



College of Education

Graduate Capstone Guidelines

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# What to Expect

for the

## *Southern Utah University*

### Master's Capstone Project

| Semester I  |  | Semester II  | Semester III   | Semester IV  |
|---|--|--|--|--|
| <b>EDUC 6650</b><br>Standards for<br>Proposal Writing in<br>Education   |  | <b>*EDUC 6933</b><br>Capstone M.Ed.<br>Project   | <b>*EDUC 6931</b><br>Capstone Seminar  | <b>*EDUC 6931</b><br>Capstone Seminar  |
| <b>Important Note:</b><br>Unless otherwise requested by the student, students will be enrolled in EDUC 6933 after one Spring or Fall semester break following completion of EDUC 6650. Example: A student who takes EDUC 6650 in the Spring of 2007 will be registered for EDUC 6933 in the Spring of 2008. The reason for this break is to provide sufficient time between the two courses for work with the Faculty Chair to make it possible to complete the Project during EDUC 6933. |  | Prerequisite:<br>EDUC 6650<br><br>1. Not offered in summer<br>2. If Master's project is not completed this semester, student must be continuously enrolled (except summers) in EDUC 6931 until the defense | Prerequisite:<br>EDUC 6933<br><br>1. Not offered in summer<br>2. This one hour course may be taken only twice to complete the Master's project | Prerequisite:<br>EDUC 6933<br><br>1. Not offered in summer<br>2. This one hour course may be taken only twice to complete the Master's project |

**\*Important Note:** These courses are not available during the summer. Plan accordingly!

# What Happens

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## EDUC 6650

### Standards for Proposal Writing in Education

The Graduate Capstone Handbook provides the details for the development of the Proposal in EDUC 6650. In addition to other activities, this course includes the following:

|   |  |   |
|---|--|---|
| First 3 - 4 weeks                         | Develop and submit concept for review by graduate faculty                      | The Professor of EDUC 6650 will work with students in the initial concept development for the project, and within the first month of class will present student proposal concepts to the graduate faculty for feedback and suggestions. |
| Throughout the semester                   | Chapters 1 – 3 of the Proposal are developed                                   | The Proposal developed in EDUC 6650 will serve as the basic outline for the Capstone Project in EDUC 6933.  |
| Early in the semester                     | Earn Completion Certificate for the Human Participant Protection Education     | Complete and earn certificate for the Human Participant Protection Education for Research Teams online course sponsored by the National Institutes of Health through the National Cancer Institute website.                             |
| Near the end of the semester              | <b>Student</b> submits required items to the <b>Office of Graduate Studies</b> | Required items include:<br>1. Electronic Draft of Proposal Chapters 1, 2, 3 & <b>References</b><br>2. Completion Certificate from National Cancer Institute training  |
| End of the semester                       | Department Chairperson Assigns Project Chair                                   | The Graduate Capstone Project will be assigned to a faculty member with expertise/interest in the area of the project, depending on faculty load.   |
| End of the semester or shortly thereafter | Project Faculty Chair Makes Initial Contact                                    | The Project Faculty Chair will contact the student to begin the process of developing the Capstone Project from the Proposal.   |

# What Happens

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## EDUC 6933

### Capstone M.Ed. Project

*The chart below is a general guide of what to expect in EDUC 6933. Some of the Steps listed may occur simultaneously and occasionally in a slightly different order.*

|                             |   |  |
|-----------------------------|---|--|
| Step 1                      | Project Review by Graduate Faculty                            | Several Graduate Faculty will review your draft and provide feedback on APA format, accuracy of references, spelling, grammar, and type of IRB application needed.   |
| Step 2                      | Notification of Institutional Review Board (IRB) requirements | You will be sent information on the required IRB forms to submit to your chair.  |
| Step 3                      | Submit IRB Application  | The required IRB forms should be submitted to your Chair, who will sign off and forward them to the College of Education IRB.  |
| Step 4                      | IRB Approval Received   | This will be sent to your Chair, who will notify you when received.  |
| Step 5                      | Project review with Chair                                     | Your Chair will provide you with feedback from the Graduate Faculty and will discuss needed modifications to your project and/or paper.  |
| Step 6                      | Corrections/modifications made if needed                      | Following the review with your Chair, you may need to make needed changes to your project and/or paper. This process can take some time and require several revisions.   |
| Step 7                      | Approval from Chair   | At the appropriate point in the revision process, your Chair will notify you that your project is accepted and approved to begin.  |
| Step 8                      | Begin Project   | <b>Important Note:</b> You may only begin work on your project <i>after</i> your Chair <i>and</i> the IRB approve your project.  |
| Step 9                      | Conduct Project and Compile Data                              |  |
| Step 10                     | Submit Draft of Chapters 4, 5 and/or 6.                       | Once data collection is complete, write and submit to your Chair your first draft of Chapters 4, 5 and/or 6.   |
| Step 11                     | Corrections/modifications made if needed                      | A revision process for the final chapters of your paper will occur as needed, which will include meetings and/or discussions with your Chair. As with the first three chapters, this process can take several revisions. |
| Step 12<br><i>This step</i> | Register for EDUC 6931 if needed                              | In most cases, it will be difficult to complete a rigorous Master's project within the 15 weeks of a Fall or Spring semester in EDUC 6933. It may be necessary to enroll for   |

|                            |   |   |
|----------------------------|---|---|
| <i>used only if needed</i> |   | <p>one or two semesters of EDUC 6931, Capstone Seminar.</p> <p><b><i>Important Note: In the event that the project is not ready for defense within the semester, in Incomplete Grade Contract will be required. This contract allows for additional time to complete the project, which is done in EDUC 6931. The grade for EDUC 6650 will be changed when the project is complete.</i></b></p> |
| Step 13                    | Project declared ready for defense by Chair | At the appropriate time in the revision process, your Chair will notify you that you are ready to defend your project.  |
| Step 14                    | Schedule defense with Chair                 | Set a date and time with your Chair for your defense. Your Chair will make the necessary arrangements on campus.  |
| Step 15                    | Extend invitations                          | Master's Candidates are encouraged to invite interested people to the defense. These might include your Principal or supervisor, colleagues who participated or provided support for your project, etc.   |
| Step 16                    | Defend                                      | ...and our expectation is that you will do this successfully!!!   |

# What Happens

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## EDUC 6931

### Capstone Seminar

*EDUC 6931 will begin at the point in the project that EDUC 6933 ended, but very likely will include the Steps repeated below. This course may be taken twice. It is not offered during the summer.*

|   |  |  |
|---|--|--|
| Step 11   | Corrections/modifications made if needed       | A revision process for the final chapters of your paper will occur as needed, which will include meetings and/or discussions with your Chair. As with the first three chapters, this process can take several revisions. |
| Step 12<br><i>This step used only if needed</i> | Register for EDUC 6931 a second time if needed | In some cases, it may be necessary to take EDUC 6933 a second time, if needed to allow for satisfactory completion of the Capstone Project.  |
| Step 13   | Project declared ready for defense by Chair    | At the appropriate time in the revision process, your Chair will notify you that you are ready to defend your project.   |
| Step 14   | Schedule defense with Chair                    | Set a date and time with your Chair for your defense. Your Chair will make the necessary arrangements on campus.   |
| Step 15   | Extend invitations                             | Master's Candidates are encouraged to invite interested people to the defense. These might include your Principal or supervisor, colleagues who participated or provided support for your project, etc.                  |
| Step 16   | Defend   | ...and our expectation is that you will do this successfully!!!  |

SUU College of Education graduate students have a choice of four options to meet degree requirements. Each option has challenges that strengthen and develop knowledge, skills and disposition. The written requirements for each option will demonstrate descriptive, analytic and reflective writing. Following is a brief description of each option.

### **Thesis**

The thesis is a research study conducted by the graduate student. It may be qualitative, quantitative or a mixed study. The thesis paper consists of five chapters, APA style. Research study will involve the use of statistics and follow research format. Graduate student must receive permission from their project chair prior to beginning research. SUU's Internal Review Board (IRB) must approve all research studies that involve live subjects. Graduate student will work with chair to obtain IRB approval prior to conducting the research. IRB forms are on-line through the Provost website. Graduate student should be in contact with chair throughout the process. Culminating the research study is a defense with COE.

### **Creative Project**

The creative project may be a curriculum development and implementation (math literacy center), development of a school-wide resource (balanced literacy library, etc), or any project that enhances student achievement. Project is a written paper consisting of six chapters (plus examples of project) in APA style. Project will include an evaluation section to demonstrate impact on student achievement. Prior to developing project the graduate student will receive approval from chair. Graduate student should be in contact with chair throughout the project. At conclusion of project the graduate student presents paper and project to COE.

### **National Board Portfolio**

Graduate student will complete requirements for National Board Certification. National Board Certification is not necessary for master's degree award. Graduate student must complete all portfolio entries, and take assessment center tests. Verification of completion will be the NBPTS score, and graduate student reflective paper concerning process and certification.

**Font**

12 pt Times Roman or Ariel, double spaced throughout.

**Margins**

Left margin is 1.5” (for binding)

Top, bottom and right margins are 1”

Page numbers are printed in bottom center footer

**Title Page**

Solid signature lines

Follow template – margins are 1” for all

**NO** page number

**Table of Contents (if applicable: Table of Tables, List of Figures)**

Page number printed in bottom center footer as i, ii, iii, etc.

**Chapters, References, and Appendixes**

First page number in Chapter 1 is printed (1) bottom center footer

Subsequent page numbers are printed bottom center footer

Helpful hint. Keep the Title Page as a separate document, and the Table of Contents, etc, as a separate document. Word Processing has difficulty going from the i numbering system to a 1, 2, .... numbering system.

Your final document should have been read several times by **chair** prior to your defense. When you defend your project it is a celebration – and not an editing session.

Use APA Guidelines. Use the APA Manual that was required for EDUC 6650 when you took the course.

Your **thesis/ creative project** should be in three separate three-ring notebooks. Title page in the clear plastic coversheet on the outside of the notebook (see examples in the Graduate Office). SUU keeps two copies (one for the graduate office, and one for the library). You retain the third copy after it has been signed off. Your committee chair may like to have a final copy – check with them.

(Title of Project)

By

(Graduate Student Name)

A master's project submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF EDUCATION

Approved:

|   |       |
|---|-------|
| _____   | _____ |
| Capstone Project Chair                            | Date  |
| _____   | _____ |
| Faculty member (If requested)                     | Date  |
| _____   | _____ |
| Director, Graduate Studies in Education           | Date  |
| _____   | _____ |
| Records specialist, Graduate Studies in Education | Date  |

College of Education  
Southern Utah University  
Cedar City, Utah

## Table of Contents

Refer to the following templates to guide you in your final presentation.

**Before you begin** typing in the information you will need to set the “tabs”. If you are using Microsoft Word:

1. Tool Bar <Format>, <Tab>
2. The default tab is 0.5. Leave that. In the “tab stop position” type in *6.0*. The alignment is *right*, and the Leader is #2 (.....). Select <Set> and then <OK>.
3. What this does is set up your tabs so that the page numbers are justified on the right side of the page.

Set your margins the same as the project templates (left at 1.5 and the rest at 1.0)

**Page numbers for this section are: i, ii, iii, etc.**

Keep this section separate from the main document – as well as from the Title page. Microsoft Word likes to out think graduate students and faculty by being very sequential and not allowing a switch of numbering styles.

So you ask yourself, what is the difference between a table and figure?

APA p. 147

Table usually present quantitative data showing exact numerical values and the data are arranged in an orderly display of columns and rows. Any type of illustration other than a table is called figure. A figure may be a chart, graph, photograph, drawing, or other depiction.

## Table of Contents

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| Chapter 1: Introduction .....      | 1 |
| Chapter 2: Literature Review ..... | # |
| Subheading .....                   | # |
| Subheading .....                   | # |
| Subheading .....                   | # |
| Conclusion .....                   | # |
| Chapter 3: Methodology .....       | # |
| Chapter 4: Results .....           | # |
| Chapter 5: Discussion .....        | # |
| Chapter 6: Reflection .....        | # |
| Only for Creative Projects         |   |
| References .....                   | # |
| Appendix .....                     | # |
| Appendix A .....                   | # |
| Appendix B .....                   | # |

## Table of Tables

Table 1: Title (if wraps put the page # on the wrapped line).....#

Table 2: Title (if wraps put the page # on the wrapped line).....#

## List of Figures

Figure 1: Title (if wraps put the page # on the wrapped line .....#

Figure 2: Title (if wraps put the page # on the wrapped line .....#

## Chapter 1

### Introduction

Importance of a topic should be explicitly stated in the introduction. Research issue or purpose should be as specific as possible, yet stated concisely. Introductions may include a scenario, sensational research/ numbers, etc. The purpose of the Introduction is to convince the reader of the importance of your study. You must “grab” the reader!

Introduction Chapter should be between three and five pages.

### ***Thesis***

In a research report, a research purpose or question should flow from the narrative that immediately precedes it. You conclude the introduction with a simple statement of purpose. Research questions are saved for Chapter 2.

### ***Creative Project***

Creative projects conclude with the purpose of the project. At conclusion of chapter a section subheaded: *Researcher's Qualifications* will include a paragraph that describes the qualifications you have to complete the project.

## Chapter 2

### Literature Review

Start review with a paragraph that **describes the organization, and uses subheadings to guide readers**. Refer to page 113 of the APA manual for heading Level 3 and Level 4 when organizing your review. Present in the form of an essay – not in the form of an annotated list. Emphasize the findings of previous research – not just the research methodologies and names of variables studied. Point out trends and themes in the literature. Point out gaps in the literature. **Use direct quotations sparingly**. Use literature to provide the historical context for the present study. Point out how your study differs from previous studies.

Your review should “lead” to the statement of purpose (SOP) and research questions or hypothesis or justify the creation of the project (**thesis**). Avoid using the word “prove”. The conclusion of the literature review should contain a restatement of the purpose of the study/ creative project and any additional research questions that have been brought to “light” by the literature review. **Creative project** should have goals of project listed.

Following the conclusion define variables in the study that need a common understanding (ESL, LEP, etc.). Avoid using two different terms to refer to the same variable. Conceptual definitions should be defined as well as terms that are “educationese”. Consider speculating on the possible effects of a limitation on the results of a study (i.e. the researcher is also the teacher or supervisor).

**Literature Review should be between 15 and 20 pages for the proposal - Twenty plus for the finished project.**

## Chapter 3

### Methodology

#### *Thesis*

The purpose of this (qualitative, quantitative, mixed) study is to .....

(Refer to page 113 of the APA manual for heading Level 3 and Level 4)

#### *Participants*

Participants should be described in enough detail for the reader to visualize them. When a sample is very small, consider providing a description of individual participant. A population should be named, and if only a sample within the population was studied, the method of sampling should be described. If there was attrition, state the number who dropped out and information on the drop-outs. Describe your informed consent procedures, if any, as well as steps taken to maintain confidentiality.

#### *Instrumentation*

Unpublished instruments should be described in detail. Published instruments should be described briefly – describe the traits that it was designed to measure, format, and the possible range of score values. For unpublished instruments (survey you designed) and published instruments (standardized tests, textbook test), information on the validity and reliability should be reported. Examples of instrumentation should be provided in the appendix. If you use a variety of instruments they should be explained using subheading 4 (see example of survey, test, etc).

*Survey.* Surveys are a useful design to use when seeking to collect data quickly and economically, study attitudes and opinions, and survey geographically dispersed

individuals. Surveys are also useful for assessing information at one point in time (across-sectional study), or over time (a longitudinal study).

*Tests (standardized, criterion, etc.).* National standardized tests (SAT, ACT, GRE, GDE), state tests (End-of-year), teacher made, curriculum based, etc.

*Interview.* The process where researchers ask one or more participants in a study mostly, general, open-ended questions and record their answers. This information is then transcribed or typed into a data file for analysis

*Observation.* The process of gathering first –hand information by observing people and places at a research site. Advantages include the opportunity to record information as it occurs in a setting. Disadvantages include being limited to those sites and situations where researchers can gain access.

### *Procedures*

Experimental procedures, equipment, and other mechanical matters should be described in sufficient detail so that the study can be replicated. Timeline of events should be given. To assure triangulation a “crosswalk” can be helpful.

### *Analysis*

Describe how the data was analyzed. What type of statistical analysis was used, or word patterns. What was the rationale behind the type of analysis selected?

### *Creative project*

Methodology has: *participants* (who the project was developed for), *procedure* (how it was developed), *resources* (what you used to develop the project) and *evaluation* (how **will** you know you accomplished your goals). Match with the goals (Chapter 2) to

demonstrate relevance of the project. This section must be clear, consistent to goals, convincing in the procedure design to obtain goals and coherent for the reader to follow your “path”. Does not need to be an exact timeline – an overview of the process is appropriate.

## Chapter 4

### Results

#### *Thesis*

Organize the analysis and results section around the research hypotheses, purposes, or questions stated in Chapter 2. Standard statistical procedures need only be named; you do not need to show formulas or calculations. Scores of individual participants usually are not shown; instead, statistics based on them should be reported. Present descriptive statistics first. Organize large amounts of data in tables and give each table a number and descriptive title. When describing the statistics presented in a table, point out the highlights for the reader. Statistical figures (i.e. drawings such as histograms) should be professionally drawn. Spell out numbers that are less than ten. Qualitative results should be organized and the organization made clear to the reader.

#### *Creative Project*

Results focus on to “what degree” goals were met. Not a discussion of why they were or were not met – but did you do what you said you were going to do? This section may also reference artifacts contained in the Appendix.

## Chapter 5

### Discussion

#### *Thesis*

Consider starting the discussion with a summary. In the discussion, refer to the research hypotheses, purposes, or questions stated in Chapter 2. Point out the extent to which results of the current study are consistent with the results in the lit review – or not. Interpret the results and offer explanations for them. Mention important strengths and limitations. Introduction of new data or new references is inappropriate in the discussion section. State explicitly the implications of the results. Conclude with how this affects your instruction. What changes have or will you make to improve student learning? What other questions do you have now?

#### *Creative Project*

What have you done with the project? Who did you share this with, and what type of feedback did you receive? How do you plan to share this with other practioners? Projects are not created in a “vacuum”.

## Chapter 6

### Reflective Critique

#### *Only for Creative Project*

Reflections on what you learned. What worked well for you, what changes you would make in the project based on the feedback from peers? What direction does this set for you? Where now?

## References

APA manual Chapter 4, page 215

**For the proposal you must have at least 15 references and for the finished project it should be more than 20.**

## Master's Project/Thesis Criteria

Submission #: \_\_\_\_\_

Graduate Candidate \_\_\_\_\_ Committee Chair:

\_\_\_\_\_ Date: \_\_\_\_\_

IRB Forms Attached: \_\_\_\_\_ \* Committee Member(s)

\_\_\_\_\_

\* Before you proceed with a creative project or interventions, please be aware that you need SUU Internal Review Board (IRB) approval as well as the approval of your committee chair.

\* For IRB questions, please call Dr. Bart Reynolds at 435-979-2151 or email [reynolds@suu.edu](mailto:reynolds@suu.edu).

\* Each candidate needs to have completed the National Cancer Institute for **Human Participant Protections Education for Research Teams** certification process. Please have your certificate to turn in with the appropriate IRB forms. If you no longer have that certificate, log on to <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp> to get another copy.

|  |  |
|--|--|
| <p style="text-align: center;"><b>Title Page</b></p> <p>*See Template in Graduate Handbook or EDUC 6933 WebCT.</p> <p>*Also note that the title should have the following characteristics:</p> <ol style="list-style-type: none"> <li>1. Is descriptive of study with key words useful for searches.</li> <li>2. Is within 10-12 words.</li> </ol> <p style="text-align: center;"> <b>Table of Contents</b><br/> <b>Table of Tables</b><br/> <b>Lists of Figures</b><br/> <b>Appendix/Appendices</b> </p> <p>*There will always be a Table of Contents and usually a page for each of the following: Tables, Figures, and Appendix or Appendices.</p> <p>*Each page will be numbered in bottom center footer as i, ii, iii, iv, and so on.</p> <p>*Further description of format is found in the Graduate Handbook or EDUC 6933 WebCT.</p> | <p>✓ when acceptable</p> <p>Highlight as needed.</p> |
|--|--|

**Chapter 1**  
**Introduction - Nature of the Problem**

√ when  
acceptable  
  
Highlight as  
needed.

\*\*The order and creativity of the author is encouraged keeping the following key elements in mind.

1. Introduces the problem—the area of concern--possibly starting with scenario or otherwise setting the stage in which the problem occurs. (This can be the *hook* that draws the reader in.)
2. Clearly establishes the problem.
  - a. Problem is in the range of student’s influence.
  - b. Problem statement is concise and focused.
3. Clearly states or distinguishes whether it is a project or study (thesis).

**Background, Significance, and Purpose Setting**

4. Contains essential elements of documentation and evidence of a problem such as historical background and/or theoretical grounding with citations as needed (to be fleshed out and analyzed in the literature review)
5. Contains sufficient background information to allow the reader an understanding of the context and significance of the question/problem you are trying to address.
6. Provides proper acknowledgement of the previous work on which the author is building.
7. Delineates major issues related to the problem or need (also to be fleshed out and analyzed in the literature review).
8. Makes it obvious where the old contribution ends and the new contribution or investigation begins.
9. Clearly states purpose of the study, as in a declarative sentence.
10. (For creative project) Clearly delineates how it will enhance student achievement.
11. Guides the reader. (Stating questions is optional as per advisor). Qualitative questions will be sufficiently open-ended to facilitate exploration of emerging themes.
12. Foreshadows or provides a kind of *road map* for setting, context, organization, scope of work, and author’s role.
13. (For creative project) Concludes with supportive commentary (still in 3<sup>rd</sup> person) as to the personal qualifications that allow the candidate to do the project.

## Chapter 2 Literature Review

✓ when  
acceptable  
  
Highlight as  
needed.

\*\*The form, content, or style of a literature review will vary by topics and project types. The review can be organized by (a) chronology, e.g. historical to present, (b) by themes, (c) by related issues, or (d) by topics. The following elements, however, are appropriate to most reviews.

1. **Begins** with an outline or preface as to what will be considered in the review.
  - a. Reveals related time line, issues, themes, or topics with a suggestion of why that organization was selected.
  - b. Justifies criteria for *inclusion* and *exclusion* from the review.
2. **Body** is organized with appropriate headings and subheadings (as shown in APA-IV, p. 113).
  - a. Provides the reader with strong *umbrella* sentences at beginnings of paragraphs, includes *signposts* throughout and brief *so what* summary sentences at intermediate points in the review to aid the reader.
  - b. Provides practical and scholarly significance to the problem.
  - c. Reviews similar problems to the one being studied as closely as possible.
  - d. Includes major, seminal, historical research articles pertaining to the project or study, including background and/or theoretical grounding as well as more current research.
  - e. Includes quotations that are particularly relevant to key issues, your purpose, and/or need of your study.
  - f. *Elaborates* on important reviews or key elements--yet *synthesizes* less important related elements.
  - g. Is *thorough* (but the review need not be comprehensive). This review is considered a major part of learning in a capstone project/thesis so anticipate a length around 15-20 pages or length as approved by your capstone chair.
  - g. Represents a minimum of 20 separate references, i.e. has a broad literature base.
3. **Ends** with a summary that validates the problem and approach to the study/project.
4. Clearly distinguishes what has been done from what *needs* to be done.

|   |  |
|---|--|
| <p><b>Chapter 3</b><br/><b>Methodology (for Thesis)</b></p> <p>**Note that this chapter will be written in past tense.</p> <ol style="list-style-type: none"> <li><b>1. <u>Begins</u></b> with a statement of purpose and clear questions.</li> </ol> <p style="text-align: center;"><b>Participants &amp; Setting</b></p> <ol style="list-style-type: none"> <li>2. Defines individuals <i>who</i> were studied and includes co-researchers or collaborators.</li> <li>3. Indicates the participants' setting or the study context.</li> </ol> <p style="text-align: center;"><b>Instrumentation</b></p> <ol style="list-style-type: none"> <li>4. Explains techniques or tools used to measure, observe, examine, describe, or document results.</li> <li>5. Briefly defends instruments used or developed, including validation procedures as appropriate.</li> <li>6. Includes full name and citations for published instruments or resources as appropriate.</li> <li>7. Refers the reader to appendices for copies of instruments as appropriate, such as surveys, interviews, tests, etc.</li> </ol> <p style="text-align: center;"><b>Procedures</b></p> <ol style="list-style-type: none"> <li>8. Describes the methods or process used to accomplish the given tasks.</li> <li>9. Provides timeline or log of major events as appropriate for understanding.</li> <li>10. Includes informed consent and IRB approval process as appropriate.</li> <li>11. Is explicit enough for someone else to <i>replicate</i> the study.</li> </ol> | <p style="text-align: right;">√</p> <p style="text-align: center;"><b>Chapter 3</b><br/><b>Methodology (for Creative Project)</b></p> <p>**Note that this chapter will be written in past tense.</p> <ol style="list-style-type: none"> <li><b>1. <u>Begins</u></b> with a statement of purpose and specific accomplishments including how it is to benefit student achievement or address worthwhile goals.</li> </ol> <p style="text-align: center;"><b>Participants &amp; Setting</b></p> <ol style="list-style-type: none"> <li>2. Identifies participants (for whom the project was developed) and other collaborators as appropriate.</li> <li>3. Indicates the participants' setting or the context.</li> </ol> <p style="text-align: center;"><b>Procedures</b></p> <ol style="list-style-type: none"> <li>4. Describes what was developed and/or how the creative project was accomplished.</li> <li>5. Refers the reader to appendices to view developed curricula, etc. as appropriate.</li> <li>6. Includes a log of events as needed for understanding.</li> <li>7. Includes IRB approval process as appropriate.</li> </ol> <p style="text-align: center;"><b>Resources</b></p> <ol style="list-style-type: none"> <li>8. Indicates what was used to develop the project.</li> </ol> <p style="text-align: center;"><b>Evaluation</b></p> <ol style="list-style-type: none"> <li>9. Explains how accomplishment(s) were evaluated, i.e. what was used to examine value, quality, or condition.</li> <li>10. Matches accomplishments with goals and purpose.</li> </ol> <p style="text-align: right;">√</p> |
|---|--|

|  |  |  |  |
|--|--|--|--|
| <p style="text-align: center;"><b>Analysis</b></p> <p>12. Describes research design and methods used for examining quantitative and/or qualitative data.</p> <p>13. Justifies the selection of methods used to evaluate results.</p> |  | <p>11. Validates student achievement or implementation results.</p> <p>12. Documents how relevance will be determined.</p> <p>13. Describes and defends measures used or developed as appropriate.</p> |  |
|--|--|--|--|

**Chapter 4  
Results (for Thesis)**

\*\* The results and findings are closely aligned to statement of purpose in Ch. 1, 2, and 3. Please revise each chapter for consistency of purpose throughout.

1. **Begins** with a lead-in paragraph or two with elements of the following.
  - a. Restates the purpose and/or questions.
  - b. Outlines or leads the reader to anticipate the findings that will be addressed in the chapter.
2. **Body** reports results based on the outline using narrative that is explanatory (but not interpretive.)
3. Utilizes tables as described in APA IV manual on p. 147 and as checked per p. 175 (if needed).
4. Utilizes figures (charts, graphs, photographs, drawings, or other depictions) according to APA IV manual (if needed). See pp. 176-201.
  - a. Tells the reader what to look for in tables and figures, and provides sufficient explanation to make them readily intelligible.
  - b. Uses tables or figures as *supplements* to the narrative especially to support complex information.
  - c. Utilizes appropriate headings as needed to guide the reader.
  - d. Places supportive data that is *valuable* but not *essential* to the results section in appendices such as baseline or raw scores that are not pertinent to

**Chapter 4  
Results and/or Accomplishments  
(for Creative Project)**

\*\* The results and/or accomplishments are closely aligned to statement of purpose in Ch. 1, 2, and 3. Please revise each chapter as needed for consistency of purpose.

1. **Begins** with a lead-in paragraph or two with elements of the following.
  - a. Restates the purpose and/or needed accomplishments.
  - b. Outlines or leads the reader to anticipate elements to be addressed in this chapter.
2. **Body** reports results or accomplishments based using narrative that is explanatory (but not interpretive.)
3. Headings guide the reader for reported results, elements described, or areas of discovery.
4. May use tables (pp. 147-175 in APA IV) or figures (pp. 176-201) as needed to elaborate on validation accomplishments (as in surveys, interviews, observations, achievement scores, and so on.)
5. Spells out the degree of accomplishments based on purpose.
  - Were all elements of the project met?
  - Was implementation accomplished?
  - Was achievement enhanced?
  - What feedback was received as part of the

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| <p>specific analysis.</p> <p>5. <b>Ends</b> with a summary, conclusion, or transition to the interpretations in Chapter 5.</p> |  | <p>validation process?</p> <p>6. References artifacts in appendices as needed.</p> <p>7. <b>Ends</b> with a summary, conclusion, or transition to the interpretations in Chapter 5.</p> |  |
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## Chapter 5 Discussion

✓ when  
acceptable  
  
Highlight as  
needed.

1. **Begins** with a lead-in paragraph or two that previews the discussion to follow.
2. **Body** aligns itself to topics, questions, issues, data, findings, implementations, and/or accomplishments in Chapter 4 but details the *importance* of the information previously provided.
  - a. Focuses on *so what?*
  - b. Is *interpretive*.
  - c. Points out results, findings, and/or accomplishments that were consistent or inconsistent with literature review.
  - d. Provides hypothesis or possible explanations supportive of results, i.e. speculation, inference, and reflection are warranted.
  - e. Addresses *limitations* of the study or problems with project as appropriate.
  - f. Addresses *practical* or *theoretical* significance.
  - g. Considers questions such as the following (as appropriate to specific research or project).
    - What has been done with the study or project?
    - Were results or accomplishments shared? How were they received?
3. **Ends**--if a thesis or study option--with a conclusion or summary having two or more paragraphs that recaps or *synthesizes* answers and findings and the importance of those findings. Author can pose new questions because findings often elicit more questions. Conclusion often refers to what would/could/should happen next and provides closure for the reader.

\*\*For projects, see Chapter 6.

**Chapter 6 (if project)**  
**Reflective Critique**

1. Uses first person.
2. Addresses questions such as the following.
  - What worked well?
  - What changes would be made next time?
  - What was learned?
  - In what direction does this lead?
  - What happens now? Where does one go from here?

✓ when  
acceptable  
**Highlight as  
needed.**

## References

✓ when  
acceptable

Highlight as  
needed.

1. Has a *one-to-one* agreement for citations in text and the reference page. Use the following suggestions and questions.
  - Go through the text; for EVERY citation, check the reference page for names, spellings, and dates consistency.
  - Also make note if there are any items in the reference page without citations in the text?

“The author must make certain that each source referenced appears in both places and that the text citation and reference list entry are identical” (APA-IV, p. 215).

2. Uses references correctly according to pp. 220-281 in APA IV.
  - Double check uses of commas, periods, spaces, upper and lower case letters, abbreviations, volume for journals, editors, italics, and pages numbers.
  - See especially pp. 278-281 for electronic sources.

\*\* It all counts!

## Appendix A

### Title

Refer to APA manual page 299. Begin document on the same page (consent letter form, example of instrument used, and supporting evidence for research). If it is student work, remove the name of the student and either photocopy or scan.