This handbook is a guide to the capstone project for Liberty University School of Education doctoral students. It does not constitute a contract and is subject to change at the discretion of Liberty University School of Education. This version of the capstone handbook supersedes all previous versions.
# Administration and Support Team for Doctoral Programs

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
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<tbody>
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Revised 10/16/2019
1. Introduction

1.1 Introduction to the Doctoral Program and the Capstone Project Process

The Doctor of Education (Ed.D.) program in the School of Education (SOE) consists of two primary components: the coursework and the capstone project. The student completes coursework to develop and hone critical thinking skills, writing skills, and knowledge. The purpose of the coursework is to prepare the student to become a doctoral candidate. The doctoral capstone project is the final academic requirement for the Ed.D. program and is designed to evaluate the candidate’s capabilities to solve a problem of practice.

1.2 Purpose of this Handbook

The purpose of this handbook is to provide information about the capstone project process and related policies. The handbook is a guide for the capstone project, including the writing, the proposal presentation, and the final presentation. In general terms, the roles and responsibilities of the candidate and the faculty mentor are outlined. The Doctoral Support Team is available to assist you with any questions or concerns during the capstone process, and candidates should contact SOEDocPrograms@liberty.edu immediately if they encounter any issues.

2. Academic Policies and Specialized Coursework

There are several academic policies that pertain specifically to the doctoral programs in the SOE. Some of the policies are dependent on the specific degree completion plan (DCP) the student is working under. More information about these policies is detailed below.

2.1 Time Limit for Completion of the Degree

The maximum time limit for completion of the doctoral program is seven years. Any student who does not complete coursework within the permissible time limit for any reason,
including discontinued enrollment, must reapply for admission. If the student wishes to continue in the program at a later date, he or she will need to reapply and, if accepted, will be subject to all requirements for the DCP for the current academic year. A student may reapply to the program only once, and the Administrative Chair of Doctoral Programs and Research will determine how many additional semesters will be granted. Students who wish to appeal for extra time in the program should submit a formal appeal via the SOE Policy Appeals Form.

**Exception:** For students admitted with 18 or more hours of credit from an Educational Specialist (Ed.S.) program or transferring from another doctoral program, the time limit for completion of the doctoral program is five years.

### 2.2 Number of NP Grades

Students are only allowed one No Pass (NP) grade as part of the doctoral program. Two NPs in any one course will result in removal from the program. This policy applies specifically to EDUC 880, 887, 888, 889, and 890.

### 2.3 Course Registration Limits for EDUC 887, EDUC 888, and EDUC 889

Candidates are only allowed to register for EDUC 887 two times before successful completion of an approved capstone proposal. Candidates are only allowed to register for EDUC 888 two times before completing all data collection and uploading raw data to Blackboard. Finally, candidates are only allowed to register for EDUC 889 two times before successfully completing the final write-up of the capstone project. Exceeding these registration limits will result in removal from the program. If the registration limit is exceeded, students who wish to continue in the program must submit a formal appeal via the SOE Policy Appeals Form in order to request an extension. Each student must include a full justification of the request and, if applicable, documentation evidencing his or her faculty mentor’s support of the extension. If the
appeal for an extension is approved, the Administrative Chair of Doctoral Programs and Research, in consultation with the Director of Applied Doctoral Research, will determine the new deadline for program completion. Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for admission. If students wish to continue in the program at a later date, they need to reapply and, if accepted, will be subject to all requirements for the DCP for the current academic year.

2.4 Continuous Enrollment Policy

After completion of EDUC 880, students must be continually enrolled in the program until completion of EDUC 890 (Capstone IV, final presentation). Continuous enrollment means that the student must be enrolled in at least one course that will count toward completion of the doctoral program per semester (including summer). Failure to maintain continuous enrollment will result in removal from the program. If students wish to continue in the program at a later date, they need to reapply and, if accepted, will be subject to all requirements for the DCP for the current academic year.

Note: Students returning to the program after breaking enrollment for more than one year may be required to complete additional coursework or retake courses at the discretion of the Administrative Chair of Doctoral Programs and Research in consultation with the Director of Applied Doctoral Research.

2.5 SOE Doctoral Community

The SOE Doctoral Community is a Blackboard site that houses important information about the capstone project process. While this handbook provides a general guide for the capstone project, the SOE Doctoral Community provides more detailed step-by-step information for each milestone in the process. To access the community,
• access Blackboard as you normally would,

• look to the left hand side of the page under “Non-term Courses,”

• click the link for “SOE_Doctoral_Community_01.”

### 3. The Capstone Faculty Mentor

Candidates will work with one faculty mentor during the capstone project. The capstone mentor will hold an earned doctoral degree (Ed.D. or Ph.D.) in an education-related field and be employed by Liberty University (residential or online). While enrolled in EDUC 880, candidates will be assigned a capstone mentor. Students enrolled in EDUC 880 will receive an email from our SOE Doctoral Support Team (SOEDocPrograms@liberty.edu) assigning them a capstone faculty mentor around week 5 of the EDUC 880 course.

### 4. Registering for Capstone Courses

Once assigned a capstone faculty mentor in EDUC 880, each doctoral candidate will need to email the SOE Doctoral Support Team (SOEDocPrograms@liberty.edu) to request enrollment in their capstone faculty mentor’s section of EDUC 887 for the upcoming semester. Please note that the Doctoral Support Team only processes the initial enrollment into the capstone courses. After initial enrollment into the capstone courses, candidates must call Academic Advising for assistance registering for their faculty mentors’ sections of the capstone courses in subsequent semesters.

### 5. Capstone Project Guidelines

#### 5.1 Capstone Project Topics

The purpose of the capstone project is for candidates to gain practical experience solving a problem of practice at a specific site within their field. Candidates are encouraged to pursue a
capstone project that is of personal relevance and significance; however, a candidate needs to ensure that the topic is researchable and that the proposed project is viable. The topic must be related to solving a problem of practice at one specific site. Because the capstone project is site-specific, the results and solution to the problem are not generalizable beyond the site, and the project will not be published or disseminated beyond the site. Often the site will be a K-12 school setting where the candidate is employed, however, it is possible to conduct a capstone project at other similar educational organizations or sites when appropriate. Further, ethical concerns must be considered if the researcher has any type of authority over the participants (e.g., teacher, professor, or administrator). Candidates should start considering a possible capstone project problem of practice early in the program. Finally, faith integration within the capstone project is acceptable where appropriate. If a faith perspective is included, it should be well-integrated throughout the manuscript (not included as an afterthought or simply tacked on).

5.2 Capstone Project Data Collection

The capstone project is conducted using applied research methods and should consist of three data collection approaches. The first approach must be in the form of interviews. The second and third approaches may be selected at the candidate’s discretion and with the approval of their faculty mentor. Candidates may choose from among the following approaches: focus groups, surveys, document analysis, and observations. Any other approach/project will require written approval from the Administrative Chair of Doctoral Programs and Research.

5.3 Recommended Textbooks


**5.4 Academic Honesty**

Honesty and integrity are highly valued at LU and in the SOE. The same principles and expectations of academic honesty and integrity in coursework are true for the capstone project. The **Liberty University Code of Honor** details specific definitions, penalties, and processes of reporting. The presence of plagiarism, including structural plagiarism, within any capstone project manuscript or document may result in dismissal from the program, failing the capstone course, and/or implementation of an intervention plan. The faculty mentor and the SOE administration decide the final consequences of academic dishonesty.

The capstone project needs to be an original work of the candidate, and the reuse of previous research (e.g., master’s theses, publications) is not acceptable. All previous work needs to be cited according to current American Psychological Association (APA) guidelines, and the APA manual’s section on self-plagiarism should be reviewed. Properly crediting another individual’s work is also an ethical imperative.

**6. The Prospectus**

Leading up to EDUC 880, candidates will begin to develop the capstone project in EDUC 816 and EDUC 850. In EDUC 880, the candidate develops a complete capstone prospectus. The Capstone Project Template (located in the SOE Doctoral Community in Blackboard) is used to develop the prospectus. The prospectus, comprised of sections 1 and 2 of the capstone project, is the first formal document candidates write as part of the capstone process. The prospectus is expected to be foundational to the formal proposal and then ultimately to the capstone project. All other elements of the first two sections of a capstone project are

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present. The prospectus is typically from 25 to 40 pages long, with a literature review (part of section 1) of at least 15 pages.

The primary assignment in EDUC 880 is the prospectus. To earn a pass on this assignment, the candidate is expected to incorporate all feedback from previous research courses leading up to EDUC 880. When submitting the manuscript for review, candidates must use correct APA formatting and grammar and ensure the research design and analysis sections include scholarly research text references. It is highly recommended that EDUC 880 be taken when the candidate has sufficient time to devote to developing a solid prospectus. Failure to do so could result in not passing EDUC 880, and this course may only be taken twice.

Upon entrance into EDUC 887, all feedback from the EDUC 880 course should be discussed with the faculty mentor. Failure to implement the feedback, especially in regard to design and analysis, will result in significant delays in the capstone project process.

7. Proposal (EDUC 887)

7.1 Develop the Proposal

Upon enrollment in EDUC 887, the candidate is provided access to the EDUC 887 Blackboard course that is facilitated by the faculty mentor. Although EDUC 887 is not a typical course, as the primary objective is to fully develop the capstone project proposal, there are monthly discussion board updates and manuscript submissions. EDUC 887 is an A-term course (full semester) and candidates must enroll continuously, up to two times, until the proposal is approved.

Upon enrollment in EDUC 887, the candidate immediately begins working with his or her faculty mentor to develop a solid capstone project proposal. The proposal needs to consist, at a minimum, of the following: Title Page; Table of Contents; Executive Summary; section 1:
Introduction to the Project and Related Literature; and section 2: Procedures. The proposal is approximately 35-50 pages in length, with a minimum length of 20 pages for the literature review in section 1. Although the proposal is normally lengthened as the capstone project progresses, it may not change drastically once it is completed and approved as part of EDUC 887. A change in topic and/or research approaches may warrant the need for a candidate to complete additional coursework or retake courses at the discretion of the Director of Applied Doctoral Research.

7.2 Proposal Review: Milestone One

The faculty mentor always reviews the proposal manuscript first. When the faculty mentor is satisfied with the proposal and has given approval, he or she will send it to SOEDocReview@liberty.edu for a review by the Director of Applied Doctoral Research. A director review can take up to two weeks. No proposal presentation can take place without approval from the Director of Applied Doctoral Research.

The candidate should expect that the proposal manuscript will go through multiple revisions before a proposal is approved for a proposal presentation. Candidates should contact SOEDocReview@liberty.edu if two weeks is exceeded or the faculty mentor becomes unresponsive. Once the faculty mentor and Director of Applied Doctoral Research decide the candidate is ready, the candidate may move forward with scheduling a proposal presentation.

7.3 The Proposal Presentation: Milestone Two

Once the candidate incorporates and addresses all feedback from the faculty mentor and director, the candidate discusses with the faculty mentor his or her readiness for the proposal presentation and schedules a time to conduct the presentation with the faculty mentor. The formal proposal presentation normally takes place via the university’s e-conferencing system (WebEx).
or by phone conference. The candidate is responsible for identifying dates and times convenient for the faculty mentor. The faculty mentor is responsible for facilitating the proposal presentation via WebEx (instructions for setting up a WebEx meeting are provided in the SOE Doctoral Community in Blackboard).

The formal proposal presentation and ensuing discussion is normally about 60 minutes in length. After prayer and preliminary remarks by the faculty mentor, the candidate presents the proposal to the faculty mentor. The proposal needs to include the following: a description of the capstone project’s purpose and significance, the research question(s), and the methods (including the plans for the research approaches and analysis). The following procedures are recommended for the formal proposal presentation:

- Opening prayer by faculty mentor
- 10-15-minute presentation of PowerPoint by candidate
- Questions and comments from faculty mentor
- The faculty mentor will decide the candidate’s readiness to move forward with data collection and any required revisions to the proposal
- The faculty mentor will notify the SOE at SOEDocReview@liberty.edu of the outcome of the proposal presentation within 24 hours

A maximum of two proposals may be presented. Failure to gain approval to move forward within two successive proposal presentations could result in removal from the program or remediation (e.g., enrollment in additional coursework) before progression in the capstone project process. This decision is made by the Administrative Chair of Doctoral Programs and Research in consultation with the Director of Applied Doctoral Research. Within 24 hours of a

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successful proposal presentation, the faculty mentor must send the Capstone Proposal Presentation Decision Form to SOEDocReview@liberty.edu to inform the Doctoral Support Team when the candidate is approved to move forward to the data collection stage (see Appendix A for the Capstone Proposal Presentation Decision Form). Failure to send in the decision form could result in the candidate being removed from the program.

8. Data Collection (888)

Upon enrollment in EDUC 888 (after the successful completion of the proposal presentation in EDUC 887), the candidate will be at the point of data collection for the capstone project. Although EDUC 888 is not a typical course, as the primary objective is to collect data for the capstone project, there are monthly discussion board updates and manuscript submissions. After obtaining appropriate approvals as well as permission from the faculty mentor, candidates will begin data collection and upload raw data to the EDUC 888 Blackboard course. EDUC 888 is an A-term course (full semester) and candidates must enroll continuously, up to two times, until data collection is complete.

8.1 Site Permissions: Milestone Three

Written permission to conduct the capstone project must be obtained from the administration at the intended site (e.g., the superintendent, principal of the participating school, the key gatekeepers at any site, etc.). Include the permission letter in an appendix of the capstone project. Once site permission is obtained, the candidate must forward the letter to the Doctoral Support Team at SOEDocReview@liberty.edu. Data may not be collected without a permission letter. Collecting data without evidence of site permission may result in removal from the program.
8.2 Ethical Considerations

Any ethical considerations or implications of the capstone project should be discussed in the capstone manuscript. These might include securing the collected data (e.g., locked filing cabinets and password protection for electronic files), usage, influence, confidentiality (e.g., use of participant pseudonyms), and any other potential issues that might arise and how they will be addressed. The information contained in this capstone project is intended to solve a specific problem at a specific location for specific stakeholders and is not generalizable to a broader population. Therefore, this information should not be shared or distributed outside of the site-specific stakeholders. If you plan to share this project outside of the immediate stakeholders, you must secure LU IRB approval before the data collection. Failure to do so may result in removal from the program.

Note: LU does not require IRB approval for the capstone project because it is site-specific, the results and solution to the problem are not generalizable beyond the site, and the project will not be published or disseminated beyond the site. However, some school systems and organizations outside of LU may have specific requirements in order to use their site for your capstone project. This may require IRB approval. Finally, if you plan to independently publish or disseminate your project, you must receive LU IRB approval before collecting any data and you must clearly state your intention to publish in this subsection. CITI training will be required for anyone applying to the IRB.

8.3 Execute the Research

After site permission and all necessary approvals are obtained, the candidate executes his or her research, including data collection and analysis. The candidate is held responsible to know, to understand, and to answer for ethical behavior, procedures, accuracy, interpretation,
and integrity of the research design and analysis.

9. Final Capstone Project Write-Up (EDUC 889)

Upon enrollment in EDUC 889, the candidate would have successfully collected all data. EDUC 889 is an A-term course (full semester) and candidates must enroll continuously, up to two times, until the capstone project is approved. While in EDUC 889, candidates analyze the data and complete the final write-up before the final presentation in EDUC 890.

9.1 Develop Final Capstone Project

Under the guidance of the faculty mentor, the candidate refines sections 1 and 2 and writes sections 3 and 4. The faculty mentor may advise the candidate to seek an outside editor to assist with revising or formatting the manuscript. The Capstone Template is provided in the SOE Doctoral Community.

9.2 Capstone Project Review: Milestone Four

When the faculty mentor is satisfied with the capstone project and has given approval, he or she will send it to SOEDocReview@liberty.edu for a review by the Director of Applied Doctoral Research. A director review can take up to two weeks. No capstone project presentation can take place without approval from the Director of Applied Doctoral Research.

9.3 Submit the Capstone Project Manuscript for a Professional Edit

The final presentation cannot be scheduled until the faculty mentor and director have reviewed the capstone project and each granted approval for a final presentation. During the final revision process, a professional edit of the manuscript may be required. The professional edit can be performed prior to or after the presentation at the discretion of the faculty mentor, based on the quality of the manuscript. This may include a full edit or simply an APA edit.

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Candidates may use any professional editor.

10. **Capstone Project Presentation (EDUC 890)**

Once the capstone project is approved by the faculty mentor and the Director of Applied Doctoral Research, the candidate and faculty mentor will schedule a time for the presentation. It is encouraged, but not required that stakeholders and/or community partners be invited to the presentation. The candidate is responsible for identifying dates and times convenient for the faculty mentor. The presentation date must be scheduled and the presentation successfully completed at least four weeks prior to the last day of the semester term (deadlines for each semester are noted in the SOE Doctoral Community in Blackboard). Once a date and time are established, the candidate is also responsible for notifying the Doctoral Support Team at SOEDocReview@liberty.edu. Once the capstone project is scheduled through the School of Education, candidates will be enrolled in EDUC 890.

The candidate should submit the capstone project to SafeAssign in EDUC 889 prior to scheduling the final presentation. The faculty mentor should review the SafeAssign report to ensure it is acceptable before the final presentation is scheduled.

The doctoral support staff will e-mail an Outlook appointment to the candidate and faculty mentor. Once this Outlook appointment is sent, the date and time of the presentation is considered to be officially set. The faculty mentor is responsible for scheduling and facilitating the WebEx meeting for the presentation (instructions for setting up a WebEx meeting are provided in the SOE Doctoral Community in Blackboard).

When the presentation date and time are finalized, the candidate will be enrolled in EDUC 890. **Please note that a candidate may not enroll in EDUC 890 without a confirmed**
presentation date by all parties involved. Candidates should remain enrolled in EDUC 889 until a final presentation is scheduled with the SOE.

10.1 Preparing for the Capstone Project Presentation

The candidate prepares a 15-20-minute presentation of his or her capstone project for the final presentation; a visual presentation (e.g., PowerPoint) is required. The presentation should be sent to the faculty mentor in advance. Candidates are required to use a webcam, have reliable internet and phone connections, be in professional dress, be in a professional location, and have technological support on hand, if needed, to ensure the presentation runs smoothly. WebEx must be used, and the faculty mentor is responsible for setting up the WebEx meeting (instructions for setting up a WebEx meeting are provided in the SOE Doctoral Community in Blackboard). Only the candidate is required to share video through WebEx during the presentation.

10.2 Capstone Project Presentation: Milestone Five

The capstone project presentation takes approximately one hour to complete. The only people who must attend the presentation are the candidate and the faculty mentor. It is optional to invite key stakeholders and/or community partners from the capstone project site who may wish to attend the presentation. The following procedures are recommended:

- Opening prayer by faculty mentor
- 15-20 minute presentation by candidate
- Questions and comments from the faculty mentor
- Final remarks

After prayer and preliminary remarks by the faculty mentor, the candidate gives the
capstone project presentation. The presentation needs to include the following: an overview of the study’s purpose and significance (both practical and empirical), the research questions, the methods, the analysis, the findings, and the solution to the problem. The visual presentation (e.g., PowerPoint) should be used as an aid. Reading from the presentation or script is not acceptable. Following the presentation, the faculty mentor and optional invited stakeholders and/or community partners may ask questions.

Using the Capstone Project Decision Form for guidance, the faculty mentor will make a decision (see Appendix B for Capstone Project Decision Form and related rubrics). The faculty mentor will inform the candidate of the outcome. The faculty mentor will make one of the following decisions:

- Approved with no revisions or minor revisions
- Provisionally approved with major revisions
- Not approved with recommendation to revise or write a new capstone project

If the faculty mentor makes one of the first two decisions, the faculty mentor delineates the required steps and specifies a timeline for completion (usually within 7 days). It should be noted that, at the discretion of the faculty mentor and dependent upon the number of revisions that need to be made, the faculty mentor may require that the candidate have his or her manuscript professionally edited again.

A maximum of two capstone project presentations may be completed. Failure to successfully present the capstone project within two attempts will result in removal from the program. Within 24 hours of the presentation, the faculty mentor should send the Capstone Project Decision Form (which includes a final grade) to SOEDocReview@liberty.edu so that the Doctoral Support Team can post the final grade in EDUC 890.

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11. Graduation

As a reminder, the candidate must complete requirements and paperwork necessary for graduation and should plan to attend the hooding ceremony and graduation exercises in May. Graduation information can be found on the Registrar’s website. Application for graduation should be completed no later than the beginning of the term in which the candidate intends to complete and present the capstone project in EDUC 890.
Appendix A: Capstone Proposal Presentation Decision Form

LIBERTY UNIVERSITY
SCHOOL OF EDUCATION

Faculty Mentor: After completing the form, email it to SOEDocReview@liberty.edu.

Date

Project Title

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
</tr>
<tr>
<td>Faculty Mentor</td>
<td></td>
</tr>
</tbody>
</table>

Decision

- [ ] Approved with minor or no further revisions
- [ ] Provisionally approved with major revisions
- [ ] Not approved with recommendations to revise or rewrite

Explain decision (as applicable):
Appendix B: Capstone Project Decision Form

LIBERTY UNIVERSITY
SCHOOL OF EDUCATION

Faculty Mentor: After completing the form, email it to SOEDocReview@liberty.edu.

Date

Title

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
</tr>
<tr>
<td>Faculty Mentor</td>
<td></td>
</tr>
</tbody>
</table>

Faculty Mentor’s Decision

- [ ] Approved with minor or no further revisions
- [ ] Provisionally approved with major revisions
- [ ] Not approved with recommendations to revise or rewrite

Explain decision (as applicable):

List revisions needed (if applicable):

(For final presentation only, please continue to the rubrics on the following pages. Note: This is a pass/fail presentation. A grade of B- or better is needed to pass.)

Candidate grade to be assigned for EDUC 890 (please check one):

A      B      C      D      F

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**Presentation of Capstone Project Rubric** (Highlight the appropriate score for each category based on the candidate’s presentation during the final presentation)

<table>
<thead>
<tr>
<th>Category</th>
<th>Advanced (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td>The presentation includes a complete representation of related research along with a complete written literature review to support and justify the research.</td>
<td>The presentation includes a complete representation of related research along with a complete written literature review to support and justify the research.</td>
<td>The presented literature review may be unclear or non-existent, and the written literature review does not fully justify the research.</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>The presentation and the written literature review include a complete theoretical framework to fully support the research question(s).</td>
<td>The presentation and the written literature review include a theoretical framework to support the research question(s).</td>
<td>There is a brief or non-existent mention of the theoretical framework during the presentation and/or the literature review.</td>
</tr>
<tr>
<td>Methodology</td>
<td>The presentation and methodology section is written in correct format and includes clear, understandable and justified questions and objectives.</td>
<td>The presentation and methodology section includes use of proper format, and appropriate questions and objectives.</td>
<td>The presentation and methodology section does not include proper formatting and/or does not include clear questions and objectives.</td>
</tr>
<tr>
<td>Data Collection</td>
<td>The candidate thoroughly and clearly articulates the approaches and related data collection procedures.</td>
<td>The candidate clearly describes the approaches and the data collection procedures.</td>
<td>The candidate mentions approaches and data collection procedures, but does not clearly.</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>The candidate clearly evaluates, synthesizes, and interprets educational research through presentation of data and findings.</td>
<td>The candidate evaluates and interprets educational research through presentation of data and findings.</td>
<td>The candidate does not clearly present findings and data analysis.</td>
</tr>
<tr>
<td>Communication: Presentation</td>
<td>The candidate is poised during the presentation, and clearly and fluently demonstrates effective communication in writing, while speaking, and while listening to others.</td>
<td>The candidate demonstrates poised and effective communication in writing, and while speaking during the presentation.</td>
<td>The candidate lacks poise, and does not present information clearly and effectively.</td>
</tr>
</tbody>
</table>
**Written Capstone Manuscript Rubric** (Highlight the appropriate score for each category based on the quality of the final capstone manuscript)

<table>
<thead>
<tr>
<th>Advanced (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Candidate clearly articulates the nature of a research topic, including the relevant literature.</td>
<td>Candidate articulates the nature of a research topic, including the relevant literature.</td>
</tr>
<tr>
<td><strong>Review of Literature</strong></td>
<td>The candidate includes a complete representation of related research along with a complete written literature review to support and justify the research.</td>
<td>The candidate includes a representation of related research along with a written literature review to justify the research.</td>
</tr>
<tr>
<td><strong>Methods/ Approach</strong></td>
<td>The methodology section is written in correct format and includes clear, understandable and justified questions, and objectives.</td>
<td>The methodology section is written in correct format and includes understandable and justified questions, and objectives.</td>
</tr>
<tr>
<td><strong>Results/ Outcomes</strong></td>
<td>The candidate clearly evaluates, synthesizes, and interprets educational research through presentation of data and findings.</td>
<td>The candidate evaluates and interprets educational research through presentation of data and findings.</td>
</tr>
<tr>
<td><strong>Discussion and Summary</strong></td>
<td>The candidate demonstrates complete ability to conduct and interpret a study through discussion of the findings and results to conduct an independent research investigation that helps to solve the problem of practice.</td>
<td>The candidate demonstrates ability to conduct and interpret a study that may help to solve the problem of practice.</td>
</tr>
<tr>
<td><strong>Writing Quality</strong></td>
<td>The candidate utilizes skills in writing and</td>
<td>The candidate utilizes skills in writing and other</td>
</tr>
</tbody>
</table>
**Written Capstone Manuscript Rubric** *(Highlight the appropriate score for each category based on the quality of the final capstone manuscript)*

<table>
<thead>
<tr>
<th>Advanced (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>other forms of communication that are consistent with professional expectations at the doctoral level, including proper use of formatting.</td>
<td>forms of communication that are appropriate, including proper use of formatting.</td>
<td>in writing and use of proper formatting for completion of a capstone project.</td>
</tr>
</tbody>
</table>

**Disposition Rubric**

<table>
<thead>
<tr>
<th>Social Responsibility</th>
<th>Strongly Agree (4 pts)</th>
<th>Agree (3 pts)</th>
<th>Neither Agree or Disagree (2 pts)</th>
<th>Disagree (1 pt)</th>
<th>Strongly Disagree (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment / Work Ethic</td>
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<tr>
<td>Reflection</td>
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<tr>
<td>Integrity</td>
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<tr>
<td>Professionalism</td>
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</tbody>
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