Instructor Information:

Jon N. Hale, Ph.D.
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(843) 953–6354 (office)

Office Hours:
T, TH: 2:00-5:00
W: 2:00-4:00, and by appointment

Course Description:

This course will guide and assist candidates in the MTLA program in designing, implementing, and presenting their research and advocacy-based capstone projects. Candidates will complete an in-depth research project on an individually chosen topic under the guidance of the student's advisor and course instructor. The project will be submitted for formal review to outside readers and a summary of the project will be presented in a public forum at the conclusion of the course.

Required Texts:

- Supplemental course readings will be posted on OAKS

*Please note:* iPads, tablets, or laptops are not required for this course, but their use is *strongly encouraged*. It is expected that students bring electronic or hard copies of the readings and PowerPoints to each class for lecture, discussion, and small group work.

Course Outcomes:

The capstone project is meant to provide each MTLA graduate student with the experience of identifying a critical issue/need (pedagogical, institutional, curricular) and research questions in education and formally proposing a project plan for addressing this need/question. The process of formally proposing a project will help successfully plan and implement the project and will be very much akin to that which they will experience in professional life as leaders in education within their community, school system, school district, state and/or region. Therefore, students in this course will:

1) Formulate an inquiry into a relevant and significant issue that warrants advocacy on the behalf of students and/or key stakeholders in education in a research proposal

2) Successfully outline and carry out a research project, study design or controlled experiment that
addresses the questions postulated in the research proposal

3) analyze collected data, discuss the findings, and propose an appropriate advocacy plan in a masters thesis that adheres to the expectations of educational research

4) present findings and implications for research in a peer-reviewed public forum

Course Assignments:

All writing assignments must be submitted in the OAKS dropbox for this course.

1) Capstone proposal (Pass/Fail) – Due January 19
Your capstone project will begin with a Capstone Proposal. This is the foundation of your capstone project because it will be used to ascertain Institutional Review Board (IRB) approval and to conduct the research needed for your final research paper needed for successful completion of the MTLA program. Your proposal must contain the following elements:

- **Cover page:** a descriptive project title, the author's name, and contact information, and a place for the project advisor, co-advisor and the program director's signature/date of approval of the proposal; selection of your Capstone Committee: three (3) members that includes two (2) members of the MTLA graduate program faculty. Two of these members must be from the School of Education, Health and Human Performance. If applicable, the third member must be a full-time staff member from the project/program host institution who is familiar with the topic of study.

- **Abstract:** This is a concise statement (300-500 words) that summarizes the goals and objectives for the project, the project's intellectual merit, the population affected by the project and the anticipated outcomes.

- **Introduction:** In this section the student should address the intellectual merit and larger context of the project. This discussion should elaborate on the aspect/problem/issue in education that the project will address. The introduction must also explain the need for advocacy, reform or change in relevant policy or other factors that this research seeks to address. (300-500 words)

- **Project Goals and Objectives:** In this section of the capstone proposal the student should address: the overarching goals/questions for the project; the objectives that will be met along the way to address these goals; a description of the methodology that will be used to address the project goals/questions; a projected timetable for completion of each objective; How the project relates to, and/or goes beyond or enhances/extends the South Carolina curriculum standards if applicable (600-750 words).

- **Anticipated Outcomes:** This section will address the anticipated product (curriculum, teaching resources, research, etc.) and/or the intended advocacy plan of the capstone project. This section will also address how you will determine the extent to which you met your research objectives. Moreover, you will explain how your research findings (or product) be disseminated to education professionals, families, students, communities or other key stakeholders impacted by your project (300-500 words)

- **Works Cited Paper/Bibliography:** A literature cited section must be included. All literature should be cited using APA style formatting and should include parenthetical citations.

2) Proposal Revision and IRB Approval (Pass/Fail) Due January 26
The next step of the process is to submit your research proposal for IRB approval. You will revise your proposal to meet the format for IRB submission in which you must clearly identify the following components:

- research question(s) – what are you trying to uncover?
- brief background on your topic - a condensed version of your literature review
- methodology – outline your data (i) collection (ii) analysis & (iii) dissemination step-by-step
- list any known risks associated with the research
- benefits - who may benefit from such research and how so?
- Participant Consent Form

You finalized IRB proposals are due by Thursday July 18th and will be submitted to Eileen Callahan (CallahanE@cofc.edu) of the College’s Office of Research & Grants Administration

3) Data Collection Reports (25 pts/each) (February 16 and March 30)
Students will submit two (2) discussion reports that summarize the data collection process and analysis thus far in your research. Reports should be two pages (about 600 words) in length and summarize the data collected, address any limitations with the data collection, and specify the next steps of collection and analysis. The second data collection report should begin to discuss major findings.

4) Research Presentation (100 pts) (April 27)
Students will present their research project (including the major components of their paper) in a public forum at the conclusion of their study. Presentations must utilize either Prezi or PowerPoint (or a similar program) and prepare a handout for the audience. Presentations must be concise yet illustrate the level of depth of their study. Students will present their research to the peer in a peer-reviewed presentation session.

5) Final Research Paper / Masters Thesis (350 pts) (May 1)
Your final research paper will consist of the following components:

- **Cover page:** a descriptive project title, the authors’ names, and individual contact information, and a place for the project advisor, co-advisor and the program director's signature/date of approval of the proposal.

- **Abstract:** This is a concise statement (500 words) that summarizes the goals and objectives for the project, the project’s intellectual merit, the population affected by the project, and the anticipated outcomes

- **Introduction:** the intellectual merit and larger context of the project. This discussion should elaborate on the aspect/problem/issue in education that the project will address. The introduction must also explain the need for advocacy, reform or change in relevant policy or other factors that this research seeks to address.

- **Literature Review:** a literature review will present the literature on the given research topic from multiple perspectives. The literature review will critique the current literature on the topic. Finally, the literature states how your research project is situated within the larger body of work.

- **Methodology:** this section will provide a thorough and detailed description of the methodology that will be used to address the project goals/questions. This section will also include the description of the tools (surveys, interview questions, ethnographic “codes”, and other instruments) that will be used in the research project.
• **Results:** Results should be presented as clearly and concisely as possible. Use visuals such as graphs and tables, particularly when presenting numerical data and supplement results with explanations and further analysis. Consider the use of specific examples/case studies to supplement wider results to help support claims and offer a more detailed analysis.

• **Discussion:** The discussion section analyzes the results of your data collection in relation to your primary research questions. Your discussion thoroughly explains your results and puts forth your final conclusion(s). The discussion section also addresses any discrepancies, limitations, or unintended problems in your data collection or analysis.

• **Advocacy Plan/Future Areas of Research.** As this is a capstone project for a research-based advocacy program, this final section must point toward areas of future research.

5) **Attendance and participation (Pass/Fail)**
This course will function as a seminar in which active participation of everyone is required. Active participation consists of regular, on-time attendance, completion of all reading and homework assignments prior to the beginning of class, thoughtful participation in discussion, allowance of time for others to speak, and attentive, respectful reception of classmates' opinions and ideas, and avoidance of diversions such as texting and use of social media.

**Honor System:**

All students are expected to comply with the honor code of the College of Charleston. Violations of the honor code, in particular plagiarism (including the first offense) will result in a grade of XF for the course.

**Americans with Disabilities Act (ADA):**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can also contact the Office of Disability Services at 843.953.1431

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<td>Capstone Proposal</td>
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<td>IRB Capstone Proposal</td>
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<td>Data Analysis I&amp;II</td>
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<td>Research Presentation</td>
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<td>Capstone Paper</td>
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| January 12 | ▪ Introductions  
▪ Syllabus Review  
▪ IRB presentation                                                        | ▪ Syllabus (In Class handout) *OAKS                                                                 |
| January 19 | ▪ No Class (individual meetings are optional)                          | ▪ Capstone Proposals Due  
▪ *Educational Research*, Chapters 1-3                                                                 |
| January 26 | ▪ Educational Research Methodology I  
▪ Examining quantitative and qualitative methodologies                     | ▪ IRB Proposal Due  
▪ *Educational Research*, Chapters 9-10                                                                 |
| February 2 | ▪ Educational Research Methodology II  
▪ Collecting, organizing, and analyzing data                                  | ▪ *Educational Research*, Select a chapter that relevant to your research  
▪ Presentation based on your research                                                                 |
| February 9 | ▪ (individual meetings are optional)                                     | ▪ Individual data collection and analysis                                                                 |
| February 16| ▪ Critiquing research presentations                                       | ▪ *Data Analysis I Due*  
▪ Peer-reviewed data analysis presentations                                                                 |
| February 23| ▪ Individual Meetings (required)                                         | ▪ Individual data collection and analysis                                                                 |
| March 2    | **SPRING BREAK**                                                        |                                                                                        |
| March 9    | ▪ Educational Research Data Analysis, I  
▪ Identifying patterns and modifying data collection                       | ▪ *Educational Research*, Chapter 21 (19 & 20 optional)                                        |
| March 16   | ▪ Data Analysis, II  
▪ Framing your discussion and identifying limitations                          |                                                                                        |
| March 23   | ▪ (individual meetings are optional)                                     | ▪ Individual data collection and analysis                                                                 |
| March 30   | ▪ Critiquing research presentations                                       | ▪ *Data Analysis II due*                                                                 |
| April 6    | ▪ Drafting your paper  
▪ Framing your paper; Literature Review; Methodology; Results; Discussion; Future Research/Advocacy | ▪ Capstone Sample (posted in OAKS, presented ahead of time)                                        |
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