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There have been a handful of reports on implementations of individual courses that fit the Conference Board of the Mathematical Sciences description of a capstone course. However, the status of the mathematics capstone course in the United States is largely unknown; there has thus far been no systematic study of the extent or characteristics of its varied implementations. We will present preliminary results from a 2011 national survey of universities that may offer an upper-level capstone course in either the mathematics department or college of education for mathematics majors pursuing secondary certification. From the 1,713 institutions listed by the Carnegie Foundation for the Advancement of Teaching, we selected a stratified random sample of 200 institutions, weighted appropriately for each of nine classification groups (e.g., PhD granting institutions with high research activity). Our survey investigates the prevalence and nature of capstone courses with attention to mathematical content, course descriptions, logistics (including resources used), goals, instructional style, and instructor background. Data collection is currently underway; analysis of the data will be completed in 2011 and will provide structure for this proposed session. (Received September 12, 2011)