FERRIS STATE UNIVERSITY

School of Education
EDUC 681 Capstone
Thesis or Project

Policies and Procedures for the Capstone

In order to be registered for the capstone course, the student must complete an application and receive approval from his or her project chairperson and committee members. The application requires the proposal completed in EDUC 663 and written committee approval. The application must be completed and approved no later than the semester before the semester of graduation. The application can be downloaded at http://www.ferris.edu/HTMLS/colleges/educatio/education/Grad-Program-Info.htm

Upon registration, the student should set a schedule with his/her chairperson and committee members at the outset of the thesis or project. Adequate time should be allowed for the committee to recommend changes in the thesis or project before scheduling the presentation. The presentation lasts approximately one hour with the student summarizing conclusions of the thesis or project. This includes time for the committee to discuss questions.

Registration for the thesis or project both require a three-chapter proposal that includes:
1. Clear definition of an educational issue to be addressed, learning objectives specific to student, and demonstration of relevancy of the topic
2. Review of the relevant research literature
3. Explanation of the strategies to be used to address the educational issue or research question, as well as a timeline to complete the capstone

Evaluation Criteria for the Capstone

A written product and presentation are required for EDUC 681. In the capstone course, the student will demonstrate the ability to frame a problem and research question relevant to education, and to use methods to answer the question in the thesis or project. The student will develop a written product appropriate to the topic, which may include a procedure manual, course materials, manuscript for publication, grant application or other. At completion of the capstone, the student will submit a document that includes the three-chapter proposal, the product described in the previous sentence or data analysis, and a conclusion. Please see the rubric for further description. The committee will evaluate the student on mature academic writing as evidenced by using examples, current research, and organization.

Finally, the committee will consider student presentation skills such as effective communication and visuals to support understanding. APA format and the Ferris State University Formatting Guidelines for Graduate Capstones are required. The guidelines are linked here and also located at the Office of Graduate Studies website:

https://ferris.edu/HTMLS/administration/academicaffairs/graduateprograms/documents/formatting-policy.pdf

When the committee approves the capstone, the chairperson secures signatures of all committee members and a final copy of the capstone. These are forwarded to one of the Graduate Program Chairpersons, once received; a final grade is posted.

Research Elements	Proficient	Developing	Unsatisfactory
Introduction -Research question(s) -Explanation of problem and rationale -Clear statement of purpose -Significance of study	Demonstrates thorough knowledge of problem, context, and importance. The research question is well- reasoned, and the findings would make an important contribution to knowledge or practice.	Demonstrates adequate knowledge of the problem and educational context. Contains clear statement of purpose. Findings may contribute to knowledge or practice.	Demonstrates limited knowledge of the problem and/or its context. Statement of purpose is limited in clarity or reasoning or potential importance.
Literature Review -Synthesis of the research -Analysis of key work in the field -Development of an argument for the project -Discussion of the theoretical framework -Identification of gaps in the literature	Analyzes key research as it directly relates to the research questions. Develops a logical argument for study based on research. Shows how study would fill gaps in research. Scholarly writing and sources are used.	Summarizes works in the field that relate to the research questions with invalid sources (opinion articles, vs. scholarly sources) or unsubstantiated inferences. States how this study would contribute to knowledge or practice.	Cites work in the field, but limited in scope, explanation of connection to the research questions is limited.
Methodology -Description of subjects, rationale for inclusion and grouping	Thoroughly addresses (a) description of subjects, rationale for inclusion and grouping, (b) explanation of	Adequately developed study design, description of participants, location, timeline,	Inadequate development of study design, participants, location, and

-Explanation of design of the study, procedures, instrumentation, location, and data collection/analysis. -Description of sampling procedures -Discussion of potential limitations, validity and reliability -Data collection tools aligned with research questions	design of the study, procedures, instrumentation, location, and data collection/analysis, (c) description of sampling procedures, (d) discussion of potential limitations, validity and reliability, (e) data collection tools aligned with research questions, and (f) uses proper terminology	and rationale statements.	timeline. Not revised from EDUC 663.
Data Analysis -Identification of the results and their relationship to the problem -Use of figures and tables where appropriate with supporting narrative	Results are presented clearly and related thoughtfully to the research problem and the literature. There are tables and graphs where appropriate.	Results are shared but may not directly address the research question.	Results are present but limited in detail, logic, or usefulness.
Conclusions -Reflections on study/results -Draw conclusions about the data and the study -Description of limitations of entire study -Recommendations for further studies	Conclusions are presented clearly and focused on the research problem. The study addresses all research questions, limitations, and recommendations for further research.	Conclusions are presented. The research questions are addressed as are limitations of the project. There are recommendations for future research.	Conclusions are presented but limited in detail, logic, or usefulness. Limitations and recommendations are not outlined.
Format -Spelling, grammar, APA and FSU Graduate Program Expectations	Document adheres to APA guidelines and graduate-level writing expectations. It is high quality, correct writing, with thoughtful use of section headings.	Document uses APA guidelines and conforms to basic writing expectations.	Presentation conforms poorly to APA format and writing expectations.

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