Professional Paper

Agricultural Extension Education

TITLE IN CAPITAL LETTERS and double spaced if more than one line

Submitted by

{Your Name}

College of Agricultural Sciences

In partial fulfillment of the requirements

For the Degree of Master of Agriculture

Colorado State University

Fort Collins, Colorado

{The Current Term & Year, i.e. Fall 2015}

Master’s committee:

 Advisor:

 Co-Advisor:

 Committee Member:

 Committee Member:

 Outside Member:

Note: Red font is information only…delete as you finish sections.

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# ABSTRACT

**{APA Level 1: Centered, Boldface, Times New Roman, 12pt, Uppercase and Lower case}**

{Paragraph is indented} Start word processing after red font to retain format.

# For formatting tips, please see these sites:

# <http://lib.colostate.edu/cat/thesis-dissertation-formatting>

# <http://lib.colostate.edu/images/cat/TOC_Styles_ETD-4.pdf>

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# CHAPTER 1 - INTRODUCTION

**{APA Level 1: Centered, Boldface, Times New Roman, 12pt, Uppercase and Lower case}**

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**{APA Level 2: Flush Left, Boldface, Times New Roman, 12 pt., Uppercase and Lowercase}**

{See p. 62 of the Sixth Edition of the *Publication Manual of the American Psychological Association* for further heading levels’ formatting information.}

## Background (or Overview) (Level 1 Heading 1)

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## Statement of the Research Problem (Level 1 Heading 2)

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### Research Questions

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### Definition of Terms

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### Significance of the Study

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## Researcher’s Perspective

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# CHAPTER 2 - REVIEW OF THE LITERATURE

**Literature Research Strategy (**APA Level 1 Heading2)

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## APA Level 1 Heading 2, etc.

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**{APA Level 2: Flush Left, Boldface, Times New Roman, 12 pt., Uppercase and Lowercase}**

{See p. 62 of the Sixth Edition of the *Publication Manual of the American Psychological Association* for further heading levels’ formatting information.}

{This chapter and the next chapter(s) will usually have several levels of headings}

Keep your opinions and ideas out of this chapter. You are reporting what other authors have said/found.

# CHAPTER 3 – METHODOLOGY, RESULTS, DISCUSSION, AND CONCLUSIONS

**{APA Level 1: Centered, Boldface, Times New Roman, 12pt, Uppercase and Lower case}**

{Paragraph is indented}

**{APA Level 2: Flush Left, Boldface, Times New Roman, 12 pt., Uppercase and Lowercase}**

{See p. 62 of the Sixth Edition of the *Publication Manual of the American Psychological Association* for further heading levels’ formatting information.}

## Possible subtitles:

## Methodology (Describe if you did any data analysis)

## Results or Findings

## Discussion or Implications for Practice

## Relevance to Other Disciplines

## Contribution to New Knowledge

## Limitations

## Conclusions

## Recommendations for Further Research or Recommendations for Practice

# References

{Use APA Style 6th edition, however, to save space, citations may be single spaced within as below. Or you may double space throughout.}

Anderson, B. (1992). Task and reflection in learning to learn. In J. Mulligan & C. Griffin (Eds.), *Empowerment through experiential learning: Explorations of good practice* (pp. 239-246). London: Kogan Page.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice-Hall.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing: The development of self, voice and mind*. New York: Basic Books.

Blanco, F., & Rosa, A. (1997). Dilthey's Dream. Teaching history to understand the future. *International Journal of Educational Research, 27*(3),189-200.

**Appendix** (if only one item) **or Appendices** (if several)

**Appendix A: The Title of the Appendix**

{If you have collected data involving humans, place IRB documents here}

{If you have collect data involving animals, place your certificate of training here}

{Each Appendix begins on a new page, Appendix B, C, etc.

**Appendix A: Literature Review Database**

 {Database Template: We have a recommendation that would be helpful throughout your matriculation at CSU. IF you have a passion, try to work on this topic of passion throughout your coursework and experiences at the University. As you review articles, keep a database of the articles reviewed, so that you have a resource for future work. In your paper, include the database of pertinent articles and/or all that you reviewed for the purpose of your paper, depending on the kind of literature review done, i.e. systematic review, directed search, meta-analysis, etc. Below is an example in Word table format. **Excel is suggested**, with the final product for use in the paper cut and pasted into this Word template for the professional paper.}

|  |  |  |
| --- | --- | --- |
| **Citation** | **Summary** | **Category** |
| Anderson, D. (2013). First Aid & CPR. Retrieved November 1, 2013, from http://extension.unh.edu/events/index.cfm?e=app.event&event\_id=28234 | First Aid and CPR training available to members of the University of New Hampshire Cooperative Extension (p. xx)We suggest listing the page number(s) where information is found in case you need to “go back” to the information later. | First Aid & CPR |
| Arbon, Paul, Jo Hayes, and Richard Woodman. “First Aid and Harm Minimization for Victims of Road Trauma: A Population Study.” *Pre-hospital and Disaster Medicine* 26, no. 4 (2011). http://ww.ncbi.nlm.nih.gov.pubmed/22008363 | he aim of this project was to acquire knowledge about the prevalence of first aid training; the incidence of being a bystander and of providing first aid; the range of first aid skills being utilized; the motivation to intervene; and, the perceived impact of first aid training. | Motivators and Barriers for taking First Aid and CPR Trainings |
| Auf der Heide, Erik. “The importance of evidence-based disaster planning.” *Annals of emergency medicine* 47, no. 1 (2006): 34-49. | Disaster planning is only as good as the assumptions on which it is based. However, some of these assumptions are derived from a conventional wisdom that is at variance with empirical field disaster research studies. Knowledge of disaster research findings might help planners avoid common disaster management pitfalls, thereby improving disaster response planning. To illustrate the point, this article examines several common assumptions about disasters, compares them with research findings, and discusses the implications for planning. | Evaluation |
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