table 4

Title of Table in Headline Style Capitals and Italics

|  |  |  |  |
| --- | --- | --- | --- |
| Column heading | Heading |  | Heading |
| Subheading | Subheading |  | Subheading | Subheading |
|  Table spanner |
| Group A |  |  |   |  |
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 *(Table continues)*

Table 4 *(continued)*

|  |
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|  |
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|  Table spanner |
| Group B |  |  |   |  |
| Text data Text data | Text dataText data | 0000.000000.00 | Text data Text data | 0000.000000.00 |

 When designing tables, it’s important to maintain consistency. For example, tables in this document only capitalize the first letter on headings, but that is your choice.

Table 5

*Inductively Developed Thematic Categories*

|  |  |  |  |
| --- | --- | --- | --- |
|  Category |  Thematic category |  Key terms | Key characteristic level 3 responses |
|  Family traditionalism |  |  | Q1. How “should’ husbands wives, and children act?  |
| F1 | Macho privilege | Man, woman, say, house OR mother | The husband is the one who gives “orders”.  |
| Rural lifestyle |  |  | Q2. Many “traditional” people like Maria. |
| R1 | Small town life is better | Small town OR everybody knows each other | The husband is the one who gives “orders”. The wife never says what she feels. The children should “obey” no matter what. |

*Note*: Adapted from “Traditions and Alcohol Use: A Mixed-Method Analysis,” by F.G. Castro and K. Coe, 2007, *Cultural Diversity and Ethnic Minority Psychology,* 13 p. 276. Copyright 2007 by the American Psychology Association.

**Landscape Tables**

Landscaped tables are formatted in the same way as other tables in the document only that the pagination is different. Since the document is in portrait, the landscaped table should also have the page number located in the same position as the rest of the document. To ensure consistency in pagination:

Orient Figure/Table into Landscape Position

1. Isolate the landscape figure/table by creating section breaks before and after it. In the “Page Layout” group, under the “Breaks” menu, click on “Next Page” to create the section breaks.
2. You may have to delete blank pages or lines that have been added above and/ or below the figure.
3. Go to the page containing the figure/table to be changed to landscape position. Double click on the page number to open the header and footer toolbar.
4. Now you have to ensure that the page numbers are in order from the previous page to the next. To do this, highlight the page number in the footer, then go to “insert” select “page numbers”, click the format box on the bottom, then select “continue from previous section”.
5. Make sure the margins are the same on the landscape page, 1” margins.

Table 6

*Core Themes*

|  |  |  |
| --- | --- | --- |
| Importance of Providing Access to REE Programs for MUY | Impacts of REE Programson MUY | Strategies, Barriers, Vision and Resources Needed to Provide Access to REE Programs for MUY |
| Goal of REE organization’s mission and vision | Life long impact | Mission and vision |
| To reflect regional and national demographics | Increased citizenship and stewardship | Recruitment and retention of adiverse board and staff |
| To get MUY outside | Increased academic understanding and performance | Funding |
| To provide an experience | Positive behavior change | Partnerships and collaboration |
| To support a diverse community | Change in perception | Programming |
|  | Emotional growth | Cultural competency |
|  | Therapeutic benefit | Marketing |
|  |  | Accessibility |

*Note*: Adapted from “*Providing Access to Residential Environmental Education Program for Multicultural Urban Youth*,”by K. Bodey (Unpublished master’s plan B thesis). University of Wyoming, SMTC Department.

 Figure 1. *Figure 1.* Position of participants within their REE organization (Bodey, 2013). You may add more explanation here if needed. The only part that should go in a list of figures is the caption or title of the figure, Position of participants within their REE organization.

 *Figure 2*. Depicts mission and vision strategies, and the potential barriers, in reference to REE programs providing access for MUY. The blue box indicates the main theme, and the red boxes indicate conclusions drawn from this study that are supported by the literature review (Bodey, 2013).



*Figure 3.* Classroom Layout.Retrieved from http://ebrittanys.pbworks.com/f/1197598652/model%20classroom.jpg

* Figure 4*. Students associated with place-based activity at Pseudonym Grade School in Pseudonym, WY. The students showed few barriers when performing the activity relating to water resources near their school.

 *Figure 5.* Programming strategies. Depicts programming strategies and the potential barriers, in reference to REE programs providing access for MUY. The blue box indicates the main theme; a green box indicates conclusions drawn only from this study; and a red box indicates conclusions drawn from this study that are supported by the literature review (Bodey, 2013).

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**Appendix A**

**Title of Appendix**

Appendix A material will begin on this page. All appendix materials that are not part of your electronic document (e.g. IRB letters, surveys, data samples, etc.) should have page numbers consistent with the rest of the thesis/dissertation.

In general, an appendix is appropriate for materials that are relatively brief and that are easily presented in print form. Some examples of material suitable for an appendix are (a) a list of stimulus, (b) a detailed description of a complex piece of equipment, (c) an online questioner used in the study.

If your dissertation, thesis, or manuscript only has one appendix, label it *Appendix*; if your manuscript has more than one appendix label each one with a capital letter (*Appendix A, Appendix B,* etc.) in order in which it is mentioned in the main text. Each appendix must have a title. In the text, refer to appendices by their labels:

“…produced the same results for both studies (see Appendices A and

B for complete proofs).”

 Like the main text, an appendix may include headings and subheadings as well as tables, figures, and displayed equations. Number each appendix table and figure, and number displayed equations if necessary for later reference. Begin each appendix on a separate page.

**Appendix B**

**Title of Appendix**

 Appendix B material will begin on this page.

**Author’s Biography**

At the end of every thesis or dissertation, a brief biography of the author is the last page of the document. It should be no longer than one page. This page is numbered. The biography does not appear in the table of contents. Write it in third person narrative. The student name shown on this page should be consistent with what is on the copyright and title pages.

1. Capitalize the first letter of key words and of any words that are four or more letters. [↑](#footnote-ref-1)