



Syllabus

School of Education and Leadership **EEA 650: Research Capstone Project and Presentation**

3 Credits
Effective: Winter 2021

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA 7 Style Guide tutorial for a list of resources that can help you use APA 7 style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

The Research Capstone Project for the M.Ed. degree in Leadership in Education demonstrates the application of skills and knowledge designed to address the “Problem Statement” in the professional setting and fulfills the capstone requirement for the M.Ed. in Leadership in Education. The Research Capstone Project is a written paper that includes a conceptual analysis and extensive literature review, with discussion, recommendations, and conclusions. The aim is to demonstrate scholarly expertise in the subject area and the understanding of how scholarship is applied to and informed by practice.

COURSE RESOURCES: RECOMMENDED

- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Denzin, N. & Lincoln, Y. (2017). *The SAGE handbook of qualitative research* (5th ed.). Sage.
- Standard, competencies, and/or dimensions of leadership as outlined by applicable Canadian provincial/territory government regulations for K-12 education
- See instructor suggested supplementary resource list for this course

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Lifelong learning

COURSE OUTCOMES

In this course, learners:

- Facilitates collaborative partnerships
- Ensure a school environment conducive to student learning
- Influences political and social environments
- Manage instructional supervision processes
- Develops leadership capacity
- Exhibits leadership integrity
- Demonstrate visionary and strategic leadership

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Location, evaluation, and application of information to inform and improve leading, teaching, and student learning

OVERVIEW OF COURSE GRADING

The grades earned for the course will be PASS or FAIL.

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
EEA 650-655 – Research Capstone Project and Presentation	80%
Instructor Determined Assignments (Portfolio Presentation) P/F	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

EEA 650-655 – Research Capstone Project and Presentation

The Research Capstone Project for the M.Ed. degree in Leadership in Education demonstrates the application of theory, knowledge, and skills that address the “Problem Statement” in the professional setting. It is expected that this research be a conceptual analysis and literature review essay that involves new learning for the student that is based on research and findings, follows a focus as defined by the Problem Statement, documents the process as part of the Final Report, and represents an endeavor of individual effort. A proposal for a Research Capstone Project is to be submitted and approved before implementation. A Final Research Capstone Project, worthy of the program and university in terms of rigor and contribution to the field, must be submitted and accepted after the Research Capstone Project has been completed. The report must be an independent, original work created by the student. The assigned faculty supervisor will advise, assist, and oversee progress, determine and make

recommendation for approval of your project proposal and Research Capstone Project report.

1. Research Capstone Project Proposal

With the assigned field supervisor, review the research process and activities completed in ECC 511.

1. Complete the Literature Review (Add relevant references to a minimum total of 25; you are expected to demonstrate scholarly expertise in your subject area.)
2. Propose methodology to address the Problem Statement (How would you carry out the conceptual analysis/ literature review?)
3. Analyze your proposal and reflect on its likely effectiveness in positively impacting student learning in your setting given current conditions
4. Add References, Appendices; Acknowledgements
5. Prepare a document in APA 7 style, using the provided CityU Research Capstone Project template, that includes the following:

- i. Cover page titled Research Capstone Proposal: (title of project)
 - ii. Table of Contents
 - iii. Abstract
 - iv. Learning Environment Profile
 - v. Problem Statement
 - vi. Literature Review
 - vii. Proposal for Methodology
 - viii. Analysis and Reflection
 - ix. References
 - x. Appendices
 - xi. Acknowledgements (optional)
6. Seek and receive approval of Proposal from your assigned field supervisor.

The proposal, and the final Research Capstone Project, will be evaluated on the basis of how well the candidate has thoroughly addressed each of these elements. Candidates are expected to demonstrate the same levels of rigor and depth and breadth of analysis as are common and standard in scholarship.

Grading Criteria for the Capstone Project (no human subject research)

Preliminary pages – title page, abstract, table of contents, and statement of the problem (introduction) presented in appropriate format.	10%
Literature review – scholarly literature - comprehensive and relevant to research (min. 25 scholarly articles/resources)	40%
Summary/Discussion/Conclusion – reflective and demonstrates relevance and scope of the research undertaken	40%
APA 7 format (conventions, spelling, referencing)	10%
TOTAL	100%

2. Research Capstone Project

As a graduate student at City University, candidates are expected to format their research papers in APA 7 format. All referencing, use of numbers, tables and appendices should be written in APA 7 style, and candidates are referred to the APA 7 manual for guidance in these issues.

A MS Word template has been created for candidates to use for formatting their Research Capstone Project document. The assigned faculty supervisor will provide the template. The Research Capstone Project document will be presented using a preliminary pages plus five chapter format as follows:

Preliminary Pages:

1. Title Page: See template document for guidance
2. Signature Page: See template document for guidance
3. Dedication or Acknowledgement.
4. Abstract.
5. Table of Contents.
6. List of Tables. (If applicable)
7. List of Figures. (If applicable)

Chapter I: The Problem:

1. **Introduction** to the topic and an overview of the chapter.
2. **Background to the Problem:** e.g., educational trends related to the problem, unresolved issues, social concerns, historical issues, situation in the district that has led to this point.
3. **Statement of the Issue/Problem:** delineation of the basic difficulty or area of concern.
4. **Purpose of the Study:** practical outcomes or products or solution to the problem stated.
5. **Research Question or Thesis Statement** (or Evaluation Questions): conceptual rendition followed by operational statements in Chapter III: Methodology Chapter.
6. **Significance of the Study:** why this is an important topic to research.
7. **Scope of the Study:** narrowing of focus.
8. **Summary:** a condensed or digested version of the chapter repeating the major information.
9. **Outline of the Remainder of the Paper:** overview of the titles of the chapters to follow.

Chapter II: Literature Review

1. **Introduction** to the Chapter: organization of the chapter: conceptual overview. Suggest 25 to 30 references be reviewed and incorporated into the study.
2. **Definition of Terms:** largely conceptual here, operational definitions follow in Chapter III.
3. **Historical background** if necessary.
4. **Purposes to be served by Review of Research Literature** if applicable:
 - a. Acquaint reader with existing studies relative to what has been found, who has done work, when and where latest research studies were completed, and what approaches involving research methodology, instrumentation, and statistical analyses were followed. Specific details on methodology is reserved for review in Chapter III.
 - b. Establish possible need for study and likelihood for obtaining meaningful, relevant, and significant results.
 - c. Furnish from delineation of various theoretical positions a conceptual framework affording bases for generation of hypotheses and statement of their rationale.
5. **Sources for Literature Review** if applicable:

General integrative reviews cited that relate to the problem situation or research problem such as those found in peer-reviewed journals through the various databases, education and psychology literature resources and books. Specific books, monographs, bulletins, reports, and research articles: preference shown in most instances for literature of the last few years. In some instance, important landmark articles or books form the basis for the particular topic and these should be included as well. Unpublished materials such as dissertations, theses, papers presented at conferences and symposia,

and limited publications from school districts, governments, and school districts can be cited using APA guidelines.

6. **Review of Research Literature:** Selection and arrangement of literature review often in terms of questions to be considered, hypotheses set forth, or objectives or specific purposes delineated in Chapter I. The use of subheadings according to such themes helps to improve readability and subsequent summary, conclusions, and recommendations for Chapter III.
7. **Summary** of literature review: a condensed overview of the major themes/concepts presented in the review of the literature. Restate the research hypotheses (questions) at this point.

Chapter III: Summary, Conclusions, and Recommendations

1. **Summary:** Condensed version of everything covered in the first two chapters.
2. **Implications:** For all stakeholders: counsellors, clients, families, relevant organizations, policy makers, etc.
3. **Recommendations:** practical suggestions for implementation of findings and suggestions for future research.
4. **Conclusions:** often the hypotheses revisited with some degree of definitive commitment and generalization.

NOTE: summaries are not a repeat of the table of contents. The summary needs to be a comprehensive restatement of the major themes/concepts presented in the chapter.

References: see the APA 7 Manual for correct structure and style; include only those materials cited in the text of your project, recommendation that you have reviewed 25 to 30 references for your study.

Appendices: The appendices contain pertinent materials that are not important enough to be included in the body of the report but may be of value to some readers. These should be numbered and presented in the same order they are referred to in the body of the document. Such materials may include complete (blank) copies of locally devised tests or questionnaires, together with the instructions and scoring keys for such instruments, item analysis data for measurements used, verbatim instructions to subjects, and tables that are very long or of only minor importance to the study.

Abstract: 350 – 500 word summary of your project – Refer to the APA Manual 7th edition.

3. Portfolio Presentation

Create a 50-minute multi-media presentation to share the degree portfolio. The portfolio must cover your entire learning journey and include the material and rubrics that are outlined in the following Portfolio Review document. Your presentation focuses on three key questions: (a) how have your philosophy, goals, and professional growth plans evolved? (b) What do you currently see as your strengths and areas for continued growth? (c) What are your professional goals for the next one, three, and five years?

COURSE POLICIES

Late Assignments

[INSTRUCTOR TO COMPLETE]

Participation

Students taking courses in any format at City University of Seattle are expected to be diligent in their studies and attend class regularly. Regular class attendance/academic engagement is important in achieving learning outcomes in the course and correlates with participation. As such, attendance and participation are a consideration in determining the final grade.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style (APA 7th edition).

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.