



COLLEGE OF EDUCATION & HUMAN SERVICES

**MASTER OF SCIENCE
IN ADMINISTRATION**

CENTRAL MICHIGAN UNIVERSITY

Student Guide to the MSA 699 Capstone Project

(Revised Fall 2024)

WELCOME TO THE MSA 699 PROJECT

Congratulations on reaching the Capstone course! The information in this guide will help you through each of the sections of the research project. Please reach out to your instructor with questions.

What is the MSA 699 Research Project?

MSA 699 capstone course is designed as the culminating activity in the Master of Science in Administration program at Central Michigan University. In this class you will engage in a leadership/administrative research activity in which, after obtaining approval from the MSA department and instructor, you will collect primary (and possibly secondary) data, interpret, and analyze collected data, and provide recommendations with an implementation plan with a goal of solving a real organizational problem. Simply compiling library research or that which is limited to summarizing company annual reports or other public documentation is not sufficient for this research project. You will collect and analyze new data, such as in the form of a survey and/or interviews.

This course provides an opportunity for you to bring together the concepts and methodologies learned in the MSA core and your concentration courses. Since MSA 699 is an integrative project, students may apply skills and theory acquired in the core MSA 600, MSA 601, MSA 602, MSA 603, and MSA 604. Additionally, concentration courses can provide insight into other theories and perspectives that can be applied to the topic under investigation. Although not always possible or practical, the project you undertake should ideally relate directly to your professional activities in such a way that you, your employer, and the organization in which you work will benefit directly. When possible, the project should focus on a subject of professional value to you. The principal purpose of the Capstone is applying leadership/administration/MSA coursework and research to practical issues and problems found in occupational situations. In addition, the project should be directly related to your MSA concentration.

Your final research submission should demonstrate that you understand the literature and have knowledge of the subject area(s) you studied, and that you can apply that knowledge in a scholarly and practical way. The recommendations and implementation plan proposed in your project report should demonstrate your ability to define a problem, carry out necessary applied research using appropriate methodologies, report your conclusions, and present your recommendations and implementation plan to management in a professional and persuasive manner.

You are advised to consult subject matter experts, leaders, industry professionals, colleagues at work, and other students while developing and working on your project. Be open to their ideas and be willing to have your biases challenged as a researcher. Because the MSA 699 instructor has final authority over your project, it is important that you confer regularly with them. However, please note that your instructor does not grant research approval which will allow you to begin collecting data. Approval to begin collecting data will come from the MSA office

through the RRA process (see the “Student Guide to the MSA 699 RRA Process” document). **Do not begin collecting data until you have RRA approval from the MSA office.**

Do not assume your MSA 600 research proposal will be accepted as the basis of your MSA 699 project. The MSA 600 class was intended to familiarize you with research proposals and develop your research skills. For a variety of reasons, an acceptable MSA 600 proposal may not be viable for your Capstone project. It may be too broad in scope, written permission may not be available from your organization, or the methodology impractical for a project that must be completed within a semester. Certainly, a well-designed research proposal might be approved by the MSA 699 instructor for use as the basis of the final project, but there is not an implicit guarantee. Your MSA 699 instructor will make the final determination. If you believe your prior writing in MSA 600 can be useful in this course, keep in mind there are many stipulations that can be found in the “Multiple Submissions Definition” section of [CMU’s Academic Integrity Policy](#). Read this policy before reaching out to your instructor with questions.

For purposes of the MSA 699 project, research is “a systematic process of collecting, analyzing, and interpreting information – data – in order to increase our understanding of a phenomenon about which we are interested or concerned” (Leedy, P. D & Ormrod, J. E., 2019, p.2). The phenomenon (or problem/issue) must be a practical one related to your concentration and, ideally, your workplace if possible. Generally, the researcher must:

1. Know precisely what they want to study.
2. Synthesize applicable literature.
3. Define a methodology by which the problem can be studied.
4. Collect the primary (and possibly secondary) data from appropriate sources.
5. Analyze and interpret data.
6. Draw conclusions and make recommendations with an implementation plan based on the findings.
7. Present their research.

The problem/issue addressed in your MSA 699 research needs to be:

1. a problem you identified and defined in researchable terms.
2. without an obvious answer / solution.
3. concentration related.
4. leadership/administrative in nature.
5. completable with a 16-week course (make sure any organization you are working with will be willing to quickly provide the documentation needed – see the “Student Guide to the MSA 699 RRA Process” document. Some organizations will want an IRB to be completed, which may cause delays).
6. of interest to you.

7. valuable for the organization(s) involved (regardless of whether you report results back to the organization).
8. approved by the instructor and MSA department (See the “Student Guide to the MSA 699 RRA Process” document).

The final report should reflect a master’s degree level of scholarly understanding of the relevant literature, knowledge of the area investigated, skill in conducting a research study, ability to analyze data and to apply knowledge and theory, and report conclusions, recommendations, and an implementation strategy in a professional manner.

Finding Appropriate Research Topics

Your research topic should be related to your concentration and solve an administrative/leadership problem. A good way to start generating ideas is to search trade publications, news stories, and scholarly sources to see what the current issues within your concentration are. You should also talk to people in the industry. What are leaders struggling with recently? What issues are they concerned about for the organization’s future? Be sure to search for topics that will be beneficial for your desired career. One way to conceive of problems that are administrative/leadership-related is to consider the MSA mission statement, which states “MSA graduates strive to be strategic leaders who guide sustainable, equitable, and inclusive organizational transformation and success.” Like most mission statements, this is a broad sentence. You will tackle a narrower problem, guided by your research questions.

What Topics Relate to Leadership/Administration?

Leadership can be defined as a social (interpersonal) influence relationship between two or more persons who depend on each other to attain certain mutual goals in a group situation (Hollander & Julian, 1969). You likely noticed the use of the word leadership in the MSA mission and course titles, however, your research does not have to investigate leadership theory directly, although it may if doing so helps solve the problem. Since organizations benefit when we lead initiatives to solve a variety of organizational issues, most problems we solve in organizations are leadership-related to some degree.

The Need for Editing and Revising

A common error made by students is assuming the reader knows as much about the topic as the student. Care must be taken to use a systematic and detailed approach to describing all facets of the report. An effective technique for testing understanding and readability is to have an uninvolved but interested third party, such as a friend or colleague, read the report and provide feedback on its meaning. Several drafts and rewrites are often needed before the report is ready for final submission. It is the student’s responsibility—not the instructor’s—to ensure that spelling, syntax, structure, APA style, and other aspects of the report are correct. Instructors usually return poorly prepared reports unread. To avoid the loss of time that occurs

in this situation, it is wise to utilize the [CMU Writing Center](#) regularly and have someone read the report for errors before submission. Put into practice time management tips such as setting small goals, sending reminders to yourself, and assessing your progress. CMU's Library Services provides detailed information about [using the APA Style 7th Edition](#). Remember, attention to detail is important.

Plagiarism and Ethics

Plagiarism

Plagiarism is presenting the work or ideas of another in your research without properly acknowledging the source. If you use the work of someone else or work produced by a Large Language Model-based AI tool, and either knowingly or inadvertently claim it as your own, you are committing an act of plagiarism. Plagiarism is unacceptable for this or any other work in the MSA program. Whenever you use the ideas of others, you must cite the source. Exact words must be quoted and cited. Any ideas or conclusions presented as yours must be your own. Please read further here - [CMU's Policy on Academic Integrity](#).

Ethics in Research

Ethics are an important aspect of research. The primary ethical principles which must be considered in all research involving human subjects include (Sheppard, V. (2020):

1. Respect for human dignity
2. Respect for free and informed consent
3. Respect for vulnerable people
4. Respect for privacy and confidentiality
5. Respect for justice and inclusiveness
6. Balance harms and benefits
7. Minimizing harm
8. Maximizing benefit

Please read Chapter 2 of Sheppard (2020) for further detail.

The Five Main Research Sections

Students will submit their research in steps and be provided instructor feedback for each step (see the Blackboard shell for the submission schedule). It is vital that students review instructor feedback before moving on to the next step. While waiting for feedback, continue to work on your research. There is always something to do, such as searching/reading articles, editing sections, etc. Students cannot pass the course if any of the chapters are missing. Note: sample completed capstone projects can be found [here](#) (keep in mind, beginning Fall 2024 an increased emphasis has been placed on Implementation, therefore many sample papers may not have such emphasis).

Chapter 1: Definition of the Problem

Chapter 2: Literature Review

Chapter 3: Research Methodology

Chapter 4: Results or Findings

Chapter 5: Summary, Conclusions, Recommendations, and Implementation Plan

The above or similar section headings are always used. Each chapter starts on a new page. Consult the current APA Style Manual for further direction on handling headings and subheadings.

Note: There is no page range set for the final report, but the student will have difficulty meeting substantive requirements if the paper has less than 35 written pages, excluding tables, graphs and appendices.

Chapter 1: Definition of the Problem

This Chapter focuses on WHAT is to be researched. You will write this chapter in future tense (e.g. this research will) when first submitting to your instructor for review, then edit to past tense (e.g. this research has) in your final submission.

Introduction (typically 1 paragraph)

Your introduction should provide a concise overview to your research topic and include several references to relevant literature.

Research Problem (typically 1-2 paragraphs)

The problem statement is a description of the organizational problem or issue you are studying and why it is important to address the problem (what is at stake?). The problem statement provides fundamental direction for the project. Introduce your project by explaining why the research problem is important in your profession. Identify and describe the problem's various components. Here, you might highlight a gap in the research about your subject of study, considerable disagreement about your subject of study within existing literature, detail an issue that hasn't been explored yet in the research, or explore existing research in a different context. Introduce your research topic in enough detail to educate the reader. Remember the readers of your paper have no idea where you work or your problem / situation. Your ability to define the problem will determine whether you have it sharply focused. Your ability to write its importance concisely will show how well you understand it. Include relevant organizational background in this section or a separate "Organizational Background" section.

Research Purpose (typically 1-2 paragraphs)

The research purpose flows from the problem statement and explains what research question(s) should be examined to address the organization's leadership/administrative problem. The research question(s) should be broken down further into sub-questions. Limit your research questions to 3-4 if possible. Remember each of these questions or objectives will become subheading in your Chapter 4 and you will need to provide "data for analysis" for each of the subheadings.

Research Questions (typically 3-6 questions)

The research questions describe what your study will try to find out. The methodology you choose will be based on your research question or questions, and the findings of your study should provide some kind of answer to your research questions. Research sub-questions allow you to explore specific facets of the overarching question.

Assumptions (typically 1 paragraph)

In your research, it is essential that others know what you are assuming to be true with respect to your study. To help bring your assumptions into clear view, ask yourself - What am I taking for granted with respect to my problem?

Limitations and Delimitations (typically 1 paragraph)

No study is perfect, and all research studies have limitations. The genuine investigator recognizes that readers may need help in judging the study's validity and reliability. The limitations of the study are those characteristics of design or methodology that set parameters on the application or interpretation of the results of the study. The most obvious limitation would relate to the ability to draw descriptive or inferential conclusions from sample data about a larger group. Delimitations are the boundaries that the researcher sets in a research study, deciding what to include and what to exclude.

A researcher should not attempt to accomplish too much or answer too many questions. A good researcher must establish the limits or boundaries of his or her study (delimit). A section or statement should also be included to make explicit what the researcher does not intend to investigate or accomplish (or what the design of the study inherently will not allow). Like some other sections of the proposal, such a statement will benefit the writer as much as the reader.

Theoretical Framework (typically 1-2 paragraphs)

In this section you will refer to any theoretical framework in which your questions reside, if applicable. Theoretical framework will be developed within Chapter 2 – Literature Review.

Scope of the Study (typically 1 paragraph)

Here you will indicate the scope (size, location, numbers) for your study.

Definition of Terms

Many studies have words and terms that are not widely known or recognized by people who may read your work. A complete listing of unique and important terms and definitions should be included. Operational definitions (how to measure) should be included when appropriate.

Chapter 2: Literature Review

Chapter 2 focuses on what others have found as it relates to the topic being researched. This section should contain the major research studies that are relevant to the research question(s). Appropriate literature falls into three categories: The first is information from published scholarly articles in academic and journals and from books. Most issues are not totally new and other managers have encountered and coped with them. The published literature gives their experiences and prevents duplication of effort. The second source includes non-scholarly quality sources such as textbooks and trade publications/websites. The third source is the organization's formal and informal written documentation. This includes policy and procedures manuals and the correspondence and various papers which, in one form or another, set the norms, policies and practices of the organization. Most of your sources in the literature review should be scholarly articles from quality academic journals. A typical literature review may have between 15-25 sources.

The typical sections of the Literature Review are:

Introduction to the Literature Review - Explain what your process was for searching the literature, some of the key search terms you utilized, whether you searched for the topic within specific settings/industries, and what key themes emerged.

Discussion of Key Theme 1 - Explain the essence of this theme and how it showed up in the literature by synthesizing what you discovered as it relates to your research problem.

Discussion of Key Theme 2...

Discussion of Key Theme 3...

Discussion of Key Theme 4 (Theme 5, 6? Etc.)...

Summary of your Literature Review - Synthesize the key themes and how they interconnect as it relates to your research problem.

Chapter 3: Methodology

This section focuses on how the researcher will study the problem that has been identified. Subsections typically include:

Methodology (typically 1 paragraph)

Here you detail the methodology utilized to study the problem chosen. You should consult with your instructor before selecting the methodology and be sure to fully understand how to use the methodology selected. The MSA 600 textbook, along with other quality sources of online information, are good sources for studying how to apply the appropriate methodology. Common methodologies can be seen in Table 1 at the end of this section

Sampling Strategy (typically 1-2 paragraphs)

Explain your approach to sampling, including how you will select participants or cases for your study. Discuss the rationale behind your sampling strategy and how it aligns with your research questions and goals.

Instrumentation (typically 1 paragraph)

In this section you will detail what instrument(s) are you going to use (or were used). The 2 most common, but not the only, types of instruments are interviews and surveys. Ideally, you have discovered a variety of options for research instruments during your literature review, which is a great source of ideas. Other researchers' instruments may be used to formulate your own interview questions and/or surveys, however you must cite the source(s) and ask permission from the researcher if you would like to use the same instrument they used. Some researchers may allow, and even state, they grant permission to other researchers, and others may not. Make it very clear in your writing who inspired your instrumentation, and again - ask permission if you would like to use other researchers' instruments. In the case of surveys, they should be as valid (measuring the appropriate thing) and reliable (meaning that if the same measure is applied consistently to the same person, the result will be the same each time) as possible. You may even find an appropriate validated surveys listed online, such as [CMU Libraries – scroll down and click “PsychTESTS”](#), [MISS](#), [IES](#), or [NCES](#). If so, be sure to ask permission before using. Any permission(s) given needs to be included as an Appendix in your research report and in your RRA submission. In some cases, it may make more sense to create your own research instrument(s). This is quite common in the case of interview questions, and even with surveys. See the student guide to [Qualtrics](#) (an enterprise-level survey and data collection tool for both research and administrative projects). It offers users the ability to create surveys, collect responses, and analyze data) for help with this survey creation tool. If a questionnaire or survey is utilized, the reasons for inclusion of each question and the reliability and validity of the instrument should be described.

Data Collection Strategies (typically 2-4 paragraphs) Examples might include:

1. Categories of data to be collected.
2. Likely sources of these data.
3. How the information will be collected.
4. Objectives and rationale for questionnaires, surveys, interviews, and other data gathering instruments.
5. Whether individuals, groups, or other types of units will be utilized in the research, if respondents or participants will be used.
6. How many respondents will likely participate.
7. How respondents will be selected and assigned.
8. The underlying reasoning for this selection or assignment.
9. How the participant will return the data to you.

Note: Before collecting data, students must obtain either Research Application Review approval or IRB approval (see the “Student Guide to the MSA 699 RRA Process” document).

Data Analysis Procedures (typically 2-4 paragraphs)

In this section you detail how you will analyze your data and what type of statistical model you will utilize if applicable. It is customary to include the following if applicable:

- Models to be used in interpreting data
- Appropriate degrees of rigor in validating conclusions
- Anticipated cause-effect or chain sequences
- Tools and techniques of analysis (e.g., t-tests, ANOVA, economic forecasting, trend analysis, etc.) and their limitations
- Decision criteria (quantitative)

Reliability and Validity (typically 1 paragraph)

Reliability describes the accuracy or precision of the research instrument (questionnaire, survey, etc.) and validity describes the extent to which the instrument measures what it is presumed to be measuring. A watch, for example, can be reliable or not reliable (it keeps time accurately or inaccurately). The watch also is accepted as an instrument for telling time; it, therefore, is valid for this purpose. A barometer, which measures pressure, also can be reliable (be precise and accurate in measuring pressure) or not reliable. It, however, would not be a good instrument to use for telling time. If a researcher reported that he had used a barometer for telling time, this research instrument would lack validity. A sundial, on the other hand, would be a valid instrument for telling time; it, however, would be less reliable than a watch. The same principle applies with research instruments. Some measure the concept under study very accurately; that is, they are reliable. If they measure what they are supposed to be measuring, they are valid instruments.

Methodological Limitations (typically 1 paragraph)

What are the limitations of the methods chosen?

Methodological Assumptions (typically 1 paragraph)

What are the assumptions you must make with this methodology? (e.g. in a survey you must assume that they will answer your questions honestly, they know how to read, etc.)

Anticipated Ethical Issues and Plans to Minimize Harm (typically 1 paragraph)

If the study relies on human subjects, participants will be adequately informed about the purpose of the study, the process of data collection, and about potential risks of harm and potential benefits to the body of knowledge the study seeks to inform. The researcher will gain informed consent from participants, as well. The researcher will avoid involving gathering information from vulnerable populations (e.g. children, prisoners, people with disabilities). Measures to ensure confidentiality of participant responses will also be put into place.

Discussion (Typically 1-2 paragraphs)

This will serve as your conclusion for Chapter 3. Briefly restate your research problem and purpose statement, as well as discuss the implications of your findings and how the knowledge your study uncovered will be impactful to the subject of study and to the wider world.

Note: This chapter will be written in future tense (e.g. this research will) when first submitted to your instructor for approval, then edited to past tense (e.g. this research has) in your final submission.

More information regarding Research Methodologies:

Table 1

Common methodologies - adapted from Leedy, P. D., & Ormrod, J. E. (2019).

Methodology	Description
Action Research	Applied research focusing on an existing problem with a goal of improving organizational performance or solving an organizational problem. Emphasis on heavy research participation from organization.
Case Study	Qualitative or Mixed-Methods research in which in-depth data are gathered pertaining to an individual, event, or program. The research

	goal is to learn more about a situation in which little is know or understood.
Content Analysis	Detailed and systematic examination of material such as websites, art, advertisements, etc. to identify biases, patterns, and themes.
Correlational Research	Statistical research investigating the relationship between two or more variables. This type of research does not probe causality.
Descriptive Research	Describing or defining a particular phenomenon, often through patterns
Ethnography	In depth qualitative study of an intact cultural group in their natural setting.
Narrative Inquiry	Qualitative research focusing on stories of individuals who have had experiences related to the phenomenon under investigation.
Observational Study	Qualitative research in which a behavior is objectively and systematically observed
Phenomenological Research	Qualitative method that aims to understand participants' perspectives and views of physical / social realities.
Survey Research	Study of the incidence, frequency, and distribution of particular characteristics in a population.

Chapter 4 – Results or Findings

Results are for quantitative research; findings are for qualitative research. Chapter 4 contains the analysis of all information derived from interviews, questionnaires, documents, observations, or other data. Usually, this chapter begins with a description of the sources of data, such as the individuals interviewed and/or surveyed. This is followed by summaries of the results of the data collection. Sufficient background information is given to allow the reader, should they wish to do so, to make calculations and draw conclusions. Tables, charts, illustrations, and other visual means are used to present the information and analyses in a meaningful and persuasive manner. However, these things do not take the place of the written description. In fact, the data should be described so comprehensively that if the tables and charts were removed, the reader could understand the analysis and its interpretation.

In an orderly way, write about your findings. Interpret the data you collected and present it logically, and in a form that is truly illuminating with respect to the research question you investigated. Resolve any inconsistencies or contradictions. Explain what you expected to find that you did find, what surprised you, and what patterns and relationships emerged, remembering to use charts, tables and graphs to clarify your points, and refer to them.

(Represented below is what needs to be in this chapter, not titles of subheadings. It is strongly recommended that you use your questions from Chapter 1 as subheadings)

1. Findings are presented in tables or charts.
2. Findings reported with respect to furnishing evidence for each question asked.

3. Appropriate headings are established to correspond to each main question.
4. Information kept separate from interpretation, inference, and evaluation (keep very brief - will be expanded in Chapter 5, under Summary heading).

Chapter 5- Summary, Conclusions, Recommendations, and Implementation

Chapter 5 provides the essence of the study. First, the summary gives the context, the problem, research purpose, methodology, decision criteria (if applicable), and the findings. The Conclusions section discusses the root causes of the problem and the bases for opportunity. While no data or analyses are presented in this chapter, references are often made to the information in Chapter 4. All conclusions should grow out of the data presented in Chapter 4. The Recommendations section highlights the proposals that the researcher has for resolving the problem that was stated in the first chapter. The recommendations are based on the analysis of the data and the literature that was reviewed and should be related to the conclusions that were drawn from the analysis. The Implementation plan(s) should follow each recommendation. Implementation means the specific steps the organization can take to make the recommendations a reality. It may be helpful to think in terms of the SMART acronym: SMART goals (or Implementations) are Specific, Measurable, Achievable, Relevant, and Time-bound. For example, if you are recommending training, consider who will be trained, when, by whom, how will you measure success, will the process be agreed upon, whether it is realistic, etc. The organizational aspect of implementation is also very important. Taking into account topics you studied in MSA 601, such as organizational culture, change, communication, power and politics, and conflict and negotiation is important to making recommendations a reality. For example, what is your change plan? What role does the organization's culture have in what is possible? How will you effectively communicate change? How will you manage any conflict that may arise? Etc.

Additional Parts to the Research Paper Submission

1. Executive Summary (not included in page numbering or page count)
2. Title Page (page 1, per APA, current Ed.)
3. Table of Contents (this should be page 2, per APA, current Ed.)
4. List of Tables -if any are presented in the text (continue with numbering 3, 4, etc.)
5. List of Figures -if any are presented in the text (continue with numbering 3, 4, etc.)
6. {Body of the report – Chapters 1-5 – see above (continue with numbering 3, 4, etc.)}
7. References (continue with page numbers)
8. Appendices (continue with page numbers)

Each of the parts mentioned above starts on a new page. A discussion of each part follows.

Executive Summary

The Executive Summary appears first but will be the last part you write. This document is typically a two-page description of the research that was undertaken, the findings, recommendations, and implementation plan. The Executive Summary provides the busy executive with a comprehensive synopsis of what the research covers so they may determine whether to give additional attention to the paper. Because the Executive Summary is not a direct part of the study undertaken, it is neither numbered nor counted as a page. See Appendix A for a sample.

Title Page

The title page contains a descriptive title of the research project, course title, university name, name of the student with program and concentration, instructor's name, and date of submission. See Appendix B for a sample.

Table of Contents

The Table of Contents shows the location of all the elements of the report, that is, the location of chapter headings and major topics within chapters, the references, and various appendices. If a section continues for several pages, only the initial page is given. See Appendix C for a sample.

List of Tables

The List of Tables shows the location of the tables in the report. See Appendix D for a sample.

List of Figures

The List of Figures shows the location of the figures in the report. See Appendix E for a sample.

References

This is a listing of the scholarly articles, books, and other quality sources that the researcher has used, and which are cited within the paper. Make sure there is a one-to-one match of citations and references (every citation must show on the reference page, and every reference must be cited in the body of the paper). Like the rest of your paper, the reference section needs to be in APA style.

Appendices

Anything which might be distracting, or which is not needed in the body of the proposal, is placed in the Appendices. Included are copies of permission letters, IRB or RRA approvals, questionnaires, models, analytical formulas and calculations.

Research Clearance Appendix

CMU requires students who use an organization's information/data or use an organization's employees, members, customers, etc. as subjects in their papers to obtain the appropriate release or clearance to do this. Documentation of either Research Review Application approval or IRB approval should be included in the paper (see the "Student Guide to the MSA 699 RRA Process" document).

APPENDIX A
EXECUTIVE SUMMARY

The Title on the Executive Summary page must be identical to the title as it appears on the research report title page. Include:

1. Introduction - concisely present the background for the project the and outline the importance of the research questions.
2. Purpose/Rationale/Hypothesis/ statement - Why did you conduct the project?
3. Methodology - How did you conduct the project?
4. Results - What were your key findings?
5. Conclusions -What conclusions were drawn from your findings and what were the implications of the findings?
6. Recommendations and Implementation Plan - What are you recommending and how will any organizational changes be implemented.

APPENDIX B
SAMPLE TITLE PAGE

RESEARCH PAPER TITLE

MSA 699 Applied Research Project in Administration
Central Michigan University

Submitted by:
Name
Concentration

Date

Instructor

APPENDIX C
SAMPLE TABLE OF CONTENTS

TABLE OF CONTENTS	
LIST OF TABLES	3
LIST OF FIGURES	4
CHAPTER	
I. INTRODUCTION	5
Subheading	5
This is Another Example	6
This is a Side Heading	6
This is Another Side Heading	6
Spacing and Indentation	15
Footnotes and Endnotes	17
II. TITLE FOR CHAPTER II	20
Check Your Margins and Page Numbers	20
Make Sure Your Table and Figure titles are Identical to The Title Printed in the List of Tables and List of Figures	25
III. TITLE FOR CHAPTER III	55
Subheading	55
Subheading	56
REFERENCES	101
APPENDICES	103
Appendix A: Title of Appendix A	103
Appendix B: Title of Appendix B	104

If using bold print in the TABLE OF CONTENTS, this has match the text exactly.

APPENDIX D
SAMPLE LIST OF TABLES

Name of Table 1 23

Name of Table 2 32

...

...

APPENDIX E
SAMPLE LIST OF FIGURES

Name of Figure 1.....	27
Name of Figure 2.....	35
...	
...	