

OTTERBEIN UNIVERSITY

Master of Arts in Education

GUIDELINES FOR DEGREE CANDIDACY AND CAPSTONE PROJECT

- **Instructional Inquiry Project**
- **Curriculum Analysis Project**
- **Curriculum Development Project**

PREFACE

The Capstone Project represents the culmination of the Masters of Arts in Education program at Otterbein University. The purpose of this manual is to help orient and guide you through the Capstone experience. However, it is not a “How to” manual. Capstone projects are all individual and therefore exhibit considerable variance. Ultimately, you will have to blaze your own path. The purpose of this manual is to provide you with information about the Capstone process, the Capstone types, departmental policy, and expectations.

In the Capstone Project, you will conduct an original piece of research. If you have never conducted original research, then you should know that this experience will be unlike any other academic experience you’ve had to this point. For those who are unacquainted with research, the Capstone may sound like a glorified term paper. I want to assure you that original research is nothing like a term paper—it is far more challenging and, more importantly, far more rewarding.

When you do research, you are not simply following an assignment. There is no professor who hands you a prompt with some instructions. *You* are the leader of your project. That means *you* must ask the questions, create the method for your investigation, and ultimately deliver the answers. You will have an advisor, a committee, and instructors along the way to help support you, but ultimately, the Capstone is *your* project, not theirs. And that is why research is so challenging (and so rewarding): it is self-directed.

Through the Capstone Project, you will not simply complete an assignment. You will also (and more importantly) undergo a transformation of identity. You will go from being a *consumer* of research to a *producer* of research. That means: you will not only read other people’s research, you will also produce research and enter that research into the wider body of that collective knowledge we call science so that others may read it and learn from it. You will go from being a student to a researcher. That transformation, like all transformations, will involve some growing pains. But, in the end, it will bring a deep feeling of accomplishment, gratification, and pride.

Congratulations on embarking on this great academic venture—and good luck!

Dee Knoblauch, Ph.D.
Director, Graduate Programs in Education

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I. Applying for Candidacy

Students in good standing with a 3.0 cumulative GPA will apply for degree candidacy during the semester that 18 semester hours of graduate work will be completed. The following documents must be submitted to the Director of Graduate Programs in Education by the deadlines on the application form.

- A degree candidacy application form available in the Education Department, signed by the student as well as the student's Capstone advisor and second reader.
- The Capstone Project Prospectus, approved and signed by the student's Capstone advisor and second reader.
- Documentation indicating approval to do research by the Institutional Review Board (if required). Please work with your advisor to complete the IRB form.
- A completed Diversity Form, indicating that diversity requirements have been met.
- A completed degree audit, indicating reasonable progress toward the completion of degree and successful completion of 18 hours of coursework.

After the applications are filed, the Graduate Education Committee will examine the record of the candidate, admit the student to degree candidacy status, deny candidacy, and/or advise the student to revise his/her program.

You are strongly advised to work closely with your advisor as you complete your candidacy application.

NOTE

It may be the case that you have:

- a) reached your 18 hour mark and are not yet ready to work on your capstone. This would be most likely to happen when students start their program with either the Reading endorsement sequence or the TESOL endorsement sequence. If you are in this situation, meet with your advisor and/or the Graduate Director to discuss a feasible candidacy timeline.
- b) not reached your 18 hour mark but are ready to work on your capstone. This would be most likely to happen when students take EDUC 6400, Foundations for Education Research, early on in their program. If you are in this situation, meet with your advisor and/or the Graduate Director to discuss a feasible candidacy timeline.

II. Overview of Capstone

A. The Prospectus

A **prospectus** of your project is required for Degree Candidacy. The prospectus is a 2-3 page proposal document that states your plans for your capstone project. The job of the prospectus is not to anticipate all aspects of your research. The prospectus is written at a stage when you are beginning to formulate your project, and so, the finalized project may differ from what you initially described in the prospectus. The job of the prospectus is, rather, to give the Graduate Committee a sense of your intentions for your project. Your prospectus should include:

1. Candidate's Name
2. Date
3. Working Title
4. Research Question or Problem Statement and Significance (Why is your topic important/relevant?)
5. Proposed Topics for Literature Review (list specific articles and books that you will use to guide your research)
6. Data Collection (Discuss how you plan to gather information that will help you to answer your question or address your problem).
7. Dissemination of Results (What are your plans for oral and written dissemination?)

B. The Committee

Your Capstone will be evaluated by a **committee** of three Otterbein faculty members. The *first member* of the committee is your faculty **advisor** (also called “the first reader”). The role of the advisor is to guide and support you through the completion of the capstone process. The advisor may have expertise in your research topic, but expertise is not necessary. Necessary is that the advisor is knowledgeable of the entire research and capstone process and is able to guide you through that process. The advisor may be the faculty advisor that was assigned to you at full admission, but if you wish to work with a different faculty member, and if that faculty member consents, you may change your advisor. If you choose a new advisor, then you should notify the Registrar's office.

The *second member* of the committee is **the second reader**. The role of the second reader is to support you and your advisor. How the second reader fulfills this supportive role may vary. Sometimes, the second reader may have expertise in your research topic. If your advisor already has that expertise, then the second reader may guide and support you through the capstone process. Sometimes, the second reader is familiar with your project and therefore can provide appropriate advice. Sometimes, the second reader is familiar with you and your history and therefore can provide appropriate support. Sometimes, the second reader is a close colleague of the advisor and therefore can provide continuity in the thinking of the committee. Many times, the second reader becomes a primary point of contact if the advisor is, for whatever reason, unavailable. Thus, the role of the second reader may vary, but importantly, they provide you and your advisor with support. You will choose your second reader in consultation with your advisor. Once you have a potential second reader in mind, contact that faculty member to acquire their consent to

serve as the second reader.

The *third member* of the committee is **the graduate representative** (also called “the third reader”). The role of the third reader is twofold. First, the third reader acts as a referee, providing the capstone project as well as the capstone process with oversight. Second, the third reader acts as an outsider opinion on the capstone project itself. This outsider point of view is important as it can often identify issues that are invisible to people working very closely on the project. The graduate representative will be assigned to you. You will be notified as to the identity of your graduate representative, typically, 2-4 weeks prior to the defense date. Because of the graduate representative’s role as referee and third opinion, you may *not* change the graduate representative that is assigned to you.

C. Oral Defense and Completion

Once you have finished a written draft of the Capstone, you must defend it orally to your committee. The Capstone is not considered completed until it has been successfully defended. You must work with your committee to produce a defensible draft of your project. Typically, this means working closely with your advisor and second reader, but sometimes, the third reader may give an opinion on the project’s readiness for defense. The defense cannot occur without the approval of your committee. There are two options for oral defense.

The *first option* is a **poster defense**. Poster defenses take place once a year, in spring semester, during the Graduate Student Conference. The Graduate Student Conference is an event, hosted by the Graduate School, in which graduate students from across the Graduate School present research to the public. Students who wish to give a poster defense must participate in the Graduate Student Conference. Thus participating students are expected to create a poster (costs of printing one poster are covered by the department) and present their research to the public in addition to the defense. Typically, the defense itself lasts 30 minutes. During that time, you will give a short talk on your project, answer questions, and receive feedback.

The *second option* is a **committee defense**. Committee defenses must be scheduled. Once your committee has approved your draft for defense, you will work with your committee to schedule a time and place for the defense. Unlike the poster defense, which is a presentation in a public forum, the only participants in the committee defense is you and your committee. Thus committee defenses are variable length, which can allow for more in-depth discussion. During that time, you will give a talk on your project, answer questions, and receive feedback.

Whether you choose a poster or a committee defense, you are expected to deliver the defense copy of your project to your entire committee 10-14 days prior to the defense date. Though 10-14 days provides the ideal amount of time for committees to read the project, later deadlines may be negotiated with the committee. You must receive your committee’s permission to deliver the defense copy shorter than 10 days prior to the defense date.

Also, whether you choose a poster or a committee defense, you should expect to learn whether or not you successfully completed the Capstone by the end of the defense. After

the discussion of your project is complete (i.e. the question and answer), the committee will deliberate privately to score your project and defense (the evaluation criteria for each capstone type can be found under the respective Capstone descriptions below). After the deliberation, the committee will notify you of whether or not you have successfully completed the Capstone. Successful completion will be indicated by your committee submitting a signed Capstone Completion form to the Registrar on your behalf.

It is not unusual for the committee to request revisions and to make completion (i.e. submission of the Capstone Completion form) contingent upon the execution of those revisions. Sometimes revisions can be minor (e.g. spelling and grammar, organization, or formatting), but sometimes revisions can be significant (e.g. more literature review, changes to the argument, more data analysis). Again, revisions are not unusual. Even successful projects require revisions. Thus do not view requests for revisions negatively. All requests for revisions are your committee's attempt to improve the quality of your research.

All Capstone must be completed within the semester after the semester in which you have taken Capstone Seminar (EDUC 7001) or Capstone Project (EDUC 7000). For example, if you take Capstone Seminar in spring 2010, you have until the end of summer semester 2010 to successfully complete your Capstone. Another example: if you take Capstone Project in fall 2010, you have until the end of spring 2011 to successfully complete your Capstone. The exact deadlines for successful completion (i.e. deadlines for submitting the signed Capstone Completion form to the Registrar) are listed on your Degree Audit under the Capstone requirement line item. If you do not complete the Capstone within that timeframe, you will be required to enroll in another Capstone course (either the Seminar or Capstone Project) for at least 1 semester hour, at which point you will have another two semesters (i.e. the semester in which the Capstone course is taken and the semester after) to successfully complete the Capstone.

D. Publication and Dissemination

The most important step in the Capstone process is publication and dissemination because research is intended to advance the collective knowledge of the research community. By publically disseminating your work, you add your findings to that knowledge. The Capstone is disseminated in two primary ways.

The *first* method of dissemination is the **oral defense**. When you defend your project, whether in a poster or committee defense, you are publically presenting your research, and in so doing, disseminating your research to the research community. In addition to your oral defense, you should consider presenting your work at a conference.

The *second* method of dissemination is **publication**. Capstones are published electronically through the Digital Commons. The Digital Commons is an online repository for Otterbein faculty and student research. It is a publicly searchable repository, which means that researchers from around the world can find and cite your work. After you have successfully defended your project and have executed any and all revisions, you will submit your finalized Capstone to the Digital Commons. The instructions as well as contact information for librarian support can be found by following

this link: <https://digitalcommons.otterbein.edu/policies.html>.

Aside from the oral defense and publication in the Digital Commons, there is the possibility of publishing your Capstone in **The Journal of Teacher Initiated Research** (JTIR). JTIR is the Education Department's in-house online journal. Every year, one Capstone, which distinguishes itself from its peers, is selected by faculty nomination and Director's selection to be published in JTIR. Publication in JTIR is considered an honor. If your Capstone is chosen to be published in JTIR, you should consider also publishing it in the Digital Commons to increase its visibility and accessibility. If you aspire to JTIR publication, you are encouraged to express your interest to your advisor and committee. More information on JTIR can be found by following this link: <https://www.otterbein.edu/education/journal-teacher-initiated-research/>.

There is one other possible method of dissemination, which is less common: publication in a peer-reviewed journal. Instead of publishing your work in Digital Commons or JTIR, you may seek to publish a version of your Capstone in a peer-reviewed journal. If you are interested in publishing in a peer-reviewed journal, you are encouraged to consult with your advisor and committee. It is encouraged to publish in the Digital Commons as well. If you publish in both a peer-reviewed journal and the Digital Commons, you should consider embargoing your project with the Digital Commons (see the librarian for more advice on embargoing).

III. Types of Capstones

There are three primary types of Capstone projects.

- Instructional Inquiry
- Curriculum Analysis
- Curriculum Development

A. Instructional Inquiry

The Instructional Inquiry project is for students interested in examining classroom practice. There are a range of questions that can fall under the rubric of Instructional Inquiry. But generally speaking, Instructional Inquiry covers questions regarding **classroom practice**, such as, the examination of the effectiveness of particular instructional methods or impacts on student-learning. Instructional Inquiry projects may use qualitative data (such as, observations and interviews) to answer research questions, but typically quantitative data plays a large role in Instructional Inquiry projects. Approaches that mix both qualitative and quantitative techniques are also frequently used. Instructional Inquiry projects almost always gather data on human subjects and therefore require approval from the Institutional Review Board (IRB).

The structure of Instructional Inquiry projects may vary, and therefore you should work closely with your advisor, committee, and Capstone instructor to determine the best organization for your project. But typically, Instructional Inquiry projects have the following general structure:

- An *introduction* that identifies the research question and states its significance as well as the purpose of the study
- A *literature review* that frames the project within a body of scholarly (i.e. peer reviewed) research
- A section that details the *research design* and *method* for data collection
- A presentation of the *findings* from the data collection
- A discussion that *analyzes* and *interprets* the findings
- A *conclusion* that makes sense of the entire project and considers its implications for classroom practice

Typically, Instructional Inquiry projects involve human subjects (i.e. collecting student performance data, observing students, interviewing parents, etc.). All research that involves human subjects *must* receive **IRB approval** *before data collection can begin* to ensure that all human subjects will be treated ethically. You can find the application form for IRB approval by following this link:

http://www.otterbein.edu/public/Academics/AcademicAffairsDivision/sponsored_programs/Student_research/SRF_Forms.aspx.

Though Instructional Inquiry projects may differ, they are all **evaluated** on the following criteria: Independence, Introduction/Significance, Literature Review, Research Design and Method, Findings/Analysis/Conclusion, Writing Mechanics and Formatting, and Presentation. The **rubric** containing all indicators for these criteria can be found below.

Capstone Rubric: Curriculum and Instruction Instructional Inquiry Project

	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Independence	The candidate relies on the advisor to initiate the work OR the candidate does not respond appropriately to assistance.	The candidate relies on the advisor to initiate the work AND the candidate responds to extensive assistance.	The candidate takes initiative AND the candidate responds to appropriate guidance.	The candidate moves forward independently with appropriate guidance.
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Introduction/Significance	A question is not identified OR The question is not researchable by instructional inquiry OR A rationale for the question is omitted.	A question is identified AND The question is researchable by instructional inquiry AND A rationale for the question is provided.	A question is identified AND The question is researchable by instructional inquiry AND the rationale demonstrates the importance of the question to the field by citing evidence (e.g. academic sources, data, observations) OR the rationale demonstrates the importance of the question to the candidate's professional interests/personal practice by situating the problem within the candidate's professional context	A question is identified AND The question is researchable by instructional inquiry AND the rationale demonstrates the importance of the question to the field by citing evidence (e.g. academic sources, data, observations) AND the rationale demonstrates the importance of the question to the candidate's professional interests/personal practice by situating the problem within the candidate's professional context
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Literature Review	Fewer than 15 sources are reviewed OR the sources are not peer-reviewed OR the sources are not relevant to the research question OR the literature review does not accurately summarize the sources.	15-20 sources are reviewed AND the sources are peer-reviewed AND the sources are relevant to the research question AND the literature review accurately summarizes the sources.	15-20 sources are reviewed AND the sources are peer-reviewed, relevant to the research question, and drawn from the work of various scholars AND the literature review situates the project within the broader scholarly literature AND the literature review accurately and thoroughly summarizes, interprets, and explains the sources.	21+ sources are reviewed AND the sources are peer-reviewed, relevant to the research question, and drawn from the work of various scholars representing divergent viewpoints AND the literature review situates the project within the broader scholarly literature AND the literature review accurately and thoroughly summarizes, interprets, and explains the sources

				<p>AND the literature review demonstrates a critical awareness of the authors' viewpoints and/or commitments</p> <p>AND the literature review makes a strong case for the importance of the study.</p>
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Research Design and Method	<p>IRB approval was not granted prior to data collection</p> <p>AND the method would not provide meaningful data related to the research question</p>	<p>IRB approval was granted prior to data collection</p> <p>AND method could elicit data to address but not necessarily answer the research question</p>	<p>IRB approval was granted prior to data collection</p> <p>AND the method could elicit an answer to the research question</p> <p>AND the method effectively employs data collection and analysis instruments and techniques necessary for the method (software, observation protocols, survey, statistical tests)</p> <p>AND the method is supported by literature citations</p> <p>AND the method describes the study context/site with all relevant details</p> <p>AND the description of the method includes description of its limitations.</p>	<p>IRB approval was granted prior to data collection</p> <p>AND the method could elicit an answer to the research question</p> <p>AND the method effectively employs data collection and analysis instruments and techniques necessary for the method (software, observation protocols, survey, statistical tests)</p> <p>AND the method is supported by literature citations and the literature is summarized accurately and thoroughly</p> <p>AND the method describes the study context/site with all relevant details</p> <p>AND the description of the method includes insightful analysis of its limitations.</p>
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Findings, Analysis, and Conclusion	<p>Relevant data are not displayed</p> <p>OR findings are incomplete or unclear</p> <p>OR interpretations are missing or unconnected to the data.</p>	<p>Relevant data are displayed</p> <p>AND findings are presented comprehensibly and integrate data</p> <p>AND data analysis is attempted</p> <p>AND</p>	<p>Data are represented accurately and effectively (e.g., tables/charts/graphs/other visuals)</p> <p>AND findings are clearly and concisely presented</p> <p>AND method and analysis are</p>	<p>Data are represented accurately and effectively (e.g., tables/charts/graphs/visuals)</p> <p>AND findings are clearly, concisely, and convincingly presented</p> <p>AND method and analysis are aligned</p> <p>AND</p>

		interpretations are connected to the data.	aligned AND interpretations are warranted by the data.	interpretations are warranted by the data AND findings integrate multiple sources of data, citing specific examples to illustrate them AND data analysis is framed by one or more salient theories of education.
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Writing Mechanics and Formatting	Mechanical errors impede the message OR in-text citations do not use the current APA format OR reference list is incomplete OR 6 or more entries deviate from current APA format.	The paper includes 6 or more mechanical errors (e. g., punctuation, capitalization, spelling, parts of speech) and mechanical errors do not impede message OR in-text citations generally use the current APA format and reference list is complete but 5 or fewer entries deviate from current APA format.	The paper includes 5 or fewer mechanical errors (e. g., punctuation, capitalization, spelling, parts of speech) and errors do not impede message AND errors do not affect appearance of professionalism AND in-text citations correctly use the current APA format and reference list is complete and in the current APA format.	The paper includes no mechanical errors (e. g., punctuation, capitalization, spelling, parts of speech) and errors do not impede message. AND errors do not affect appearance of professionalism AND in-text citations correctly use the current APA format and reference list is complete and in the current APA format.
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Presentation	The presentation (poster or slides) lacks important information or is of unprofessional quality OR the candidate does not answer audience questions OR the candidate does not address limitations to the project.	The presentation (poster or slides) is thorough and of professional quality. AND the candidate answers audience questions. The answers are not informed by the research project (or reference to the research project is not relevant to the question.) AND The candidate addresses limitations to the project, but does not outline remedies.	The presentation (poster or slides) is thorough and of professional quality. AND the candidate answers audience questions. The answers are informed by the research project and reference to the research project is relevant to the question AND the candidate addresses limitations to the project and outlines remedies.	The presentation (poster or slides) is thorough and of professional quality. AND the candidate answers audience questions. The answers are informed by the research project and reference to the research project is relevant to the question AND the candidate addresses limitations to the project and outlines remedies AND the candidate communicates a professional and/or intellectual transformation resulting from the project.

B. Curriculum Analysis

The Curriculum Analysis project is for students interested in examining a curriculum. There are a range of questions that can fall under the rubric of Curriculum Analysis. However, common among all Curriculum Analysis projects is that they take the **curriculum** (not a practice or student performance) as their object. Here are some examples of Curriculum Analysis questions: Is a particular curriculum program based on sound science? Does a language arts curriculum accurately represent minorities? What ideological positions are advanced by a particular curricular program? Typically, Curriculum Analysis projects use qualitative data (such as, textual analysis) to answer research questions. The focus is to develop a theoretical framework to conduct a systematic analysis of the curriculum. While such theoretical analysis is qualitative in nature, quantitative data may be used. Approaches that mix both qualitative and quantitative techniques can also be used. It is not common for Curriculum Analysis projects to gather data on human subjects, since they examine a curricular object, but if you plan on involving human subjects in any way, you must obtain approval from the Institutional Review Board (IRB).

The structure of Curriculum Analysis projects may vary, and therefore you should work closely with your advisor, committee, and Capstone instructor to determine the best organization for your project. But typically, Curriculum Analysis projects have the following general structure:

- An *introduction* that identifies the research question and states its significance as well as the purpose of the study
- A *literature review* that frames the project within a body of scholarly (i.e. peer reviewed) research
- A section that identifies the *curricular materials* to be studied and the *process of selection*
- A section that develops the *criteria for analysis* and that situates that criteria within a *theoretical perspective*
- A presentation of the *analysis* and its *findings*
- A discussion that *interprets* the findings of the analysis
- A *conclusion* that makes sense of the entire project and considers its implications

If you intend on involving human subjects, you *must* receive **IRB approval** *before data collection can begin* to ensure that all human subjects will be treated ethically. You can find the application form for IRB approval by following this link:

http://www.otterbein.edu/public/Academics/AcademicAffairsDivision/sponsored_programs/Student_research/SRF_Forms.aspx.

Though Curriculum Analysis projects may differ, they are all **evaluated** on the following criteria: Independence, Introduction/Significance, Literature Review, Materials Selection and Analysis Framework, Curriculum Analysis/Findings/Interpretations/Conclusion, Writing Mechanics and Formatting, and Presentation. The **rubric** containing all indicators for these criteria can be found below.

Capstone Rubric: Curriculum Analysis Project

	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Independence	The candidate relies on the advisor to initiate the work OR the candidate does not respond appropriately to assistance.	The candidate relies on the advisor to initiate the work AND the candidate responds to extensive assistance.	The candidate takes initiative AND the candidate responds to appropriate guidance.	The candidate moves forward independently with appropriate guidance.
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Introduction/Significance	A question is not identified OR The question is not researchable by curriculum analysis OR A rationale for the question is omitted.	A question is identified AND The question is researchable by curriculum analysis AND A rationale for the question is provided.	A question is identified AND The question is researchable by curriculum analysis AND the rationale demonstrates the importance of the question to the field by citing evidence (e.g. academic sources, data, observations) OR the rationale demonstrates the importance of the question to the candidate's professional interests/personal practice by situating the problem within the candidate's professional context	A question is identified AND The question is researchable by curriculum analysis AND the rationale demonstrates the importance of the question to the field by citing evidence (e.g. academic sources, data, observations) AND the rationale demonstrates the importance of the question to the candidate's professional interests/personal practice by situating the problem within the candidate's professional context
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Literature Review	Fewer than 15 sources are reviewed OR the sources are not peer-reviewed OR the sources are not relevant to the research question OR the literature review does not accurately summarize the sources.	15-20 sources are reviewed AND the sources are peer-reviewed AND the sources are relevant to the research question AND the literature review accurately summarizes the sources.	15-20 sources are reviewed AND the sources are peer-reviewed, relevant to the research question, and drawn from the work of various scholars AND the literature review situates the project within the broader scholarly literature AND the literature review accurately and thoroughly summarizes, interprets, and explains the	21+ sources are reviewed AND the sources are peer-reviewed, relevant to the research question, and drawn from the work of various scholars representing divergent viewpoints AND the literature review situates the project within the broader scholarly literature AND the literature review accurately and thoroughly summarizes,

			sources.	interprets, and explains the sources AND the literature review demonstrates a critical awareness of the authors' viewpoints and/or commitments AND the literature review makes a strong case for the importance of the project.
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Materials Selection and Analytic Framework	Materials to be analyzed are not identified OR A theoretical perspective is not identified OR A theoretical perspective is not cited OR The criteria for analysis are not identified	Materials to be analyzed are identified AND A rationale for the selection of materials is provided AND A theoretical perspective is identified, described, and cited AND The criteria for analysis are identified	Materials to be analyzed are identified AND A rationale for the selection of materials is provided AND A theoretical perspective is identified, described, and cited AND The criteria for analysis are identified, each criterion is clearly defined, and within each criterion analytic descriptors are provided AND The criteria for analysis could elicit an answer to the research question	Materials to be analyzed are identified AND A rationale for the selection of materials is provided AND A theoretical perspective is identified, described, and situated within the literature AND The theoretical perspective is justified through a comparison with other theoretical perspectives AND The criteria for analysis are identified, each criterion is clearly defined, and within each criterion analytic descriptors are provided AND The criteria for analysis could elicit an answer to the research question and the research question is situated within the theoretical perspective
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Curriculum Analysis: Findings, Interpretations,	Materials to be analyzed are not represented	Materials to be analyzed are are represented	Materials to be analyzed are represented accurately and	Materials to be analyzed are represented accurately and

and Conclusion	<p>OR findings are not presented</p> <p>OR alignment between analytic framework and analysis is not attempted</p> <p>OR interpretations are not connected to the source material.</p>	<p>AND findings are presented</p> <p>AND alignment between analytic framework and analysis is attempted</p> <p>AND interpretations are connected to the source material</p>	<p>effectively (e. g., detailed descriptions, exemplars, excerpts, tables/charts/graphs/other visuals)</p> <p>AND findings are clearly and concisely presented</p> <p>AND analytic framework and analysis are aligned</p> <p>AND interpretations are consistent with the source material</p> <p>AND interpretations are warranted by logic, reason, and/or additional evidence</p> <p>AND possible implications (e.g., applications, future questions, consequences, outcomes) are raised and discussed.</p>	<p>effectively (e. g., detailed descriptions, exemplars, excerpts, tables/charts/graphs/other visuals)</p> <p>AND findings are clearly, concisely, and thoroughly presented</p> <p>AND analytic framework and analysis are aligned</p> <p>AND interpretations are consistent with the source material</p> <p>AND interpretations are warranted by logic, reason, and/or additional evidence.</p> <p>AND interpretations are situated with respect to the literature and/or other analytic frameworks</p> <p>AND possible implications (e.g., applications, future questions, consequences, outcomes) are raised and discussed in the context of the literature.</p>
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Writing Mechanics and Formatting	<p>Mechanical errors impede the message</p> <p>OR in-text citations do not use the current APA format</p> <p>OR reference list is incomplete</p> <p>OR 6 or more entries deviate from current APA format.</p>	<p>The paper includes 6 or more mechanical errors (e. g., punctuation, capitalization, spelling, parts of speech) and mechanical errors do not impede message</p> <p>OR in-text citations generally use the current APA format and reference list is complete but 5 or fewer entries deviate from current APA format.</p>	<p>The paper includes 5 or fewer mechanical errors (e. g., punctuation, capitalization, spelling, parts of speech)and errors do not impede message</p> <p>AND errors do not affect appearance of professionalism</p> <p>AND in-text citations correctly use the current APA format and reference list is complete and in the current APA format.</p>	<p>The paper includes no mechanical errors (e. g., punctuation, capitalization, spelling, parts of speech) and errors do not impede message.</p> <p>AND errors do not affect appearance of professionalism</p> <p>AND in-text citations correctly use the current APA format and reference list is complete and in the current APA format.</p>
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)

<p>Presentation</p>	<p>The presentation (poster or slides) lacks important information or is of unprofessional quality OR the candidate does not answer audience questions OR the candidate does not address limitations to the project.</p>	<p>The presentation (poster or slides) is thorough and of professional quality. AND the candidate answers audience questions. The answers are not informed by the research project (or reference to the research project is not relevant to the question.) AND The candidate addresses limitations to the project, but does not outline remedies.</p>	<p>The presentation (poster or slides) is thorough and of professional quality. AND the candidate answers audience questions. The answers are informed by the research project and reference to the research project is relevant to the question AND the candidate addresses limitations to the project and outlines remedies.</p>	<p>The presentation (poster or slides) is thorough and of professional quality. AND the candidate answers audience questions. The answers are informed by the research project and reference to the research project is relevant to the question AND the candidate addresses limitations to the project and outlines remedies AND the candidate communicates a professional and/or intellectual transformation resulting from the project.</p>
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C. Curriculum Development

The Curriculum Development project is for students interested in developing curriculum. Students who are interested in Curriculum Development identify a problem or gap in their current curriculum and want to **develop curriculum** to address it. Here are some examples of a problem: the lack of curriculum for a particular population of students, the lack of support materials for effective implementation of curriculum, the lack of curriculum that addresses particular standards, etc. Curriculum Development projects are focused on developing a theoretical framework through which a curriculum can be systematically developed. Thus Curriculum Development projects do not conduct data analysis, whether qualitative or quantitative, or data analysis makes up a minor part of the project. Also, uncommon is the involvement of human subjects, since the focus is on the development of a curricular object, but if you plan on involving human subjects in any way, you must obtain approval from the Institutional Review Board (IRB).

The structure of Curriculum Development projects may vary, and therefore you should work closely with your advisor, committee, and Capstone instructor to determine the best organization for your project. But typically, Curriculum Development projects have the following general structure:

- An *introduction* that identifies the problem and states its significance as well as the purpose of the project
- A *literature review* that frames the project within a body of scholarly (i.e. peer reviewed) research
- A section that develops a *theoretical perspective* for curriculum development
- A section that presents the *curriculum the criteria for analysis* and that situates that criteria within a *theoretical perspective*
- A *conclusion* that makes sense of the entire project and considers plans for implementation

If you intend on involving human subjects, you *must* receive **IRB approval** *before data collection can begin* to ensure that all human subjects will be treated ethically. You can find the application form for IRB approval by following this link:

http://www.otterbein.edu/public/Academics/AcademicAffairsDivision/sponsored_programs/Student_research/SRF_Forms.aspx.

Though Curriculum Development projects may differ, they are all **evaluated** on the following criteria: Independence, Introduction/Significance, Literature Review, Curriculum Development Framework, Curriculum and Conclusion, Writing Mechanics and Formatting, and Presentation. The **rubric** containing all indicators for these criteria can be found below.

Capstone Rubric: Curriculum Development Project

	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Independence	The candidate relies on the advisor to initiate the work OR the candidate does not respond appropriately to assistance.	The candidate relies on the advisor to initiate the work AND the candidate responds to extensive assistance.	The candidate takes initiative AND the candidate responds to appropriate guidance.	The candidate moves forward independently with appropriate guidance.
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Introduction/Significance	A problem is not identified OR The problem is not addressable by curriculum development OR A rationale for the problem is omitted.	A problem is identified AND The problem is addressable by curriculum development AND A rationale for the problem is provided.	A problem is identified AND The problem is addressable by curriculum development AND The rationale demonstrates the importance of the problem to the field by citing evidence (e.g. academic sources, data, observations) OR The rationale demonstrates the importance of the problem to the candidate's professional interests/personal practice by situating the problem within the candidate's professional context.	A problem is identified AND The problem is addressable by curriculum development AND The rationale demonstrates the importance of the problem to the field by citing evidence (e.g. academic sources, data, observations) AND The rationale demonstrates the importance of the problem to the candidate's professional interests/personal practice by situating the problem within the candidate's professional context.
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Literature Review	Fewer than 15 sources are reviewed OR the sources are not peer-reviewed OR the sources are not relevant to the research problem OR the literature review does not accurately summarize the sources.	15-20 sources are reviewed AND the sources are peer-reviewed AND the sources are relevant to the research problem AND the literature review accurately summarizes the sources.	15-20 sources are reviewed AND the sources are peer-reviewed, relevant to the problem, and drawn from the work of various scholars AND the literature review situates the project within the broader scholarly literature AND the literature review accurately and thoroughly summarizes, interprets, and explains the sources.	21+ sources are reviewed AND the sources are peer-reviewed, relevant to the problem, and drawn from the work of various scholars representing divergent viewpoints AND the literature review situates the project within the broader scholarly literature AND the literature review accurately and thoroughly summarizes, interprets, and explains the

				sources AND the literature review demonstrates a critical awareness of the authors' viewpoints and/or commitments AND the literature review makes a strong case for the importance of the project.
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Curriculum Development Framework: Theoretical Perspective & Criteria for Development	A theoretical perspective is not identified OR A theoretical perspective is not cited OR The criteria for development are not identified.	A theoretical perspective for curriculum development is identified, described, and cited AND The criteria for development are identified AND Each criterion is defined & described	A theoretical perspective for curriculum development is identified, described, and cited AND The criteria for development are identified and based on the theoretical perspective AND Each criterion is clearly defined & described	A theoretical perspective for curriculum development is identified, cited, and described AND The theoretical perspective is justified through a comparison with other theoretical perspectives AND The criteria for development are identified and based on the theoretical perspective AND Each criterion is clearly defined & described
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Curriculum and Conclusion	Curriculum is not presented OR Curriculum does not address the problem OR Curriculum and development framework are not aligned OR Does not include a conclusion OR Conclusion does not discuss strengths & weaknesses of curriculum.	Curriculum is presented AND Curriculum presents content that addresses the problem AND Curriculum and development framework are aligned overall, but gaps and/or contradictions between curriculum and development framework exist AND Concludes with discussion of strengths & weaknesses of curriculum.	Curriculum is clearly and concisely presented (e. g., detailed descriptions; tables/graphs, other graphic organizers; samples; illustrations/pictures; graphic design) AND Curriculum presents content that addresses the problem AND Curriculum and development framework are aligned AND Individual aspects of the curriculum content are warranted by the research	Curriculum is clearly and concisely presented (e. g., detailed descriptions; tables/graphs, other graphic organizers; samples; illustrations/pictures; graphic design) AND Curriculum presents content that addresses the problem AND Curriculum and development framework are aligned AND Individual aspects of the curriculum content are warranted by the research

			literature (empirical and/or theoretical) AND Concludes with discussion of strengths & weaknesses of curriculum AND Outlines next steps to advance the work <u>or</u> offers suggestions/recommendations for other researchers	literature (empirical and/or theoretical) and other evidence gathered AND Concludes with discussion of strengths & weaknesses of curriculum. AND Outlines next steps to advance the work and offers suggestions/recommendations for other researchers AND Outlines a detailed and practical plan for implementation and dissemination.
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Writing Mechanics and Formatting	Mechanical errors impede the message OR in-text citations do not use the current APA format OR reference list is incomplete OR 6 or more entries deviate from current APA format.	The paper includes 6 or more mechanical errors (e. g., punctuation, capitalization, spelling, parts of speech) and mechanical errors do not impede message OR in-text citations generally use the current APA format and reference list is complete but 5 or fewer entries deviate from current APA format.	The paper includes 5 or fewer mechanical errors (e. g., punctuation, capitalization, spelling, parts of speech)and errors do not impede message AND errors do not affect appearance of professionalism AND in-text citations correctly use the current APA format and reference list is complete and in the current APA format.	The paper includes no mechanical errors (e. g., punctuation, capitalization, spelling, parts of speech) and errors do not impede message. AND errors do not affect appearance of professionalism AND in-text citations correctly use the current APA format and reference list is complete and in the current APA format.
	Unacceptable (1)	Acceptable (2)	Meets Expectations (3)	Exemplary (4)
Presentation	The presentation (poster or slides) lacks important information or is of unprofessional quality OR the candidate does not answer audience questions OR the candidate does not address limitations to the project.	The presentation (poster or slides) is thorough and of professional quality. AND the candidate answers audience questions. The answers are not informed by the research project (or reference to the research project is not relevant to the question.) AND The candidate addresses	The presentation (poster or slides) is thorough and of professional quality. AND the candidate answers audience questions. The answers are informed by the research or the curriculum and reference to the capstone project is relevant to the question AND the candidate addresses	The presentation (poster or slides) is thorough and of professional quality. AND the candidate answers audience questions. The answers are informed by the research project and reference to the research project is relevant to the question AND the candidate addresses

		limitations to the project, but does not outline remedies.	limitations to the project and outlines remedies.	limitations to the project and outlines remedies AND the candidate communicates a professional and/or intellectual transformation resulting from the project.
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IV. Less Common Project Types

Aside from the three main capstone project types, there are two less common project types.

- National Board Certification
- Thesis Project

A. National Board Certification

The National Board Certification option is available for students who a) are teaching full-time, and b) meet regularly with a district-based support network that agrees to work with the student toward the goal of obtaining National Board Certification. It is important to note that Otterbein University is not a National Board Certification provider. If you choose to pursue National Board Certification as your capstone option, your Otterbein-designated capstone rating will not be connected to your National Board Rating. National Board Capstone Submissions have the following components:

- Letter of support from NBPTS Support Network
- Submission of all NBPTS portfolio requirements, including reflective descriptions and evidence
- Annotated list of references, including research articles and theoretical frameworks, explaining and supporting the practice described in the portfolio.

First and foremost, you need to obtain a **letter** from a district administrator or NBPTS representative stating that you will be participating in your district's NBPTS support program. The NBPTS process is almost completely guided by your district/support system. The role of Otterbein faculty will be to read your portfolio submissions, provide input/feedback on content and writing quality, and evaluate your project upon completion.

For your candidacy application you are required to write a **prospectus**. Because of the unique quality of the National Board project, the prospectus will look different from the other three project types. It should include:

- Candidate's Name
- Date
- District
- Grade Level and Content Area
- NBPTS Certification Area
- Rationale for Pursuing the National Board Certification
- Letter of Support from District Representative

Remember to consult with your Otterbein advisor as you are working through these processes.

National Board projects are **evaluated** through the oral defense process. These projects are evaluated on the following criteria: Students and Student Learning, Content Knowledge, Managing and Monitoring Learning, Critical Reflection, and Learning Communities. The **rubric** containing all indicators for these criteria can be found below.

Capstone Scoring Rubric: National Board Professional Teaching Certification (MAE C&I)

National Board Proposition	Exceeds Expectations	Meets Expectations	Developing	Does not meet Expectations
Students and Student Learning	Candidate submits evidence of highly effective research-based instruction, including videotapes, student work samples, and reflective commentary.	Candidate submits evidence of effective research-based instruction, including videotapes, student work samples, and reflective commentary.	Candidate submits evidence of effective research-based instruction, including at least two of the following: videotapes, student work samples, and reflective commentary.	Candidate does not submit at least two forms of evidence of effective research-based instruction.
Content Knowledge	Videotaped teaching episodes, student work samples and reflective commentary are grounded in explicit, well-connected discussion of relevant theories and research in instruction.	Videotaped teaching episodes, student work samples and reflective commentary are grounded in discussion of relevant theories and research in instruction.	At least two of the following: videotaped teaching episodes, student work samples and reflective commentary are grounded in theoretical and/or research-based instruction.	Candidate does not ground at least two forms of evidence in theoretical and/or research-based instruction.
Managing and Monitoring Learning	Candidate presents assessment data that strongly and cohesively drives individual and group instructional decisions.	Candidate presents assessment data that drives individual and group instructional decisions.	Candidate presents assessment data that drives group instructional decisions.	Assessment data does not match with group and/or individual instructional decisions.
Critical Reflection	Candidate draws on research and theory to make ongoing critical observations and refinements in instruction.	Candidate draws on research and theory to make ongoing critical observations of instruction.	Candidate draws on research and/or theory to make observations of instruction.	Candidate does not draw on research or theory to make observations of instruction.
Learning Communities	Candidate presents evidence of consistent, productive participation in NBTC support network. Candidate includes support network member in capstone process.	Candidate presents evidence of consistent participation in NBTC support network.	Candidate presents evidence of participation in NBTC support network.	Candidate does not present evidence of participation in NBTC support network.

Capstone Scoring Rubric: National Board Professional Teaching Certification (MAE Reading)

National Board Proposition	IRA	Exceeds Expectations	Meets Expectations	Developing	Does not meet Expectations
Students and Student Learning	2.2. Demonstrate use of a wide range of instructional practices, approaches, and methods	Candidate submits evidence of highly effective research-based instruction, including videotapes, student work samples, and reflective commentary.	Candidate submits evidence of effective research-based instruction, including videotapes, student work samples, and reflective commentary.	Candidate submits evidence of effective research-based instruction, including at least two of the following: videotapes, student work samples, and reflective commentary.	Candidate does not submit at least two forms of evidence of effective research-based instruction.
Content Knowledge	1.1, 1.2. Demonstrate knowledge of major theories and research studies, past and present that inform current practice	Videotaped teaching episodes, student work samples and reflective commentary are grounded in explicit, well-connected discussion of relevant theories and research in literacy instruction.	Videotaped teaching episodes, student work samples and reflective commentary are grounded in discussion of relevant theories and research in literacy instruction.	At least two of the following: Videotaped teaching episodes, student work samples and reflective commentary are grounded in theoretical and/or research-based literacy instruction.	Candidate does not ground at least two forms of evidence in theoretical and/or research-based literacy instruction.
Managing and Monitoring Learning	3.3. Use individual and group assessment data to implement appropriate individualized, small-group and class-wide reading instruction	Candidate presents literacy assessment data that strongly and cohesively drives individual and group instructional decisions.	Candidate presents literacy assessment data that drives individual and group instructional decisions.	Candidate presents literacy assessment data that drives group instructional decisions.	Literacy assessment data does not match with group and/or individual instructional decisions.
Critical Reflection	5.3. Engage in ongoing positive and constructive evaluations of their own teaching	Candidate draws on research and theory to make ongoing critical observations and refinements in instruction.	Candidate draws on research and theory to make ongoing critical observations of instruction.	Candidate draws on research and/or theory to make observations of instruction.	Candidate does not draw on research or theory to make observations of instruction.
Learning Communities	5.4. Participate in, initiate, implement and evaluate professional development programs	Candidate presents evidence of consistent, productive participation in NBTC support network. Candidate includes support network member in capstone process.	Candidate presents evidence of consistent participation in NBTC support network.	Candidate presents evidence of participation in NBTC support network.	Candidate does not present evidence of participation in NBTC support network.

B. Thesis

The Thesis project is for students who wish to pursue a line of inquiry that does not fit neatly within the three main project types. Projects that might fall under the Thesis rubric are: historical or philosophical inquiries. Thesis projects are subject to all the same requirements as the main project types. Thus Thesis projects require a prospectus (with all associated approvals), an oral defense, IRB approval (if appropriate), as well as publication/dissemination.

If you are interested in pursuing a Thesis project, you should consult with your advisor, your Research and Capstone instructors, and/or the Director of Graduate Programs.

V. Formatting the Project

A. For Submission to Digital Commons

Projects that are submitted to Digital Commons must adhere to the following guidelines. Read these guidelines carefully and refer to them frequently as you format your paper.

1. FORMAT GUIDELINES

Introduction

It is important that the document be free from error and be properly prepared. Use the latest editions of *Blair Handbook* or *The Everyday Writer* for language conventions, practices and rules of writing. The Candidate should use the reference and citation guidelines of the latest edition of *Publication Manual of the American Psychological Association*, *except as noted below*.

Format and Appearance: Preparation of Manuscript

- a. Paper and Duplication
 - i. White, paper
 - ii. Weight, color and texture of the paper must be uniform throughout the document.

- b. Word Processing
 - i. Documents must have laser quality text and graphics.
 - ii. Font size and style must be consistent throughout the document. However, it is permissible to use smaller type for extensive tables. Recommended font is TIMES NEW ROMAN, 12 point. ***Using Microsoft WORD is highly recommended.***
 - iii. Print only on one side of the paper.
 - iv. For your headings, select “heading” format and you will be able to auto-generate a table of contents.
 - v. Corrections
 - No strikeovers, interlineations or crossing-out of letters or words are acceptable.

- The use of correcting fluid or correcting tape is *not* acceptable on the *submitted copy*.
- c. Spacing
- i. Use double spacing with a single double space between paragraphs.
 - ii. Single-space long tables, long quotations, footnotes, multi-line captions and bibliographic entries.
- d. Margins
- i. Margins

Top edge	1 inch
Right side	1 inch
Left side	1.5 inches
Bottom edge	1 inch
 - ii. *All* page numbering, tables and figures including captions must conform to margin requirements.
 - iii. On pages carrying a major heading, such as the preliminaries, the first page of a chapter, etc., leave a two-inch margin at the top of the page. The page number is placed center bottom on major heading pages.
 - iv. A new paragraph at the bottom of a page must have at least two full lines of type or it should begin the next page. The page may be short to allow this. If your word processor does not automatically do this, then set your properties to control widows and orphans (single lines of a paragraph at the end or beginning of a page).
- Directions for controlling widows and orphans (WORDXP):**
- Select the paragraphs in which you want to control widows and orphans.
 - On the Format menu, click Paragraph, and then click the Line and Page Breaks tab.
 - Select the Widow/orphan control check box.
- v. Do not hyphenate the last word on the page. The line should be short of the margin and the whole word typed on the following page.
- e. Pagination
- i. **Preliminary pages** (Acknowledgement Page, Vita Page, Table of Contents, List of Tables and Figures, and Abstract Page) are numbered at the bottom center with lowercase Roman numerals.
 - ii. The Title Page is not numbered but is considered Roman numeral “i”. The Copyright page is neither counted nor numbered.
- f. Footnotes
- i. Footnote references are not required.
 - ii. Use the APA manual (latest edition) for proper format of references.

- g. Illustrations: Tables and Figures
- i. *Tables* are generally considered to consist of columns of information. *Figures* denote any kind of graphic illustration other than a table.
 - ii. Tables and figures must carry numerical identification using Arabic numerals. These numbers run consecutively for each type of illustration throughout the manuscript *including the appendices*. Each illustration must carry its own number.
 - iii. If the caption is too long to be placed above the plate or below the figure and be contained within the prescribed margins, place it slightly above center on the preceding page. (This is referred to as a half-title page.) *The number of the figure or plate must appear both with the caption and with the figure or plate*. This practice does not apply to tables.
 - iv. If a table or figure will not fit on one page, it should be continued on the next page(s) with the appropriate notation, i.e., Table 1 (continued) or Figure 1 (continued) placed two lines above the continuation of the illustration at the left margin.
 - v. The bottom of a table or figure usually faces the lower edge of the page; however, if because of its size or format it requires horizontal placement, the bottom of the table or figure faces the unbound edge of the page.
 - vi. Tables and figures of a half-page or less in length may appear on the same page with the text separated from the text above and below by triple spacing; if larger than a half page, they should be placed on a separate page.
 - vii. Page-length tables must not be split to appear on two pages. Never draw a line below an unfinished table that is continued on the next page or pages.
 - viii. Two or more small tables or figures may be grouped together on a single page.
 - ix. Scanned photographs, colors, and shading do not photocopy well. Select the “photo and text” option for your copier or printer.
 - x. If it is impossible to reduce table material to fit within the framework, the limit may be extended to the right by way of a fold out. The material to be folded is mounted on a regular sheet of 8 1/2 x 11 inch paper, leaving the required 1 1/2 inches on the left side and placing the fold 1 3/4 inches from the right edge of the page. The page number should be placed on the mounting sheet.

2. ARRANGEMENT OF CONTENTS

Every Capstone document submitted to the library follows the format according to the type of project.

Format of Document Sections

- a. Title Page
 - i. The title page shows the candidate's full legal name and degrees earned. Since abbreviations of degrees vary among academic institutions, careful attention should be given to this matter.
 - ii. This page is not numbered but is counted as the first page (i) of the Preliminaries.
 - iii. See Appendix A for a sample.

- b. Copyright Page
 - i. A blank page or copyright notice to be centered as follows:

Copyright
By
Kendra Johnson
1996
 - ii. This page is neither counted nor numbered.

- c. Dedication (Optional)
 - i. If used, make it brief. Center it on the page. No heading is necessary.
 - ii. The Dedication page is numbered in lower case Roman numerals center bottom.

- d. Acknowledgements (Optional)
 - i. The heading ACKNOWLEDGEMENTS is centered without punctuation 2 inches from the top of the page; the text begins four spaces below.
 - ii. The Acknowledgements page(s) is numbered in lower case Roman numerals center bottom.

- e. Vita
 - i. The heading VITA is centered without punctuation 1.5 inches from the top of the page; the text begins four spaces below. Publications are included as part of the Vita.
 - ii. The Vita is numbered in lower case Roman numerals center bottom.
 - iii. The Vita is a required part of the preliminaries.

- f. Table of Contents
 - i. The heading TABLE OF CONTENTS is centered without punctuation 2 inches from the top of the page; the listing begins at the left margin four spaces below.
 - ii. The titles of parts, sections, or chapters and their principal subdivisions are listed and must be worded exactly as they appear in the body of the document.

- iii. The Table of Contents is numbered in lower case Roman numerals center bottom.
- g. List of Tables
- i. The heading LIST OF TABLES is centered without punctuation 2 inches from the top of the page; the listing begins at the left margin four spaces below.
 - ii. The List of Tables uses exactly the same numbers and captions that appear above the tables in the text or the appendices.
 - iii. The List of Tables is numbered in lower case Roman numerals center bottom.
- h. List of Figures
- i. The heading LIST OF FIGURES is centered without punctuation 2 inches from the top of the page; the listing begins at the left margin four spaces below.
 - ii. The List of Figures uses exactly the same numbers that appear below the figures in the text and the appendices.
 - iii. The List of Figures is numbered in lower case Roman numerals center bottom.
- i. Abstract
- The heading ABSTRACT is centered without punctuation 1.5 inches from the top of the page; the text begins four spaces below.
- j. Main Body
- The chapters vary but in general include at least the following:
- i. Instructional Inquiry: Introduction/Significance, Literature Review, Methodology, Findings, and Conclusions
 - ii. Curriculum Development: Introduction/Significance/Needs, Literature Review, Presentation of Curriculum, and Professional Outreach Plan
 - iii. Curriculum Analysis: Introduction/Significance, Literature Review, Research Design/Methodology, Findings of Analysis, and Conclusion
- k. List of References
- i. The heading LIST OF REFERENCES is centered without punctuation 1.5 inches from the top of the page; the text begins four spaces below.
 - ii. The List of References is single spaced within each double spaced between entries.
 - iii. Every document *must* contain a List of References. The list of references includes those documents that are *cited* in the document. The list should not include documents you used as background information but did not cite.

1. **Headings**
The document should follow the headings as described in the APA Manual (latest edition). The five levels of headings are illustrated by Figure 1.

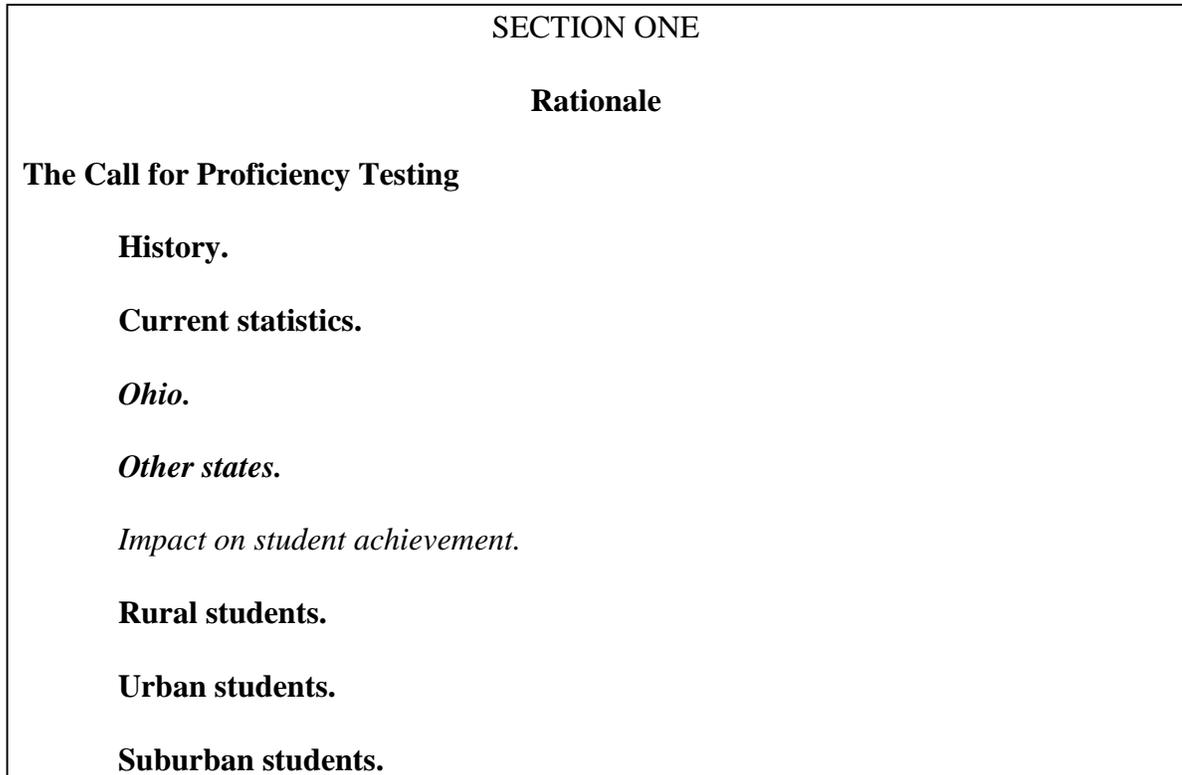


Figure 1. Illustration of 5 levels of headings.

General Information

- a. **Use of Copyrighted Material**

Writers must assume full responsibility for their use of any copyrighted material in their manuscripts. Written permission of the copyright owner must be obtained when extensive use is planned. The phrase "Extensive use" signifies more than 150 words in direct quotation from a single source.

Candidates are advised that permission to quote extensively from copyrighted material should be obtained from the author or the publisher holding the copyright. Customarily, authorization is granted on condition that proper acknowledgement is made. In some instances, however, copyright owners require payment for quotations taken from their work. Please clear the use of all material before presenting your project.

b. Required Style Manual

American Psychological Association. *Publication manual of the American Psychological Association*. (latest ed.). Washington, DC: American Psychological Association.

Online reference to electronic citations can be found at the APA Style website: <http://www.apastyle.org/electref.html>

c. Literature Reviews

The purpose of the literature review is to make a case for the relevance and significance of your study using other people's findings. The credibility of the article's author, the reliability of the data, and the reputation of the journal are important to the choice of information to read and to cite.

Advances in technology have increased access to both peer-reviewed and non peer-reviewed work. The student should be careful to look for *primary* and reliable resources. Much of the material on the Internet, for example, is self-published and has not been submitted for peer-review or editorial evaluation.

Additionally, when using information from research studies, it is important to critically evaluate the researcher's method and to differentiate between findings and conclusions.

d. Checklist for Submission of Capstone Project and Abstracts

- Title page has been signed by defense committee members in *black* ink.
- All preliminary pages are appropriately numbered.
- *Every* page has a page number (except the title page and copyright page), and *every* page is within the prescribed margins.

B. For Submission to Journal of Teacher-Initiated Research (JTIR)

If your project is chosen to be published in JTIR, you will work with the Editor on properly formatting your document. In general, you will follow the above formatting guidelines. The Editor of JTIR will work with you on any differences from the above guidelines.

Copyright

Authors will assign copyright of any article published in JTIR to Otterbein University. Permission is granted to make hard copies of the articles as long as the use falls under the guidelines of Fair Use (materials used for personal or classroom use and not for profit) and if the author, title of the article, the journal and notice of copyright appears on each copy.

VI. Completing the Process

A. Graduation

Two terms before the candidate intends to graduate, the candidate should submit an Application for Degree to the registrar's office. The Application for Degree is available from the Registrar, 027 Towers Hall.

A graduation/capstone fee is charged at a per credit hour rate. Each hour of EDUC 7000 or 7001 MAE Capstone incurs an additional fee (fee amount available from Business Office). This fee is assessed beyond tuition fees and *is not covered by fee waivers*.

All capstone requirements, including the Oral Defense, must be completed by the appropriate deadline date. You will find all deadline dates listed in your Degree Audit under the Capstone line item.

A capstone score and a teaching portfolio score must be entered and signed by the advisor and submitted to registrar before the candidate is eligible to graduate. This form can be found in the Education Department.

NOTE

Completion of the capstone project and graduation will sometimes occur in different terms. However, graduation cannot occur without completion of the capstone and teaching portfolio.

Appendix A

Running Head: ACQUISITION OF ACADEMIC LANGUAGE AND LITERACY

The Acquisition of Academic Language and Literacy for Generation 1.5 Students

Cheryl Ann Allaire, B.A.

Otterbein University

July 27, 2011

Submitted in partial fulfillment of the requirements for a Master of Arts in Education degree.

Dr. Kristin Bourdage
Advisor

Signature

Date

Dr. Marlene Derringer
Second Reader

Signature

Date

Dr. Carrie Scheckelhoff
Graduate Faculty Representative

Signature

Date