OTTERBEIN UNIVERSITY
Master of Arts in Education

GUIDELINES FOR DEGREE CANDIDACY AND CAPSTONE PROJECT

- Instructional Inquiry Project
- Curriculum Inquiry Project
- National Board Certification
PREFACE

The Capstone Project is intended to be a culminating activity of the Master of Arts in Education (MAE) program at Otterbein University. The Capstone Project is designed to consolidate the various parts of the MAE program into a meaningful body of work. The purpose of these Guidelines is to prepare the student for Degree Candidacy and to provide content and format standards for the Capstone Project and its supporting document(s).

This revision provides information about each of the available options, as well as guidelines for submitting qualifying projects to the Otterbein Library or the Otterbein-published e-Journal, Journal of Teacher Initiated Research.

Wendy Sherman Heckler, Ph.D.
Director, Graduate Programs in Education
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Updated 2/2012
I. Applying for Candidacy
Students in good standing are required to apply for degree candidacy during the term in which they have completed 18 semester hours of course work. A degree candidacy application may be obtained in the Education Office or online at [http://www.otterbein.edu/public/Academics/Departments/Education/Forms.aspx](http://www.otterbein.edu/public/Academics/Departments/Education/Forms.aspx).

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

The candidacy application form is complete only when *The Capstone Project Prospectus has been signed by the advisor and, if required, by a second reader*. For further information about what to include in the Capstone Project Prospectus, go to the section of this document that highlights the type of capstone you are doing.

The candidacy application and the signed Project Prospectus should be turned in to Dr. Wendy Sherman Heckler in Roush 437. *It should be noted that the completed Diversity Form, provided to the student at the admission decision point, must be fully completed and on file in order for a student to be granted Candidacy status. The form is also available at the website listed above.*

After the applications are filed, the Graduate Education Committee will examine the record of the candidate, admit the student to degree candidacy status or deny candidacy and require that the student a) make major program revisions, or b) discontinue the program.

**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, email Dr. Wendy Sherman Heckler ([wshermanheckler@otterbein.edu](mailto:wshermanheckler@otterbein.edu)) and set up an appointment 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, email Dr. Wendy Sherman Heckler ([wshermanheckler@otterbein.edu](mailto:wshermanheckler@otterbein.edu)) and set up an appointment to discuss a feasible candidacy timeline.

Updated 2/2012
II. Overview of Capstone
A. Getting Started

As you begin to work on your Capstone, you will want to identify an Otterbein faculty member with a background in your area of interest, who can guide you through the process (e.g., act as your First Reader). If this faculty member is not already your advisor, you are strongly urged to fill out and submit a “change of advisor” form (available on-line at http://www.otterbein.edu/public/Academics/Registrar/FormsResources.aspx) so that your first reader and your academic advisor are the same person. Faculty members must be consulted before you designate them as “capstone first reader” or “advisor.”

B. Types of Capstones

At Otterbein University, we want to provide you with the opportunity to complete a project that is meaningful and professionally functional for you. Therefore, we provide you with three different Capstone Inquiry options:

1. Instructional Inquiry Project
2. Curriculum Inquiry Project
3. National Board Certification

Requirements and procedures for each of these options are outlined for you in subsequent sections of this handbook. If you are unclear about the differences between the options, meet with your advisor or with a professor who will be assisting you with your project.

C. Formatting and Dissemination

A critical component of any capstone project is the oral and written dissemination of your findings to educators in the local, national, or international community. Each capstone project must be presented orally and submitted in writing.

Written projects must follow specific formatting guidelines. Formatting Guidelines for the E-journal can be found at http://www.otterbein.edu/jtir. For formatting guidelines for library submission contact the library.

1. Oral Dissemination Options:

a. Formal Defense (1 hour)—you present your capstone to three faculty members (including your first and second readers and a graduate program representative). Faculty members ask questions then evaluate your project based on the quality of the written manuscript and the oral defense.

b. Group Discussion (2 hours)—you meet with 3-4 other capstone completers and participate in a discussion of your capstone experiences, processes, findings, and individual understandings. The group is facilitated by at least three faculty members (capstone advisor, second reader, and graduate program representative).

Updated 2/2012
c. Poster Session (2 hours)—you synthesize key elements of your capstone on a tri-fold poster board to be displayed and discussed at one of many Education Department gatherings throughout the year (including Graduate Symposia, Kappa Delta Pi Induction).

2. Written Dissemination Options

a. Your capstone project may be constructed and formatted for submission to Otterbein’s Peer-Reviewed e-journal, the *Journal of Teacher-Initiated Research*.

b. Your capstone project may be formatted for binding and submission to the Otterbein Library. Capstones submitted to the library are made available to Otterbein students, faculty and staff, as well as individuals across the country seeking research on your topic.
III. Instructional Inquiry Project
A. Overview

By engaging in Instructional Inquiry, you will learn about yourself, your students, and student learning. What follows are explanations of Instructional Inquiry and some general guidelines for constructing a project. However, each project is unique; therefore, it is imperative that you work with your Advisor/First Reader to find a format and process that best represents your focus.

Instructional Inquiry Project

Candidates pose questions and seek answers and insight about a chosen aspect of instruction within their work settings (which may include, for example, a K-12 classroom, a pre-school setting, a coaching context). Typically, Instructional Inquiries have the following components:

- Statement of Significance or Rationale for Action Research
- Strong Research Question or Purpose
- Theoretical and Research-Based Framework (Review of Literature)
- Research Design (Methodology)
- Analysis of Findings
- Study Limitations
- Implications for Teaching and Further Research

B. Examples

The following are titles of Instructional Inquiries that past Otterbein students have completed. Most are available online at the Journal of Teacher Initiated Research website:

1. Predictors of Success of Third Grade Performance on the Ohio Achievement Test in Reading (Sarah Rice, ‘09)
2. What Does it Mean to be an Effective High School Social Studies Teacher? (Eric Evans, ‘08)
3. Discovery Bags: Home-School Connections for Preschoolers (Bre Cady, ‘07 and Michelle Mason, ‘08)
4. CGI: A New Way to Teach Fractions to Middle Schoolers (Trish English, ‘07 and Scott Von Almen, ‘07)
5. Promoting High School Girls’ Interest in Math-Related Careers (Deborah Rosensteel, ‘07)

C. Getting Started

Start by choosing a topic. What are you interested in learning about? Have you noticed a problem or phenomenon in your teaching that you would like to explore more deeply? For instance:

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Please note that, while titles provided here reflect the overall structure of this capstone option, it is possible that department requirements have changed since their submission. Check in this manual and with your advisor for the most up-to-date requirements.

Updated 2/2012
• Do your students do great on weekly spelling tests, and then spell horrendously in other forms of writing?
• Did your students used to light up when it was time for writer’s workshop, but, as the year goes on, their enthusiasm fades?
• Are you concerned about all the tests that your students are required to take and wondering if they have any value?
• Are you looking for alternatives to lecturing in your high school social studies class?

Now figure out how you might address the problem. Sometimes you will implement some new strategies to see if they make a difference; other times, you will look at existing data to address your questions.

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

Turn your topic into a question (or two). In order to gain a better understanding of the problem, what questions will you need to ask? For instance:

- What is the impact of authenticity and audience awareness on the spelling accuracy of first graders?
- What is the effect of Author’s Chair on student attitudes and motivation across the school year?
- What are the relationships among student performance on the OAA, DIBELS progress monitoring, and attitudes toward reading?
- What is the impact of Socratic Circles on the attitudes toward and performance in social studies of ninth grade students?

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

Once you have a topic and some potential research questions, meet with your advisor to discuss and construct methodologies that will best address your project goals.

**D. Writing the Prospectus**

For your candidacy application you are required to write a Capstone Prospectus. A prospectus is a two to three page document stating what your plans are for your capstone project. It 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?)

E. IRB Approval

If you are conducting research that involves humans (for example, collecting student test scores, writing samples, attitude surveys; interviewing teachers; observing behavior) you must complete an IRB (Institutional Review Board) application. The application form and submission guidelines for completing the IRB form are available online through the Office of Sponsored Programs, Student Research Fund Forms website at http://www.otterbein.edu/public/Academics/AcademicAffairsDivision/sponsored_programs/Student_research/SRF_Forms.aspx.

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

F. Evaluation

Instructional Inquiry Evaluation Rubric Your oral and written work will be evaluated by your first and second reader, with the input of the Graduate Program Representative. The rubrics on the following pages will be used to evaluate your project. Please note that there are separate rubrics for MAE C&I and MAE Reading candidates.
# Capstone Scoring Rubric: MAE C&I Instructional Inquiry Project

<table>
<thead>
<tr>
<th>MAE Program Criteria</th>
<th>National Board Standard</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
<th>Does not meet Expectations</th>
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<tbody>
<tr>
<td>Discovers independently an issue or problem which needs a decision or solution after exploring a topic</td>
<td>IV. Teachers think systematically about their practice and learn from experience (self as problem-solver, critical thinker).</td>
<td>Candidate thoughtfully and independently identifies and articulates an original topic that is significant to the field of education. Candidate independently articulates clear, feasible research questions.</td>
<td>Candidate thoughtfully and mostly independently identifies and articulates a topic that is relevant to the field of education. Candidate requires a mid to high degree of guidance to clarify feasible research questions.</td>
<td>Candidate requires ongoing guidance and input from others in identifying a topic. General topic is relevant and adequate, though not powerfully, articulated. Candidate develops research questions that are ambiguous or minimally feasible.</td>
<td>Candidate does not identify a relevant topic, or does so without considering relevant issues in education. Topic is not clearly articulated. Candidate develops research questions that are incomprehensible or not feasible.</td>
</tr>
<tr>
<td>Selects high quality sources independently and efficiently</td>
<td>IV. Teachers think systematically about their practice and learn from experience (knowledge of professional/research literature).</td>
<td>Candidate draws research and relevant theory from multiple (20+) peer-reviewed sources, including historical, seminal, and theoretical works. Candidate obtains articles with different perspectives on the issue. Candidate uses multiple libraries and data bases to engage in high quality literature searches.</td>
<td>Candidate draws research and relevant theory from peer-reviewed sources (10-20), including historical, seminal, and theoretical works. Candidate obtains articles with different perspectives on the issue. Candidate uses the library as well as data bases to engage in high quality literature searches.</td>
<td>Candidate draws research and theory from peer-reviewed sources (5-10), including historical, seminal, and theoretical works. Candidate obtains articles with different perspectives on the issue. Candidate may use sources that are not peer reviewed. Candidate collects research that supports only a single side of the issue. Sources may be heavy on online/web resources.</td>
<td>Candidate obtains most research from websites, textbooks, and non-research based articles. Cites fewer than 5 professional resources. Candidate draws extensively from non-research based articles. Candidate may use sources that are not peer reviewed.</td>
</tr>
<tr>
<td>Designs a study that is ethical, methodologically sound, and is likely to answer initial research questions</td>
<td>IV. Teachers think systematically about their practice and learn from experience (examines practice in systematic ways).</td>
<td>Study is structured in a way that will elicit answers to research questions. Design is supported by current educational research and study is methodologically sound (valid, reliable). Study is approved by IRB on first submission.</td>
<td>Study is structured in a way that will elicit answers to research questions. Design is supported by current educational research and study attempts to and mostly succeeds at being methodologically sound (valid, reliable). Study is approved by IRB.</td>
<td>Study design yields ambiguous/questionable information to answer research questions. Design reflects minimal knowledge base about current educational research; study has challenges regarding validity and reliability. Study is only approved by IRB after multiple revisions.</td>
<td>Data collection is not set up to answer research questions. Design is poorly thought through or research model unsound. Study does not attempt to be valid or reliable. Data is collected without IRB approval.</td>
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<td>MAE Program Criteria</td>
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<td>Articulates and analyzes findings based on data collected</td>
<td>IV. Teachers think systematically about their practice and learn from experience (self as problem-solver; examines practice in systematic ways).</td>
<td>Findings are outlined in a cohesive, comprehensible way. Findings integrate multiple sources of data, citing specific examples to illustrate them. Data analysis is framed by one or more salient theories of education.</td>
<td>Findings are outlined in a comprehensible way. Findings integrate data. Data analysis is framed by one or more salient theories of education.</td>
<td>Findings are outlined in a mostly comprehensible way; findings allude to data. Data analysis is attempted.</td>
<td>Findings are not clear, not connected to data, and not analyzed.</td>
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<td>Synthesizes resources/data to make decisions and/or suggest solutions</td>
<td>IV. Teachers think systematically about their practice and learn from experience (self as problem-solver; examines practice in systematic ways). V. Teachers are members of learning communities (solves problems; finds resources)</td>
<td>Candidate coherently connects findings from review of literature with new research findings. Data is analyzed and presented from multiple perspectives in a way that strongly supports implications for instruction and research.</td>
<td>Candidate adequately connects findings from review of literature with new research findings. Data is organized and presented in a way that supports implications for instruction.</td>
<td>Candidate makes marginal connections between the review of literature and new research findings. Data is presented but not analyzed or organized. The connection between the data and the implications for instruction is ambiguous.</td>
<td>There is little connection between the literature review and the research findings. Connection between the data the implications for instruction is non-existent or incomprehensible.</td>
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<td>Creates a paper with structure and style that is coherent and clear</td>
<td></td>
<td>Candidate develops a well organized structure for introducing the paper, reviewing the literature, outlining methodology, and presenting findings and implications. Paper is structured using APA formatting with little assistance.</td>
<td>Candidate develops a workable structure for introducing the paper, reviewing the literature, outlining methodology, and presenting findings and implications. Paper is structured using APA formatting with mid to high degree of assistance.</td>
<td>Candidate develops a weak structure for introducing the paper, reviewing the literature, outlining methodology, and presenting findings and implications. APA formatting is uneven.</td>
<td>Candidate develops a structure that does not support a comprehensible introduction, literature review, methodology and/or report of findings. APA formatting is weak.</td>
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<td>Creates and presents a final project which effectively addresses original problem or issues</td>
<td>V. Teachers are members of learning communities (solves problems)</td>
<td>Candidate clearly answers original research questions skillfully and cohesively using existing literature and new findings to support the discussion.</td>
<td>Candidate answers original research questions using existing literature and new findings to support the discussion.</td>
<td>Candidate’s answers to original research questions are ambiguous. Candidate makes vague references to existing literature and/or new findings to support answers.</td>
<td>Candidate does not answer the original research questions. Candidate does not consider review of literature and/or new findings to support answers.</td>
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## Capstone Scoring Rubric: MAE Reading Instructional Inquiry Project

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<td>Discovers independently an issue or problem which needs a decision or solution after exploring a topic</td>
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<tr>
<td>Selects high quality sources independently and efficiently</td>
<td>1.1. Refer to major foundational theories as they refer to reading. 1.2. Contextualize review of reading research in seminal/historical studies.</td>
<td>Candidate draws research and relevant theory from multiple (20+) peer-reviewed sources, including historical, seminal, and theoretical works. Candidate obtains articles with different perspectives on the issue. Candidate uses multiple libraries and data bases to engage in high quality literature searches.</td>
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<td>Designs a study that is ethical, methodologically sound, and is likely to answer initial research questions</td>
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<td>Study design yields ambiguous/questionable information to answer research questions posed. Design reflects minimal knowledge base about current educational research; study has challenges regarding validity and reliability. Study is only approved by IRB after multiple submissions</td>
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<td>Articulates and analyzes findings based on data collected</td>
<td>5.3. Examines and uses data to constructively evaluate teaching.</td>
<td>Findings are outlined in a cohesive, comprehensible way. Findings integrate multiple sources of data, citing specific examples to illustrate them. Data analysis is framed by one or more salient theories of education.</td>
<td>Findings are outlined in a comprehensible way. Findings integrate data. Data analysis is framed by one or more salient theories of education.</td>
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<td>Synthesizes resources/data to make decisions and/or suggest solutions</td>
<td>5.4. Shares results with colleagues and others in the educational community.</td>
<td>Candidate coherently connects findings from review of literature with new research findings. Data is analyzed and presented from multiple perspectives in a way that strongly supports implications for instruction and research.</td>
<td>Candidate adequately connects findings from review of literature with new research findings. Data is organized and presented in a way that supports implications for instruction.</td>
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IV. Curriculum Inquiry Project
A. Overview

Candidates research an area of the curriculum, pose a question or purpose related to curriculum, and construct a final document that is designed to inform one or more aspects of a curriculum. Curriculum Inquiry Projects may involve

1) the development of one’s own curriculum, or
2) the analysis of one or more aspects of an existing curriculum.

However, each project is unique; therefore, it is imperative that you work with your Advisor/First Reader to find a format and process that best represents your focus.

Typically, Curriculum Inquiries have the following components:

- Statement of Significance or Need for Curriculum Development or Analysis
- Statement of Purpose
- Theoretical and Research-Based Framework (Review of Literature)

→ a) Curriculum Development:
   - Presentation of Curriculum
     - Content
     - Goals, objectives, and purposes
     - Materials and resources
     - Activities and teaching strategies
     - Evaluation
     - Grouping, time, and space
   - Professional Outreach Plan
   - Needs (Who could benefit from the results of your capstone?)
   - Barriers (What obstacles exist to having your curriculum disseminated?)
   - Plan for Implementing Change (How will you disseminate your curriculum and to whom?)

→ b) Curriculum Analysis
   - Research Design (Methodology)
   - Analysis of Findings
   - Study Limitations
   - Implications for Teaching and Further Research
B. Examples

The following are titles of Curricular Inquiries that Otterbein students have completed in the past. Most are available at the Otterbein Library:

1. Finding Identity in Text for Sexual Minority Youth: A Critical Analysis of Middle School Health Texts (Kara Putinsky-McCoy, ’08)
2. Multicultural Thematic Curriculum for the Preschool Program (Cynthia Carole SmITHERS, ’06)
3. Integrating Health into the Middle School Curriculum (Yvonne K. Riego de Dios, ’05)
4. Media Literacy in the High School Curriculum: The Need, the Proof, the Plan (Molly McGinnis Clinger, ’05)

C. Getting Started

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

Start by identifying an area in your curriculum where you see a need for revision, improvement, analysis or restructuring. For example:

- You have noticed that the 8th grade science curriculum at your school does not address the needs of English Language Learners.
- Your language arts curriculum has not been revised since 1952 and needs to be re-constructed to address new Ohio Content Standards.
- Your social studies curriculum needs to be differentiated in order to address the needs of both your learning disabled and your gifted students.
- You are concerned that the texts (textbooks, trade books, articles) used to support the health curriculum are biased, outdated, exclusive, or inappropriately leveled.
- You see a disconnect between the middle school mathematics curriculum at your school and the everyday, authentic math needs of your students.
- Your principal has agreed to consider your proposal for a sequence of theater courses for interested students, provided that you construct a curriculum of the program for her review.

Turn your concern/observation into an action plan. What will you do to improve the situation? OR What further explanation is needed to assess the situation? For instance:

- I will review the 8th grade science curriculum and restructure it to include specific objectives, procedures, and assessments for English Language

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2 Please note that, while titles provided here reflect the overall structure of this capstone option, it is possible that department requirements have changed since their submission. Check in this manual and with your advisor for the most up-to-date requirements.

Updated 2/2012
learners.

- I will use the Common Core Standards in English Language Arts as a basis for constructing an updated Language Arts Curriculum for the intermediate grades.
- I will review the 11th grade social studies curriculum and restructure it to include specific objectives, procedures, and assessments for students with special needs (specifically, learning disabled and gifted).
- I will analyze five texts used in health instruction in my district to determine the extent to which they acknowledge and/or silence students of alternative sexual orientations.
- I will construct a middle school mathematics curriculum that responds to the needs of early adolescents by incorporating authentic, relevant, hands-on activities into standards-based instruction.
- I will construct a theatre arts curriculum for high school students that incorporates a clear purpose, content outline, goals and objectives, procedures, assessments, and text/material recommendations.

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

Once you have a topic and a potential action plan, meet with your advisor to discuss and construct a process that will best address your project goals.

D. Writing the Prospectus

For your candidacy application you are required to write a Capstone Prospectus. A prospectus is a two to three page document stating what your plans are for your capstone project. It should include:

1. Candidate’s Name
2. Date
3. Working Title
4. Rationale for Curriculum Change/Critical Analysis (Why are you doing what you’re doing?)
5. Proposed Topics for Literature Review (Include reference information for articles and texts that will inform your project).
6. Curriculum Development Model Used (not applicable for critical analysis) (Describe and cite the model you are using to guide the development of your curriculum)
7. Outline of Proposed Curriculum (Refer to the Overview of Curriculum Project to guide you).
8. Dissemination of Results (What are your plans for oral and written dissemination?)
9. Signatures of Advisor and Second Reader

Remember to consult with your advisor as you are working through these processes.
E. IRB Approval

Most curriculum projects do not require IRB approval. However, if you are conducting research that involves humans (for example, collecting student test scores, writing samples, attitude surveys; interviewing teachers; observing behavior) you must complete an IRB (Institutional Review Board) application. The application form and submission guidelines for completing the IRB form are available online through the Office of Sponsored Programs, Student Research Fund Forms website at http://www.otterbein.edu/public/Academics/AcademicAffairsDivision/sponsored_programs/Student_research/SRF_Forms.aspx.

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

F. Evaluation

Curriculum Inquiry Evaluation Rubric—Your oral and written work will be evaluated by your first and second reader, with the input from a graduate program representative. The rubrics on the following pages will be used to evaluate your project. Please note that there are separate rubrics for curriculum construction and curriculum analysis.
### Capstone Scoring Rubric: Curriculum Construction

<table>
<thead>
<tr>
<th>Needs Representation</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
<th>Does not meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Teachers think systematically about their practice and learn from experience (self as problem-solver; examines practice in systematic ways)</td>
<td>Candidate integrates strong, relevant formal and/or informal student data as well as current literature to construct a concise, persuasive statement of need.</td>
<td>Candidate integrates relevant formal and/or informal student data, and/or current literature to construct a statement of need.</td>
<td>Candidate cites some research-based or student-driven data that contributes to a statement of need.</td>
<td>Candidate does not provide a supported statement of need.</td>
</tr>
<tr>
<td>Literature Review</td>
<td>Literature review describes and synthesizes multiple relevant and significant research studies.</td>
<td>Literature review describes at least 3 relevant and significant research studies.</td>
<td>Literature review mentions at least 3 relevant and significant research studies.</td>
<td>Literature review mentions less than 3 relevant research studies.</td>
</tr>
<tr>
<td>Curriculum Focus</td>
<td>Candidate clearly describes curriculum scope and audience. Goals and objectives are articulate; as well as explicitly, consistently and appropriately aligned with local/national standards.</td>
<td>Candidate describes curriculum scope and audience. Goals and objectives are consistently appropriately aligned with local/national standards.</td>
<td>Candidate does not provide a clear description of curriculum scope and/or audience. Goals and/or objectives are inappropriately aligned with local/national standards.</td>
<td>Candidate does not provide a scope/audience, and/or does not outline curriculum goals and objectives.</td>
</tr>
<tr>
<td>Materials and Resources</td>
<td>Candidate draws on and lists multiple and varied peer-reviewed and theoretically grounded resources/materials to inform and implement curriculum. Resources are multi-dimensional.</td>
<td>Candidate draws on and lists several resources/materials to inform and implement curriculum. Resources are multi-dimensional.</td>
<td>Candidate draws on and lists a few different resources/materials to inform and implement curriculum. Resources are two-dimensional.</td>
<td>Candidate draws on and/or lists minimal resources/materials to inform/implement curriculum. Resources are one-dimensional.</td>
</tr>
<tr>
<td>Activities and Teaching Strategies</td>
<td>Candidate selects and describes multiple, varied teaching activities and strategies that are appropriate to the content and explicitly supported by current educational research/theory.</td>
<td>Candidate selects and describes several teaching activities and strategies that are appropriate to the content and supported by current educational research/theory.</td>
<td>Candidate selects and describes a few varied teaching activities and strategies that are appropriate to the content. Activities/strategies are minimally aligned with current research/theory.</td>
<td>Teaching activities are minimal and/or not described and/or one-dimensional and/or not supported by current research/theory in education.</td>
</tr>
</tbody>
</table>

Updated 2/2012
<table>
<thead>
<tr>
<th>National Board Standards</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
<th>Does not meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grouping, Time and Space</td>
<td>III. Teachers are responsible for managing and monitoring student learning (effective instructional practice; effective ways of tracking student progress)</td>
<td>Candidate articulates a clear, accessible, and appropriate plan for grouping, scheduling, and positioning curriculum.</td>
<td>Candidate articulates an appropriate plan for grouping, scheduling, and positioning curriculum.</td>
<td>Candidate provides a minimal plan for grouping, scheduling, and positioning curriculum.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>III. Teachers are responsible for managing and monitoring student learning (effective instructional practice; effective ways of tracking student progress)</td>
<td>Candidate provides clear, specific and observable measures of formal and informal evaluation that are explicitly aligned with goals/objectives.</td>
<td>Candidate provides observable measures of formal and/or informal evaluation that are aligned with goals/objectives.</td>
<td>Candidate provides measures of evaluation that are relevant to goals/objectives.</td>
</tr>
<tr>
<td>Professional Outreach Plan</td>
<td>V. Teachers are members of learning communities (work with others in field to solve problems and develop policy)</td>
<td>Candidate outlines a thorough, clearly articulated plan for dissemination, including WHO could benefit, WHAT obstacles there may be (to dissemination), and HOW results will be disseminated.</td>
<td>Candidate outlines a plan for dissemination, including WHO could benefit, WHAT obstacles may be (to dissemination), and HOW results will be disseminated.</td>
<td>Candidate briefly describes a plan for dissemination, that addresses WHO could benefit, WHAT obstacles there may be (to dissemination), and HOW results will be disseminated.</td>
</tr>
<tr>
<td>Presentation</td>
<td>V. Teachers are members of learning communities (work with others in field to solve problems and develop policy)</td>
<td>Presentation is fluid, articulate, informative, and explicitly grounded in research-based evidence. Diagrams and illustrations are professional looking, accurate, and add to the reader’s understanding of the topic.</td>
<td>Presentation is fluid, articulate, informative, and grounded in research-based evidence. Diagrams and illustrations are accurate and add to the reader’s understanding of the topic.</td>
<td>Presentation is comprehensible and somewhat grounded in research. Diagrams and illustrations sometimes add to the reader’s understanding of the topic.</td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
<td>Free of grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical, spelling, or punctuation errors.</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td>Document is well-organized with well-constructed paragraphs and subheadings.</td>
<td>Information is organized with well-constructed paragraphs.</td>
<td>Information is organized, but paragraphs are not well-constructed.</td>
</tr>
<tr>
<td>References</td>
<td></td>
<td>All sources (information and graphics) are accurately documented according to the copyright and APA 6th Ed. guidelines.</td>
<td>All sources (information and graphics) are accurately documented, but a few are not in the desired format.</td>
<td>Most sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
</tr>
</tbody>
</table>
## Capstone Scoring Rubric: Curriculum Analysis

<table>
<thead>
<tr>
<th>National Board Standards</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
<th>Does not meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Statement</td>
<td>IV. Teachers think systematically about their practice and learn from experience (self as problem-solver; examines practice in systematic ways)</td>
<td>Candidate integrates strong, relevant formal and/or informal student data as well as current literature to construct a concise, persuasive statement of need.</td>
<td>Candidate integrates relevant formal and/or informal student data, and/or current literature to construct a statement of need.</td>
<td>Candidate cites some research-based or student-driven data that contributes to a statement of need.</td>
</tr>
<tr>
<td>Literature Review</td>
<td>IV. Teachers think systematically about their practice and learn from experience (self as problem-solver; examines practice in systematic ways) V. Teachers are members of learning communities (solves problems; finds resources)</td>
<td>Literature review describes and synthesizes multiple (10+) relevant and significant research studies.</td>
<td>Literature review describes at least 8 relevant and significant research studies.</td>
<td>Literature review mentions at least 5 relevant and significant research studies.</td>
</tr>
<tr>
<td>Focus of Analysis</td>
<td>IV. Teachers think systematically about their practice and learn from experience (self as problem-solver; examines practice in systematic ways)</td>
<td>Candidate clearly describes the purpose and focus of the analysis.</td>
<td>Candidate describes the purpose and focus of the analysis.</td>
<td>Candidate vaguely describes the purpose and focus of the analysis.</td>
</tr>
<tr>
<td>Designs a study that is ethical and is likely to answer initial research questions</td>
<td>IV. Teachers think systematically about their practice and learn from experience (self as problem-solver; examines practice in systematic ways)</td>
<td>Study is structured in a way that will elicit answers to research questions. Design is supported by current educational research and study is methodologically sound (valid, reliable). Study is approved by IRB on first submission, if applicable.</td>
<td>Study is structured in a way that will elicit answers to research questions. Design is supported by current educational research and study attempts to and mostly succeeds at being methodologically sound (valid, reliable). Study is approved by IRB with minor revisions, if applicable.</td>
<td>Study design yields ambiguous/questionable information to answer research questions posed. Design reflects minimal knowledge base about current educational research; study has challenges regarding validity and reliability. Study is only approved by IRB after multiple submissions, if applicable.</td>
</tr>
<tr>
<td>National Board Standards</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Developing</td>
<td>Does not meet Expectations</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Articulates and analyzes findings based on data collected</td>
<td>Findings are outlined in a cohesive, comprehensible way. Findings integrate data. Data analysis is framed by one or more salient theories of education.</td>
<td>Findings are outlined in a comprehensible way. Findings integrate data. Data analysis is framed by one or more salient theories of education.</td>
<td>Findings are outlined in a mostly comprehensible way. Findings allude to data. Data analysis is attempted.</td>
<td>Findings are not clear, not connected to data, and not analyzed.</td>
</tr>
<tr>
<td>Synthesizes resources/data to make decisions and/or suggest solutions</td>
<td>Candidate coherently connects findings from review of literature with new research findings. Data is analyzed and presented from multiple perspectives in a way that strongly supports implications for instruction and research.</td>
<td>Candidate adequately connects findings from review of literature with new research findings. Data is organized and presented in a way that supports implications for instruction.</td>
<td>Candidate makes marginal connections between the review of literature and new research findings. Data is presented but not analyzed or organized. The connection between the data and the implications for instruction is ambiguous.</td>
<td>There is little connection between the literature review and the research findings. Connection between the data the implications for instruction is non-existent or incomprehensible.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Presentation is fluid, articulate, informative, and explicitly grounded in research-based evidence. Diagrams and illustrations are professional looking, accurate, and add to the reader’s understanding of the topic.</td>
<td>Presentation is fluid, articulate, informative, and grounded in research-based evidence. Diagrams and illustrations are accurate and add to the reader’s understanding of the topic.</td>
<td>Presentation is comprehensible and somewhat grounded in research. Diagrams and illustrations sometimes add to the reader’s understanding of the topic.</td>
<td>Presentation is difficult to follow, and/or not grounded in research. Diagrams and illustrations are inaccurate or do not add to the reader’s understanding of the topic.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Free of grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical, spelling, or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
</tr>
<tr>
<td>Organization</td>
<td>Document is well-organized with well-constructed paragraphs and subheadings.</td>
<td>Information is organized with well-constructed paragraphs.</td>
<td>Information is organized, but paragraphs are not well-constructed.</td>
<td>Information appears to be disorganized.</td>
</tr>
<tr>
<td>References</td>
<td>All sources (information and graphics) are accurately documented according to the copyright and APA 6th Ed. guidelines.</td>
<td>All sources (information and graphics) are accurately documented, but a few are not in the desired format.</td>
<td>Most sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
<td>There are many citation mistakes and/or copyright law is violated.</td>
</tr>
</tbody>
</table>
V. National Board Certification
A. Overview

The National Board Certification option is available for MAE 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:

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

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

B. Getting Started

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.

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

C. Writing the Prospectus

For your candidacy application you are required to write a Capstone Prospectus. A prospectus is an (approximately) two-page document stating what your plans are for your capstone project. It should include:

1. Candidate’s Name
2. Date
3. District
4. Grade Level and Content Area
5. NBPTS Certification Area
6. Rationale for Pursuing the National Board Certification
7. Letter of Support from District Representative

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

Updated 2/2012
D. Evaluation

National Board Evaluation Rubric—Your oral and written work will be evaluated by your first and second reader, with the input of the Graduate Program Representative. The rubrics on the following pages will be used to evaluate your project. Please note that there are separate rubrics for MAE C&I and MAE Reading candidates.
### Capstone Scoring Rubric: National Board Professional Teaching Certification (MAE C&I)

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

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

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

One original and two copies of the manuscript of the final Capstone document must be submitted to the Library no later than two weeks after the capstone defense. The Otterbein Courtright Memorial Library will arrange for the binding (binding fees are included in the graduation/capstone fees). For library and reference purposes the University retains one bound copy and keeps one unbound copy for archival purposes; the other bound copy will be given to the student.

1. FORMAT GUIDELINES

Introduction

It is important that the document be free from error and be properly prepared. Use the *Blair Handbook* (Fulwiler and Hayakawa, 2000, 3rd Ed.) or *The Everyday Writer* (Lunsford, 2002, 2nd Ed.) for language conventions, practices and rules of writing. The Candidate should use the reference and citation guidelines of the *Publication Manual of the American Psychological Association* (6th Edition) except as noted below.

Format and Appearance: Preparation of Manuscript

a. Paper and Duplication

   i. White, 20 lb. bond paper or paper of an equal quality is required for all copies.
   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.

Updated 2/2012
• 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 (6th Edition) for proper format of references.

Updated 2/2012
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 of 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.

Updated 2/2012
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.

Updated 2/2012
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, 6th Edition. The five levels of headings are illustrated by Figure 1.

SECTION ONE

Rationale

The Call for Proficiency Testing

History.

Current statistics.

Ohio.

Other states.

Impact on student achievement.

Rural students.

Urban students.

Suburban students.

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


Online reference to electronic citations can be found at the APA Style website: [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.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.

You are required to cite a minimum of 10 sources in your document for a passing score; more sources are strongly encouraged. Most MAE candidates cite 20-30 sources in their capstone project. The majority of the citations should be in the Literature Review.

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.
- Three manuscripts (one original and two copies) of the document are submitted to the library.
B. For Submission to Journal of Teacher-Initiated Research (JTIR)

1. Formatting Guidelines for the E-journal can be found at http://www.otterbein.edu/JTIR.
2. Overview of Journal of Teacher-Initiated Research

Mission of the Journal of Teacher Initiated Research (JTIR)

The Otterbein e-Journal is a peer reviewed, online journal for teachers and teacher educators. The overall objective is to advance knowledge, theory, and quality of teaching, learning, and curriculum. Readers and contributors include classroom teachers, teacher educators, and administrators.

Editorial Objectives:

1. Present articles of interest on the research, development, and applications of K-post secondary education.
2. Provide creative ideas, practical strategies, and experiences for the classroom.
3. Contribute to the professional development of practicing teachers and college instructors.
4. Serve as a forum for exemplary capstone projects for students in the MAE graduate program.

General Guidelines

Material should be original, accurate, editorially correct, and not submitted for review elsewhere. The format of headings, citations, references, and other details should follow APA style as described in the current Publication Manual of the American Psychological Association, 6th Edition, available from APA, 750 1st St., NE, Washington, DC 20002.

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.

Review Procedure

The review process is a two-tiered, online peer-review system. The Editors will acknowledge receipt of the manuscript. At least two members of the Internal Review Board will review the manuscript and rate it on a 4 point scale: 1- Not acceptable, 2-Not acceptable, topic interesting enough for rewriting, 3- Acceptable, author has satisfied capstone requirements 4- Accepted for submission to blind review. Once a manuscript has reached the “4” level, it will be sent to an outside Editorial Review Board for review. The results of that review determine publication.

Updated 2/2012
Submission

All submissions must be sent in electronic form to the editor, Dr. Dee Knoblauch at dknoblauch@otterbein.edu. No hard copy submission papers will be accepted. Do NOT submit compressed files, and do not use any word processing options/tools such as strike through, comments, etc. Since this is a blind review, do not use your name on the document or in the file name. Do include your name and daytime phone number in the email in which you are attaching the manuscript.
VI. Completing the Process
A. The Oral Defense

The purpose of the Oral Defense is to give the candidate an opportunity to describe and defend the design, findings, and implications of her/his project. The Capstone Committee will evaluate the FINAL DEFENSE DRAFT COPY and, when relevant, the poster or electronic slideshow presentation of the Capstone Project. The committee (consisting of the advisor, second reader and a Graduate representative) should agree prior to the meeting that the candidate and documents are ready for the presentation. *Individual copies of the document should be given to the second reader and to the MAE director at least two weeks before the scheduled presentation.* The student will formally present the project before the Capstone committee in one of the three available formats: small-group discussion; formal committee meeting; or poster session. The Candidate may invite other colleagues to attend if he or she wishes to do so. The following procedures should be followed:

1st The MAE candidate works with the advisor to coordinate the date, time, and location for the presentation. Once a date and time have been selected, the student should notify the Director of Graduate Programs in Education, and request that a Graduate Faculty Representative be assigned to attend the defense. **The latest date for Presentation is two weeks prior to exams of the term that degree requirements will be completed. A student may present his/her Capstone through the term following the last term of enrollment.**

2nd The draft copy of the Capstone must be distributed to **each** member of the Capstone Committee two weeks prior to the presentation. **The involvement of the second reader early in the draft preparation is important to the successful and timely completion of the capstone project.**

3rd At the presentation, the following occurs:
   - The Capstone Committee Chair (the advisor) introduces the candidate
   - The candidate shares a brief autobiography
   - The candidate presents a synopsis of the project
   - The candidate responds to faculty and audience questions or comments
   - The Graduate Faculty Representative keeps time during the defense and makes sure that all appropriate paper work is completed

4th The Graduate Faculty Representative concludes the presentation session. The Capstone Committee will ask the Candidate to leave during the review. The Graduate Faculty Representative will bring the capstone completion form ([http://www.otterbein.edu/public/Academics/Departments/Education/Forms.aspx](http://www.otterbein.edu/public/Academics/Departments/Education/Forms.aspx)) to the presentation and is responsible for submitting the original signed copy to the Director of Graduate Programs in Education.
5th If necessary, the candidate edits and/or follows recommended changes and submits the Capstone to the Capstone Advisor for final approval two weeks after the defense date.

B. 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 two weeks prior to exams of the term during which the degree requirements are to be completed.

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 at http://www.otterbein.edu/public/Academics/Departments/Education/Forms.aspx.

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.
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 Reninger
Advisor

Dr. Marlene Deringer
Second Reader

Dr. Carrie Scheckelhoff
Graduate Faculty Representative

Signature
Date

Signature
Date

Signature
Date