Winona State University

Leadership Education

MASTER OF SCIENCE

Capstone, Thesis, and Comprehensive Exam Experience

Handbook

2020

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Contents

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Introduction to The MS Graduate Leadership Education Student Capstone Requirement

One requirement for the Master of Science (MS) degree in Leadership Education is completion of a capstone. The capstone is a generic term referring to the final academic experience in our MS program. The purpose of this guide is to direct students toward the successful completion of their capstone.

Students select from one of four capstone options. Options include a Thesis (option A: enroll in LDRS 699 Master Thesis); a Publication in a peer-reviewed journal (option B: enroll in LDRS 619 Leadership Capstone); Conference Presentation to an international, national, or state audience (option C: enroll in LDRS 619 Leadership Capstone); an Experiential Project (option D: enroll in LDRS 619 Leadership Capstone). This guide includes a description, requirements and a grading rubrics for each of the options. All options are equally valued and are selected by the student in conversation with their LDRS 618 Scholarship professor.

Students learn the research process and scholarly inquiry in LDRS 618, Scholarship and select a capstone option by the end of week six in LDRS 618. Students selecting the Thesis option will complete chapter 1 and chapter 2 in LDRS 618. Students selecting options B, C or D will complete a research proposal in LDRS 618. The remaining requirements are completed in either LDRS 699 Master Thesis or LDRS 619 Leadership Capstone.

Students must adhere to the ethical standards of research practice. All research projects must be submitted for IRB approval or exempt status, which is submitted in LDRS 619 or LDRS 699.

Thesis (Option A)
A thesis involves the design and implementation of empirical (qualitative, quantitative, or mixed methods) research. Students design an original study, obtain and/or develop data collection tools, organize and implement data collection, input and analyze the data, and write the results and conclusions of the study based on the data. A thesis contributes to the field of study – in your case, leadership. The thesis has five chapters: (1) Introduction, (2) Literature Review, (3) Methodology, (4) Findings, and (5) Conclusion & Discussion. Students write chapters 1 and 2 in LDRS 618 Scholarship, and complete chapters 3, 4 and 5 in LDRS 699 Master's Thesis course.

Publication (Option B)
Students may publish their research independently or with another student and/or faculty. When a manuscript is submitted to a peer-reviewed journal, the journal editor sends a letter stating the manuscript is under consideration. The editor's letter and the manuscript are submitted to the student's capstone advisor. The capstone is considered complete with these two documents. Students will notify the capstone advisor once the article is published.

Conference Presentation (Option C)

A conference presentation of your research to an international, national or state audience is Option C. Students will identify potential conferences and determine if their research is appropriate for the conference. Students will submit the conference program which includes your name and presentation title, and a copy of the presentation to your capstone advisor.

Project (Option D)

A graduate project involves the design of a product, such as a curriculum, program evaluation, workshop, procedures handbook, training video, or other mutually agreed upon project. The candidate provides a rationale for the product based on an identified organizational need, a comprehensive review of the research, and consultation with experts in the field. The project contributes new and/or significant knowledge/professional development/training to the student's organization. It must be based on a review of the research and a needs assessment. Students will submit the product to their capstone advisor.

All four options require students to frame a question in the context of significance, analyze evidence in the literature related to the problem, collect and analyze data, and provide a written component.

Table 1 provides an overview of the four options.

Comparison of Thesis, Published Article, Presentation, and Project

Section	Thesis	Published Article and Presentation	Project
Emphasis	Conduct and disseminate original research.	Conduct and disseminate original research.	Analysis and synthesis of information related to original research leading to a new product implementation.
Goal	Contribution to an open source database that others may reference.	Dissemination of research that contributes to a specific discipline.	Development and implementation of a practice, based on the literature and data collection.
Literature review and synthesis	Required.	Required.	Required.
Theorical Model	Required.	Required.	Required.

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Method	Research question guides the methodology.	Research question guides the methodology.	Action Research
Analysis	Data analysis required related to the research question(s).	Data analysis required related to the research question(s).	A critical analysis of information and data.
Outcome	A 5-chapter Thesis	Article submitted for publication, or presentation proposal accepted and delivered at a state, national, or international conference. A written reflection is required.	Implemented project and written requirement.
Advisor	Faculty with Graduate Faculty Status I status.	Faculty with Graduate Faculty Status I status.	Faculty with Graduate Faculty Status I.
Proposal	Required.	Required.	Required.
WSU Human Subjects	Required.	Confer with capstone advisor, likely required.	Confer with capstone advisor, likely required.
Oral Presentation to Department Faculty	Required upon completion.	Required upon completion.	Required upon completion.
Required Courses	LDRS 618; LDRS 699	LDRS 618; LDRS 619	LDRS 618; LDRS 619
Final Disposition	Submit FINAL copy to Open River (SE MN digital open access)	Submit FINAL copy to Open River (SE MN digital open access)	Submit written requirements to department.
Future Advantages	In-depth application of research process, if planning future research (PhD or EdD)	In-depth analysis of a topic; dissemination of research. Good choice for practitioners.	In-depth analysis of a topic; positively impacts organization. Good choice for practitioners.

Human Subjects

Human subjects are impacted by all Thesis and Capstone projects, thus Institutional Review Board (IRB) approval is required through WSU (and other agency, if needed). The purpose of the review is to examine the study for compliance related to federal regulations concerned with

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the protection of human subjects. Proof of Human Subjects Protection Education completion must be downloaded as a component of LDRS 619. This certificate (from WSU or elsewhere) is required for any IRB submission. Note that when human subjects are involved in a Thesis or Capstone, the student and advisor do not make the determination about the level of review required. This is the responsibility of the IRB.

WSU Human Subjects guidelines and procedures for review are available at www.irbnet.org and must be consulted by both student and advisors. All IRB protocols are submitted through the IRBNet electronic application system. See this helpful website about the IRB process and how to "register" for the WSU IRB site when ready for a submission: https://www.winona.edu/grants/irb.asp

Format Guidelines for The Capstone

A hallmark of a graduate student is scholarly investigation written for a professional audience. *The Publication Manual of the American Psychological Association* (APA) 7th ed. (APA, 2020) is used throughout the graduate programs in Leadership Education. It is vital that students are familiar with this manual, including formatting, writing style, citations, and references. WSU has writing assistance (WSU Writing Center: https://www.winona.edu/english/writingcenter.asp and Tutor.com. To access Tutor.com, read the instructions: https://www.winona.edu/tutoring/tutoring-options.asp.   Graduate students are encouraged to seek assistance with writing through these resources. Faculty may require a submission of your writing at any time in the process via *Turn-It-In*.

Thesis (Option A)

Chapters 1 – 2 will be completed in LDRS 618 and chapters 3,4, and 5 will be completed in LDRS 699.

The following are typical headings and expectations used in a Thesis. However, your Scholarship professor will provide her/his headings as well as writing expectations for each heading. Writing is scholarly - clear and intentional.

Chapter I – Introduction

Introduction

Briefly state the significance of this study. The introduction also tells the reader what is in the chapter. Include how the chapter is organized.

Problem Statement

The problem statement includes the area of concern, a brief background about the concern, and the significance of the concern. Creswell (2014) notes this section is normally several paragraphs long, with focus on (a) a summary of what is known about this phenomenon of interest and gap in this knowledge (supported by the research literature), (b) justification for why there is a need for exploration of this phenomenon, and (c) the population you plan to address. You may see one of these phrases at the end of the problem statement:

- Little is known about.…
- Findings of previous studies are conflicting….
- Few studies of this have been done….

Tips for writing the problem statement follow:

- Keep it short, simple, and to the point.
- Use broad generalizations to set the stage for the specific problem, and then give the specifics.
- Present the argument or need for the study in your own words, supported by the literature.
- Clarify the population of interest for the study.
- Conclude with a concise synopsis of the primary problem of the study.

Purpose of the Study

The purpose of the study is a clear statement of the researcher's specific reason for conducting the study. Include the type of study, population, and setting.

Background of the Problem

Discuss the research supporting the problem. Your assertions and arguments are supported with evidence based on primary sources. When relevant, opposing positions are discussed and arguments discounting these positions are supported with relevant scholarly evidence. This section is supported with research citations.

Research Questions
This section may stand on its own or may be a subsection of the purpose. The purpose of the study needs to guide the research questions.

If the study is **qualitative**:
- Relate the central question to the strategy of inquiry
- Begin with *what* or *how* (not *why*)
- Focus on a single phenomenon
- Use exploratory verbs
- Use nondirectional language
- Specify the participants and research site

If the study is **quantitative**:
- Do the descriptive questions seek to describe responses to major variables?
- Do the inferential questions seek to compare groups or relate variables?
- Do the inferential questions follow from a theory?
- Are the variables positioned consistently from independent to dependent in the inferential questions?

If the study is **mixed methods, do the research questions**:
- Indicate how the researcher will mix the two strands of the study.
- Convey the overall content intent of the study that calls for a mixed methods approach.

Limitations/Delimitations
Note any limitations or delimitations and provide a brief explanation of why.

Definition of Terms
This section is a listing of the operational terms in the study and are defined by the research literature. Include all unique terms and do not use sources like Wikipedia or Dictionary.com, etc.

Summary
Each chapter concludes with a summary. Provide the important aspects of the chapter contents. An example prototype of a summary for chapter one follows:

There are conflicting reports regarding……Thus the purpose of this study was to…….

Chapter II – Review of the Literature

Introduction
This chapter, as every chapter, has an introduction section. This section provides the reader with the organization of the chapter (e.g., The literature review is organized first by… next…).

Headings for Specific Sections
The headings used in this section are titled using the concepts of the study. You may start with a review of the theoretical literature (e.g., theories that support your topic or purpose) on one or more concepts. The heading might be "Review of Theoretical Literature on …" This theoretical review can be captured in other sections that address the specific concept(s) and depends on the

literature and nature of the study's purpose. Each main topic may have several sub-headings (see APA, 2020, for levels of headings) depending on how your literature review is organized. As you review the purpose of the study remember that each concept, variable, and/or topic needs to be addressed in the literature review chapter.

For example, assume the purpose of the study is to explore the challenges that women face when advancing into leadership roles in the nonprofit sector.

The headings and subheading for CHAPTER II may include:

> Historical Perspective
> Theoretical Framework
> Gender-Based Challenges in the Workplace
>> Gender Pay Gap
>> Work-Life Balance
>> Hostile Work Environment
> Cultural Feminism
> Female Leadership Style
>> Perceived Male Leadership Dominance
>> Female Leadership Style Perceptions
> Non-Profit Organizational Culture

Summary
The summary provides information about the authors' assessment of the body of literature regarding the topic(s) as well the theorical framework that guides the study.

Chapter III – Research Methodology

Introduction
Review the purpose of your study and tell the reader the organization of this chapter.

Research Design
State the research design and include the rationale for it.

Sample
Identify the population and/or sample for your study (sample size, sampling criteria, sampling method).

Setting
Discuss selection of the setting and the setting characteristics. This section may be combined with the sample section.

Instruments
Describe instruments (survey, questionnaire, etc..) used for data collection. If instruments require permission for use, include such permission (e.g., letter, e-mail, form) in an appendix

Data Collection Procedure
Describe your data collection plan and how you will keep the data confidential and secure.

Data Analysis
Describe your plan to analyze the data.

Summary
One paragraph that summarizes the study methods.

Chapter IV – Results

Introduction
Provide a short introduction that provides the reader with the organization of the chapter.

Description of Sample
Describe the sample including those characteristics that are important for the study.

Data Analysis
For each research question, describe how the data will be analyzed, followed by the results for each question. Tables and figures can be used to display the findings. A discussion of the results is NOT included in this chapter, rather is presented in CHAPTER V. This chapter discusses the objective data results related to your question(s).

Summary
One paragraph that summarizes the results.

Chapter V – Discussion and Conclusions

Introduction
Include the purpose of the study and provide the reader with the organization of the chapter

Discussion and Conclusions
State the research questions. Findings need to be summarized, discussed, and related back to the literature and theorical framework. Were your findings the same or different from other studies? Why or why not? Form some conclusions. This is the place to speculate on what your findings mean. Remember to continually relate all back to your question(s).

Leadership Implications
Discuss how your conclusions will impact your leadership.

Recommendations for Future Research
Discuss what might be important for future research studies.

Summary
A few sentences that capture the study and its findings.

Style Guidelines for Thesis

Abstract: 200 - 350-word limit

Typeface: Times New Roman; 12-point font size

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Line Spacing:	Double-space between all text lines. Double space after every line in title, headings, quotations, and references. Never use single-spacing or one-and-a-half spacing except in tables or figures.
Paragraphs and Indentation:	Indent the first line of each paragraph. The remaining manuscript is typed to a uniform left-hand margin. Per APA (2020), the only exceptions are: the abstract, block quotations, titles and headings, table titles, and figure captions.
Tables:	Can be single or double-spaced (decision for you and your advisor). Be consistent in how you develop your tables.

Pagination Order of Thesis Sections:

TITLE PAGE (Is considered your first page but is not numbered. An example is located on page 13.)

ACKNOWLEDGEMENT PAGE (optional) (no page number)

ABSTRACT (Is considered ii but is not numbered.)
The abstract provides a summary of your Thesis project and is directly after the title page. It is typically between 200 – 350 words. On the first line of the abstract page, center the word "Abstract" (no bold, formatting, italics, underlining, or quotation marks). The abstract should be a single paragraph double-spaced. An abstract should summarize your research topic and include:

> Problem – in one sentence if possible
> Purpose – state the same way as you do throughout your Thesis Theoretical framework
> Method – includes the design, setting, sample, instruments used, and data collection procedures
> Results – note findings as they relate to your framework or other research
> Conclusions/Implications – note how the findings contribute to Leadership

TABLE OF CONTENTS (Pagination is iii, numbers are centered on the bottom of the page.

LIST OF TABLES (Goes on its own page, if your thesis has tables.) (continue Roman numbering)

LIST OF FIGURES (Goes on its own page, if your thesis has figures.) (continue Roman numbering)

Pagination Order of Thesis Sections: *(continued)*

CHAPTERS: (Chapter I begins with page "1" and continues throughout the remainder of the document. Page numbers are placed in the upper right corner.)

REFERENCES

APPENDICES

Formatting:

ABSTRACT – first page margin is 2" from the top of the page; second page margin is 1". The first sentence is not indented. The abstract is regular (non-bold) typed as one paragraph without indentation.

TABLE OF CONTENTS – first page margin is 2" from the top of the page, second page is 1".

LIST OF TABLES – margin is 2" from the top of the page

LIST OF FIGURES – margin is 2" from the top of the page

CHAPTER I, II, III, IV, V - first page of each of these sections have margins 2" from the top of the page, second page is 1".

You will need to insert section breaks in order to accomplish these different margin requirements.

TITLE

A [Thesis] [Scholarly Inquiry Paper]

Submitted to the Faculty

of the Department of Leadership Education

College of Education

of Winona State University

by

(Student)

In Partial Fulfillment of the Requirements

for the Degree of

Master of Science

Date

> Note: Date of your Thesis approved by your Thesis Advisor

Rubrics

Chapter 1 Grading Rubric LDRS 618[1]

Criterion (Score 0 if element is absent)	Exemplary (3)	Proficient (2)	Emerging (1)
Introduction	Identifies the problem, contextualize problem in education/society, and grabs the reader's attention	Identifies the problem and contextualizes problem in education/society.	Identifies the problem but does not put it into content, etc.
Problem statement and purpose of the study	Articulates research question and explains it in the vernacular. Explains how this study will add to the current research, either as an example, or an exception - for example 1) The research shows X, Y, and Z, but it doesn't show____. or 2) This research will help build upon the research of X, Y, and Z by_____.	Articulates research question and explains it in the vernacular	Articulates research question but does not place it in context or the research question is not clear.
Background of the problem	Assertions and arguments are supported with appropriate evidence. Appropriate evidence includes an interpretation of empirical data, description of arguments and evidence presented in a scholarly source that supports the assertion (with appropriate citation of the source). Evidence provided in support of an argument is described and interpreted correctly. Connection to prior research is evident.	Assertions and arguments are somewhat supported with appropriate evidence. Appropriate evidence includes an interpretation of empirical data, a vague description of arguments and some evidence presented in a scholarly source that supports the assertion (with appropriate citation of the source). Evidence provided in support of an argument is described and interpreted correctly. Connection to prior research is made.	Assertions are based on unsupported claims; citation information is given as support for an assertion but no information is provided about the content of the cited work or how or why the cited work/author supports the assertion made. Little history of the problem provided; no connection to prior work on the topic.
Research questions	Research questions are well developed and aligned with study's purpose and problem and will generate information needed to address the study's topic.	Research questions are well developed and somewhat aligned with study's purpose	Research question are either not well developed and/or do not support the topic.
Limitations and delimitations of the study	Limitations /delimitations of the study are identified and include support from literature.	Limitations/delimitations of the study are identified and somewhat explained.	Limitations /delimitations of the study are not clearly articulated.

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[1] This rubric is adapted in part from Elsbree, A. R. (2006). Thesis chapter writing rubrics. California State San Marcos. Retrieved June 12, 2020 from https://www.csusm.edu/soe/documents/currentstudents/formsandresources/masters/ma_rubric_thesis_chapters.pdf.

Definition of terms	Operational terms in the study are defined and supported by the research literature. All unique terms are included, and author uses appropriate sources. Appropriate transitions are in place.	Operational terms in the study are defined and each term is supported by a research citation. Appropriate transitions are in place.	Operational terms in the study may not be clearly defined; Defined terms are not supported with a citation; Appropriate transitions are missing.
Formatting, Grammar, and Mechanics	Superior editing, no spelling or grammatical errors, APA style used throughout. All in-text reference citations present and correctly formatted.	Paper reflects editing, several spelling errors or grammatical errors. Most in-text reference citations present and correctly formatted.	Editing, spelling and grammatical errors detract from readability of the paper and/or significant formatting errors.

Chapter 2 Grading Rubric LDRS 618[2]

Criterion (Score 0 if element is absent)	Exemplary (3)	Proficient (2)	Emerging (1)
Introduction	Identify problem and restate the research question; (do not repeat your whole chapter 1); preview the contents of the chapter; explain methods, label method, participants, tools, design, and use all of the titles of subsection in the introduction as an advance organizer.	Identify problem and restate the research question; preview the contents of the chapter	Identify problem and restate the research question
Historical context	Contextualize this study in the field of by identifying the key areas of literature as well as why the question is important. Identify how the problem has arisen using both academic and public-facing resources.	Contextualize this study in the field and articulating why the question is important.	The content of the problem is not clearly defined.
Theoretical framework	Strong discussion of the theoretical framework that supports the study's methods. The theoretical framework is closely aligned with the study. The theoretical framework is supported by literature.	Theoretical framework is included, and it is appropriate for the study. The theoretical framework is supported by the literature.	No theoretical framework is offered to support the study, or the selected theoretical framework does not align with the area of inquiry. The theoretical framework is defined, but not appropriately discussed.

[2] This rubric is adapted in part from Elsbree, A. R. (2006). Thesis chapter writing rubrics. California State San Marcos. Retrieved June 12, 2020 from https://www.csusm.edu/soe/documents/currentstudents/formsandresources/masters/ma_rubric_thesis_chapters.pdf.

Relevance of published studies to current topic	Clearly defined relationships between relevant literature and topic demonstrated. The references are recent (as defined by the topic). [Most references should be five or less years old.]	Some explanation of relationship of literature to current topic provided. [Most references should be five or less years old.]	Relevance of published studies to current topic not fully addressed. References may be dated.
Organization	Organization clearly outlined and followed. Literature discussion organized into appropriate subtopics that follow logical sequence.	Organization outlined. Subtopics do not follow logical sequence or are inappropriate.	Inconsistent or confusing to reader.
Summary	Key concepts and core resources are highlighted and provide a transition to Chapter 3.	Concepts and resources and provide a transition to Chapter 3.	Summary is not complete or does not properly focus on key concepts and courses.
Clarity of writing and interpretation of literature	Writing expresses single voice. Writing is evaluative, interpretive, and clear. Understanding of research literature thoroughly demonstrated.	Writing is generally clear. Adequate understanding of research literature not demonstrated. Inconsistent voice.	Writing does not clearly express interpretation of literature. Inconsistent voice.
Formatting, Grammar, and Mechanics	Superior editing, no spelling or grammatical errors, APA style used throughout. All in-text reference citations present and correctly formatted.	Paper reflects editing, several spelling errors or grammatical errors. Most in-text reference citations present and correctly formatted.	Editing, spelling and grammatical errors detract from readability of the paper and/or significant formatting errors.

Chapter 3 Grading Rubric LDRS 619

Criterion (Score 0 if element is absent)	Exemplary (3)	Proficient (2)	Emerging (1)
Research methodology, research design, rationale and research questions	Specific research design is clearly stated and strongly supported with research citations; discusses why the research design was chosen and why it is a suitable research approach for the situation of interest; identifies the research questions that will guide the study	Research design is stated and somewhat supported with research citations; reason research design was chosen is stated; research questions are included	Research design is missing or poorly constructed; no research support for the selected research design; no rationale offered as to why research design was selected; research questions missing or are incomplete
Research setting, population, research sample, selection of participants	Describes the setting where the study will take place; describes sample and sampling method; discusses the selection of participants and includes who the informants will be; where they come from; how many are proposed; participant demographics and the participant recruitment strategies explained in detail	Somewhat describes the setting where the study will take place; describes research sample, population and sampling method; discusses the selection of participants	No clear delineation or description of the setting, population or research sample; researcher names or identifies organization or entity without using a pseudonym; no rationale for selection of participants or access to participants
Instrumentation and procedures	Complete description of all instruments, tests, surveys, etc., and includes how permission will be obtained to use instruments if appropriate; otherwise reports the source of instrumentation	Instrumentation and procedures are somewhat outlined in the narrative	Instrumentation and procedures are not described or are incomplete; source of instrument is not described
Data Collection and Analysis Describes data collection methods including informants and data recording	Describes all data collection components and analysis components listed in the left column.	Describes all data collection components and analysis components listed in the left column. One or two components are missing	Data collection methods are not described, or description is incomplete; data analysis method is missing or incomplete

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procedures (e.g., transfer of data to spreadsheet; how items will be coded; interview or observational protocols; recordings; etc.); includes sample questions from tests, surveys, interviews; Describes triangulation (Describe three data collection methods). Data Analysis- describes data analysis process; list of research question/hypotheses in same order as chapter one; and describe how they will be analyzed; describe the document review and analysis process ;details how data will be stored and protected			
Formatting, Grammar, and Mechanics	Superior editing, no spelling or grammatical errors, APA style used throughout. All in-text reference citations present and correctly formatted.	Paper reflects editing, several spelling errors or grammatical errors. Most in-text reference citations present and correctly formatted.	Editing, spelling and grammatical errors detract from readability of the paper and/or significant formatting errors.

Chapter 4 Grading Rubric LDRS 619

	Exemplary (15 - 13)	Proficient (12- 10)	Emerging (9 - 1)
Findings and Results	The findings and results build logically from the problem and research design and, are presented in a manner that addresses all the research questions.	The findings and results build logically from the problem and research design and, are presented in a manner that addresses most of the research questions.	The findings and results somewhat relate to the problem and research design and, do not adequately addresses all the research questions.
Criterion (Score 0 if element is absent)	**Exemplary (3)**	**Proficient (2)**	**Emerging (1)**
Description of the participants	Participant characteristics are described in full.	Some participant characteristics are described.	Only one participant characteristic is described.
Formatting, Grammar, and Mechanics	Superior editing, no spelling or grammatical errors, APA style used throughout. All in-text reference citations present and correctly formatted.	Paper reflects editing, several spelling errors or grammatical errors. Most in-text reference citations present and correctly formatted.	Editing, spelling and grammatical errors detract from readability of the paper and/or significant formatting errors.

Chapter 5 Grading Rubric LDRS 619

Criterion (Score 0 if element is absent)	Exemplary (15-13)	Proficient (12-10)	Emerging (9 - 1)
Conclusions	Conclusions are drawn logically and systematically and interpreted in relation to the theorical framework and literature.	Conclusions are drawn logically and systematically and somewhat interpreted in relation to the theorical framework and literature.	Conclusions are drawn but are not interpreted in relation to the theorical framework and literature.
Criterion (Score 0 if element is absent)	**Exemplary (3)**	**Proficient (2)**	**Emerging (1)**
Leadership Implications	Leadership implications are logically interpreted in relation to the conclusions.	Leadership implications are somewhat interpreted in relation to the conclusions.	Leadership implications are not aligned with the conclusion of the study.
Recommendations for Future Research			
Formatting, Grammar, and Mechanics	Superior editing, no spelling or grammatical errors, APA style used throughout. All in-text reference citations present and correctly formatted.	Paper reflects editing, several spelling errors or grammatical errors. Most in-text reference citations present and correctly formatted.	Editing, spelling and grammatical errors detract from readability of the paper and/or significant formatting errors.

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References

American Psychological Association. (2020). Publication manual of the American Psychological Association. (7th ed.)

Creswell, J. W. (2014). Research design: Qualitative, quantitative and mixed methods approaches (4th ed.). Thousand Oaks, CA: Sage.

Publication (Option B)
Write an Article for Publication

Starting in week eight of LDRS 618 Scholarship, students who selected a publication capstone will write a proposal as the final class assignment. Once the proposal is approved by the professor teaching LDRS 618, the student will register for LDRS, 619 Leadership Capstone. A capstone advisor will be assigned and will guide the student through the publication process.

There are several things to consider prior to the starting the proposal. You will need to do some research to identify journals that may be a good fit for your research. The more journal articles you read on your research topic, the more you will become acquainted with gaps in the knowledge base. What will your research offer to the discipline that is original?

As you are writing your study proposal, you will simultaneously start identifying possible journals for submission. This is important because the journal dictates the article content, formatting, style manual, length, and other relevant information.

Your professor will provide information to assist you in identifying a journal, however it is helpful to see this in action. The following example walks you through one approach for identifying a journal. Since this is a Leadership program, you may be familiar with the Journal of Leadership Education. Go to the website, https://journalofleadershiped.org/ and you will see several sections at the top including, *Issues, Authors, Submit, Reviewers, and Editorial Staff.* The *Issue tab*, provides journal articles by year. Do a quick review of 15 - 20 articles published over the last few years. What did you discover about the journal? You may have noticed the articles are listed by type of manuscript. This journal has several types including research, theory, application and popular media which is found in the *Author tab*.

The *Author tab* has a wealth of information. As mentioned above, it shows the type of manuscripts published. If you click on the type, you'll see a description of what the journal publishes and what is required for the publication. For example, the application type description states:

> Leadership Education application submissions will discuss a project, program, practice or tool that has been implemented. Application manuscripts will include a clear issue statement, review of related literature, description of the application, discussion of outcomes and implications, and recommendations.

It shows the section headings needed for publication and includes a *clear issue statement, review of related literature, description of the application, discussion of outcomes and implications, and recommendations.*

To help you understand what the editors are looking for under each section heading go back and review a few articles. You can create an outline of the information provided under each section. For example, if the article was an "application manuscript type", how did the author describe the application section?

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Now, it is time to explore what *topic areas* the journal publishes. This is on the right-hand side of the page. This journal has a broad selection of topics. Again, after you review the topic list, you may want to go back to a few articles and see if you can correctly identify the topics listed in the article.

Another important consideration is to understand how the journal reviews the manuscripts. Read the *Review of Manuscripts* section. It shows this is a double-blind review.

Finally, there is usually a section that discusses how to submit an article. Once you select a journal, follow the journal requirements exactly. The journal indicates the formatting, length, style manual (APA, Chicago, Harvard, etc.), and abstract components,

Titles are important. Your title should be thought provoking and capture the meaning of the article. The journal dictates the maximin number of words in the title.

Tables are a great way to organize information. Make sure your tables and/or graphs follow the style required (APA, Chicago, Harvard, etc.). The tables and graphs must look professional.

The Journal of Leadership Education listed **topics and types of publications**. However, some journals use the language of **aims and scope** and **author guidelines**. Regardless of the word choice, the key is to find the author information and read it carefully.

The International Journal of Quality & Reliability Management provides author information is terms of **aim and scope**, and **author guidelines**. Click of the link to review these areas:

Aim and Scope:
https://www.emeraldgrouppublishing.com/products/journals/journals.htm?id=ijqrm

Author Guidelines:
https://www.emeraldgrouppublishing.com/products/journals/author_guidelines.htm?id=ijqrm

Proposal requirements LDRS 618

The proposal consists of a problem statement, purpose of the study and research questions, background of the problem, theorical framework and literature review, methodology, and journal information.

Problem Statement

The problem statement includes the area of concern, a brief background about the concern, and the significance of the concern. Creswell (2014) notes this section is normally several paragraphs long, with focus on (a) a summary of what is known about this phenomenon of interest and gap in this knowledge (supported by the research literature), (b) justification for why there is a need for exploration of this phenomenon, and (c) the population you plan to address. You may see one of these phrases at the end of the problem statement:

- Little is known about.…
- Findings of previous studies are conflicting….

Updated: June 12, 2020

- Few studies of this have been done….

Tips for writing the problem statement follow:

- Keep it short, simple, and to the point.
- Use broad generalizations to set the stage for the specific problem, and then give the specifics.
- Present the argument or need for the study in your own words, supported by the literature.
- Clarify the population of interest for the study.
- Conclude with a concise synopsis of the primary problem of the study.

Purpose of the Study
The purpose of the study is a clear statement of the researcher's specific reason for conducting the study. Include the type of study, population, and setting.

Background of the Problem and Research Questions
Discuss the research supporting the problem. Your assertions and arguments are supported with evidence based on primary sources. When relevant, opposing positions are discussed and arguments discounting these positions are supported with relevant scholarly evidence. This section is supported with research citations. Clearly state the research questions.

Theorical Framework
Discuss the theory/rationale that drives this research. Explicitly connect the framework to the categories of literature that are reviewed.

Literature review
The topics are derived from your research questions and/or your title. The headings used in this section are titled using the concepts of the study. Each main topic may or may not have several sub-headings (see APA, 2020, for levels of headings) depending on how your literature review is organized. As you review the purpose of the study remember that each concept, variable, and/or topic needs to be addressed in the literature review chapter.

Methodology
    Discuss the research design and provide rationale why this design is appropriate for the study.
    Describe how participants will be identified and recruited
    Describe the data collection process

Journal Information
    Journal Name
    Journal website with author guidelines
    Describe how your proposed research aligns with the journals Aim and Scope
    Article type or classification (application, research, case study, etc.)
    Length
    Style

Updated: June 12, 2020

Publication Proposal Grading Rubric (LDRS 618)

Criterion (Score 0 if the element is absent)	Exemplary (3)	Proficient (2)	Emerging (1)
Introduction, Problem Statement and Purpose of the Study	Strong thesis statement that conveys main idea of the study; strong case developed for the study; problem supported by the research literature; purpose of the study clearly articulated.	Thesis statement has a narrative hook; area of inquiry identified; reader can discern purpose of study.	Thesis statement lacks clarity and focus; problem not clearly identified; purpose of the study not clearly explained or stated.
Background of the Problem	Assertions and arguments are supported with appropriate evidence. Appropriate evidence includes an interpretation of empirical data, description of arguments and evidence presented in a scholarly source that supports the assertion (with appropriate citation of the source). Evidence provided in support of an argument is described and interpreted correctly. Connection to prior research is evident.	Assertions and arguments are somewhat supported with appropriate evidence. Appropriate evidence includes an interpretation of empirical data, a vague description of arguments and some evidence presented in a scholarly source that supports the assertion (with appropriate citation of the source). Evidence provided in support of an argument is described and interpreted correctly. Connection to prior research is made.	Many assertions based on personal opinion only. Assertions are based on unsupported claims, citation information is given as support for an assertion but no information is provided about the content of the cited work or how or why the cited work/author supports the assertion made. Little history of the problem provided; no connection to prior work on the topic.
Theoretical Framework	Strong discussion of the theoretical framework that supports the study. The theoretical framework is closely aligned with the study. The theoretical framework is supported by the research literature.	Theoretical framework is included, and it is appropriate for the study. The theoretical framework is supported by the research literature.	No theoretical framework is offered to support the study, or the selected theoretical framework does not align with the area of inquiry. The theoretical framework is defined, but not appropriately discussed.
Relevance of published studies to current topic	Explicit relationship between relevant literature and current topic demonstrated.	Some explanation of relationship of literature to current topic provided.	Relevance of published studies to current topic not addressed.
Research methodology, research design, rationale and research questions	Specific research design is clearly stated and strongly supported with research citations; discusses why the research design was chosen and why it is a suitable research approach for the situation of interest; identifies the research questions that will guide the study	Research design is stated and somewhat supported with research citations; reason research design was chosen is stated; research questions are included	Research design is missing or poorly constructed; no research support for the selected research design; no rationale offered as to why research design was selected; research questions missing or are incomplete
Research setting, population, research	Describes the setting where the study will take place; describes sample and sampling method;	Somewhat describes the setting where the study will take place; describes	No clear delineation or description of the setting, population or

sample, selection of participants	discusses the selection of participants and includes who the informants will be; where they come from; how many are proposed; participant demographics and the participant recruitment strategies explained in detail	research sample, population and sampling method; discusses the selection of participants	research sample; researcher names or identifies organization or entity without using a pseudonym; no rationale for selection of participants or access to participants
Data Collection and Analysis Describes data collection methods including informants and data recording procedures (e.g., transfer of data to spreadsheet; how items will be coded; interview or observational protocols; recordings; etc.); includes sample questions from tests, surveys, interviews; Describes triangulation (Describe three data collection methods).	Describes all data collection components and analysis components listed in the left column.	Describes all data collection components and analysis components listed in the left column. One or two components are missing	Data collection methods are not described, or description is incomplete; data analysis method is missing or incomplete
Journal Alignment with Proposed Research	A detailed description of how the proposed research aligns with the aim and scope of the journal The type (application, research, case study, etc.) of the article is presented with the rationale of why it is appropriate.	A brief description of how the proposed research aligns with the aim and scope of the journal The type (application, research, case study, etc.) of the article is presented with the without the rationale of why it is appropriate.	The proposed research does not align with the aim and scope of the journal The type (application, research, case study, etc.) of the article is briefly discussed.

LDRS 619 Instruction

In LDRS 619, the content of the article is dictated by the journal requirements. When a manuscript is submitted to a peer-reviewed journal, the journal editor sends a letter stating the manuscript is under consideration. The editor's letter and the manuscript are submitted to the student's capstone advisor. The capstone is considered complete with these two documents. Students will notify the capstone advisor once the article is published.

Publication Proposal Grading Rubric (LDRS 619)

	Exemplary (15 - 13)	Proficient (12- 10)	Emerging (9 - 1)

Findings and Results	The findings and results build logically from the problem and research design and, are presented in a manner that addresses all the research questions.	The findings and results build logically from the problem and research design and, are presented in a manner that addresses most of the research questions.	The findings and results somewhat relate to the problem and research design and, do not adequately addresses all the research questions.
Conclusions and Framework	Conclusions are drawn logically and systematically and interpreted in relation to the theorical framework and literature.	Conclusions are drawn logically and systematically and somewhat interpreted in relation to the theorical framework and literature.	Conclusions are drawn but are not interpreted in relation to the theorical framework and literature.
Criterion (Score 0 if element is absent)	**Exemplary (10 – 9)**	**Proficient (9 - 8)**	**Emerging (8 -1)**
Conventions, Spelling, Grammar and Mechanics, References	Superior editing, no spelling or grammatical errors, APA conventions attended to in the narrative.	Paper reflects editing, several spelling errors or grammatical errors.	Poor editing, spelling and grammatical errors detract from readability of the paper, APA formatting errors.

Conference Presentation (Option C)
Proposal requirements LDRS 618

The proposal consists of a problem statement, purpose of the study and research questions, background of the problem, theorical framework and literature review, methodology, and conference information.

Problem Statement

The problem statement includes the area of concern, a brief background about the concern, and the significance of the concern. Creswell (2014) notes this section is normally several paragraphs long, with focus on (a) a summary of what is known about this phenomenon of interest and gap in this knowledge (supported by the research literature), (b) justification for why there is a need for exploration of this phenomenon, and (c) the population you plan to address. You may see one of these phrases at the end of the problem statement:

- Little is known about.…
- Findings of previous studies are conflicting….
- Few studies of this have been done….

Tips for writing the problem statement follow:

- Keep it short, simple, and to the point.
- Use broad generalizations to set the stage for the specific problem, and then give the specifics.
- Present the argument or need for the study in your own words, supported by the literature.
- Clarify the population of interest for the study.
- Conclude with a concise synopsis of the primary problem of the study.

Purpose of the Study

The purpose of the study is a clear statement of the researcher's specific reason for conducting the study. Include the type of study, population, and setting. Action Research is often the research methodology used for conference capstones.

Background of the Problem and Research Questions

Discuss the research supporting the problem. Your assertions and arguments are supported with evidence based on primary sources. When relevant, opposing positions are discussed and arguments discounting these positions are supported with relevant scholarly evidence. This section is supported with research citations. Clearly state the research questions.

Theorical Framework

Discuss the theory/rationale that drives this research. Explicitly connect the framework to the categories of literature that are reviewed.

Literature review

The topics are derived from your research questions and/or your title. The headings used in this section are titled using the concepts of the study. Each main topic may or may not have several

sub-headings (see APA, 2020, for levels of headings) depending on how your literature review is organized. As you review the purpose of the study remember that each concept, variable, and/or topic needs to be addressed in the literature review chapter.

Methodology

Discuss the research design and provide rationale why this design is appropriate for the study.
Describe how participants will be identified and recruited
Describe the data collection process

Conference Information

Conference Name
Conference website with author guidelines
Describe how your proposed research aligns with the conference scope
Time allotted for presentation

Grading Rubrics for Conference

Proposal Grading Rubric (LDRS 618)

Criterion (Score 0 if the element is absent)	Exemplary (3)	Proficient (2)	Emerging (1)
Introduction, Problem Statement and Purpose of the Study	Strong thesis statement that conveys main idea of the study; strong case developed for the study; problem supported by the research literature; purpose of the study clearly articulated.	Thesis statement has a narrative hook; area of inquiry identified; reader can discern purpose of study.	Thesis statement lacks clarity and focus; problem not clearly identified; purpose of the study not clearly explained or stated.
Background of the Problem	Assertions and arguments are supported with appropriate evidence. Appropriate evidence includes an interpretation of empirical data, description of arguments and evidence presented in a scholarly source that supports the assertion (with appropriate citation of the source). Evidence provided in support of an argument is described and interpreted correctly. Connection to prior research is evident.	Assertions and arguments are somewhat supported with appropriate evidence. Appropriate evidence includes an interpretation of empirical data, a vague description of arguments and some evidence presented in a scholarly source that supports the assertion (with appropriate citation of the source). Evidence provided in support of an argument is described and interpreted correctly. Connection to prior research is made.	Many assertions based on personal opinion only. Assertions are based on unsupported claims, citation information is given as support for an assertion but no information is provided about the content of the cited work or how or why the cited work/author supports the assertion made. Little history of the problem provided; no connection to prior work on the topic.
Theoretical Framework	Strong discussion of the theoretical framework that supports the study. The theoretical framework is closely aligned with the study. The theoretical framework is	Theoretical framework is included, and it is appropriate for the study. The theoretical framework is supported by the research literature.	No theoretical framework is offered to support the study, or the selected theoretical framework does not align with the area of

	supported by the research literature.		inquiry. The theoretical framework is defined, but not appropriately discussed.
Relevance of published studies to current topic	Explicit relationship between relevant literature and current topic demonstrated.	Some explanation of relationship of literature to current topic provided.	Relevance of published studies to current topic not addressed.
Research methodology, research design, rationale and research questions	Specific research design is clearly stated and strongly supported with research citations; discusses why the research design was chosen and why it is a suitable research approach for the situation of interest; identifies the research questions that will guide the study	Research design is stated and somewhat supported with research citations; reason research design was chosen is stated; research questions are included	Research design is missing or poorly constructed; no research support for the selected research design; no rationale offered as to why research design was selected; research questions missing or are incomplete
Research setting, population, research sample, selection of participants	Describes the setting where the study will take place; describes sample and sampling method; discusses the selection of participants and includes who the informants will be; where they come from; how many are proposed; participant demographics and the participant recruitment strategies explained in detail	Somewhat describes the setting where the study will take place; describes research sample, population and sampling method; discusses the selection of participants	No clear delineation or description of the setting, population or research sample; researcher names or identifies organization or entity without using a pseudonym; no rationale for selection of participants or access to participants
Data Collection and Analysis Describes data collection methods including informants and data recording procedures (e.g., transfer of data to spreadsheet; how items will be coded; interview or observational protocols; recordings; etc.); includes sample questions from tests, surveys, interviews; Describes triangulation	Describes all data collection components and analysis components listed in the left column.	Describes all data collection components and analysis components listed in the left column. One or two components are missing	Data collection methods are not described, or description is incomplete; data analysis method is missing or incomplete

(Describe three data collection methods).			
Conference alignment with Proposed Research	A detailed description of how the proposed research aligns with the conference scope	A brief description of how the proposed research aligns with the conference scope.	The proposed research does not align with the conference scope

Publication Grading Rubric (LDRS 619)

	Exemplary (15 - 13)	Proficient (12- 10)	Emerging (9 - 1)
Findings and Results	The findings and results build logically from the problem and research design and, are presented in a manner that addresses all the research questions.	The findings and results build logically from the problem and research design and, are presented in a manner that addresses most of the research questions.	The findings and results somewhat relate to the problem and research design and, do not adequately addresses all the research questions.
Conclusions and Framework	Conclusions are drawn logically and systematically and interpreted in relation to the theorical framework and literature.	Conclusions are drawn logically and systematically and somewhat interpreted in relation to the theorical framework and literature.	Conclusions are drawn but are not interpreted in relation to the theorical framework and literature.
Criterion (Score 0 if element is absent)	**Exemplary (10 – 9)**	**Proficient (9 - 8)**	**Emerging (8 -1)**
Conventions, Spelling, Grammar and Mechanics, References	Superior editing, no spelling or grammatical errors, APA conventions attended to in the narrative.	Paper reflects editing, several spelling errors or grammatical errors.	Poor editing, spelling and grammatical errors detract from readability of the paper, APA formatting errors.

Experiential Project Capstone (Option D)

Updated: June 12, 2020

An experiential project capstone is action-based research, driven by an investigation of the state of academic, professional, and/or technical knowledge. It is created by current peer-reviewed academic literature, professional practice, and/or technical application.

Projects may include, but not limited to, producing a curriculum, conducting a program evaluation, developing and providing a workshop, developing a handbook or manual, developing a service project, or developing and implementing a new program. The project must be grounded in academic rigor and aligned with Bloom's Taxonomy levels of analyzing, evaluating, and/or creating which represent graduate level work.

Analyzing means to examine and break information into parts by identifying motives or causes, and to make inferences and find evidence to support generalizations. **Evaluating** means to present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. **Creating** means to compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. These three definitions, analyzing, evaluating, and/or creating, were adapted from the work of Anderson & Krathwohl (2001). Your capstone advisor will make the final determination if the proposed project meets the level of academic rigor identified in Blooms Taxonomy.

A project is not completed in isolation but requires sharing the student's vision with other's including the stakeholders.

In addition to the completion of the product, experiential projects have a written component. Experiential projects must include an introduction, literature review, project description, and a project reflection. Starting in January 2020, the introduction and literature review will be completed in LDRS 618 Scholarship. The project description, project reflection, and the project completion will be completed in LDRS 619 Leadership Capstone.

Proposal Completed in LDRS 618

Problem Statement
    Clearly state the problem in the first sentence.
    Support the problem by at least 4 supporting sentences.

Importance and Rationale of the Project
    Discuss why this problem is important.
    Discuss the significance or extent of the problem.

Background of the Project
    Discuss the history of this problem. What led to this work?
    What is being explored, attempted, or challenged by doing this work?
    Discuss significant data, information, and facts already available on this topic.

Statement of Purpose
    State the overall purpose of the project.
    Discuss the project objectives.
    Discuss the stakeholders for the project. Who will benefit from the project?

Scope of the Project and Objectives
> Describe the project scope and include what the project addresses.
> Discuss any factors that may obstruct the effectiveness or implementation of this project.

Literature Review (6 – 9 pages)

Theory/Rationale
> Discuss the theoretical framework that drives this project and explicitly connect the framework to the categories of literature that are reviewed.

Literature Review of Categories (topics)
> Create various sub-headings (topics) based upon the organization of the literature. Each main topic may or may not have several sub-headings (see APA, 2020, for levels of headings) depending on how your literature review is organized. As you review the purpose of the study remember that each concept, variable, and/or topic needs to be addressed in the literature review chapter. Provide a detailed description of the specific topics of this project using primary sources.

> *Guidelines*
> *Organize the literature review in a logical manner (i.e., either chronological, sequential, topical, problem-solution, or cause-effect).*
> *Use explicit transitions to connect ideas among sections.*
> *Support each main idea by adequate details that fully develop the idea.*
> *Cite every generalization or assertion.*
> *Avoid using direct quotes unless necessary.*
> *Use explicit transitions to connect ideas among sections.*

Experiential Project Components Completed in LDRS 619
Project Description (6-9 pages)

Project Solutions and Components
> Based on the literature and stakeholder feedback, discuss multiple approaches for solving the Problem.
> Discuss how you evaluated each of the potential solutions.
> Discuss the solution selected for implementation.
> Discuss the project management plan. Include a work breakdown structure (WBS), milestones, and target dates. See WBS information on page 35.
> Describe how and why the materials, techniques, and themes were selected?
> Describe what will be created (i.e. the project). After the implementation of the project, provide any supporting documentation in the appendix (lesson plans, handbook, curriculum, program evaluation, etc.)

Project Evaluation
> Describe how the project will be evaluated and include the criteria to determine project success. After you implement and assess the project, provide the results of the evaluation.

Project Conclusions
　　Provide conclusions about the original problem outlined in the introduction.
　　Discuss how the literature was used to interpret the conclusions drawn in this section.

Plans for Implementation
　　Discuss how and when this information will be disseminated with the stakeholders. **The project must be complete before the capstone grade is provided.**

Project Reflection (6– 9 pages)

The final project reflection provides insight into the entire body of work (or actions) by describing the developmental process and passion behind the experiential project. A project reflection is informative and adds to the understanding of the project and its scholarly impact on the student. The project reflection will describe the history and process of the project's development, including research, group meetings (with stakeholders, collaborators, and interviewees), gathering of materials, data, and information, and so forth. The statement will also include an assessment of the final product. This may include observations by the stakeholders or participants based on their reaction to the work (including interviews or written responses on-site), and the student's evaluation of the responses elicited by the project.

You will need to start keeping a journal documenting the progress as the project advances. Keep track of relevant information such as meetings with community members and stakeholders, student-teacher interactions, actions, critiques, conflicts, conflict resolution, and overall themes. Take note of what happens each day that work proceeds on the project.

When writing the project reflection, begin with a simple statement of why the work was undertaken. Support that statement by telling the reader more about the project objectives and your aspirations. Tell the reader how decisions were made in the course of the work.

Some questions to keep in mind as objectives are accomplished:

　　How did you gain support from the stakeholders to proceed with the project?
　　Discuss the challenges the project faced and describe how the challenges were addressed.
　　What did you learn about leadership?
　　How did you incorporate systems thinking concepts into the project?
　　How did you incorporate content from the Communications class into the project?
　　How did you incorporate content from the Change Leadership class into the project?
　　How much time was spent at each stage of the work?
　　How does the project impact your professional goals?

Format and Style Issues

Use APA format for citations and references.
Double spaced the paper with 1" margins.

Grading Rubrics for Experiential Project

Updated: June 12, 2020

Proposal Experiential Project Grading Rubric (LDRS 618)

Criterion (Score 0 if the element is absent)	Exemplary (3)	Proficient (2)	Emerging (1)
Introduction, Problem Statement and Purpose of the Study	Strong thesis statement that conveys main idea of the study; strong case developed for the study; problem supported by the research literature; purpose of the study clearly articulated.	Thesis statement has a narrative hook; area of inquiry identified; reader can discern purpose of study.	Thesis statement lacks clarity and focus; problem not clearly identified; purpose of the study not clearly explained or stated.
Background of the Problem	Assertions and arguments are supported with appropriate evidence. Appropriate evidence includes an interpretation of empirical data, description of arguments and evidence presented in a scholarly source that supports the assertion (with appropriate citation of the source). Evidence provided in support of an argument is described and interpreted correctly. Connection to prior research is evident.	Assertions and arguments are somewhat supported with appropriate evidence. Appropriate evidence includes an interpretation of empirical data, a vague description of arguments and some evidence presented in a scholarly source that supports the assertion (with appropriate citation of the source). Evidence provided in support of an argument is described and interpreted correctly. Connection to prior research is made.	Many assertions based on personal opinion only. Assertions are based on unsupported claims, citation information is given as support for an assertion but no information is provided about the content of the cited work or how or why the cited work/author supports the assertion made. Little history of the problem provided; no connection to prior work on the topic.
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of some relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of some relevant contextual factors, but problem statement is superficial.
Theoretical Framework	Strong discussion of the theoretical framework that supports the study. The theoretical framework is closely aligned with the study. The theoretical framework is supported by the research literature.	Theoretical framework is included, and it is appropriate for the study. The theoretical framework is supported by the research literature.	No theoretical framework is offered to support the study, or the selected theoretical framework does not align with the area of inquiry. The theoretical framework is defined, but not appropriately discussed.
Relevance of published studies to current topic	Explicit relationship between relevant literature and current topic demonstrated.	Some explanation of relationship of literature to current topic provided.	Relevance of published studies to current topic not addressed.

Completed Experiential Project Grading Rubric LDRS 619

	Exemplary	Proficient	Emerging

Updated: June 12, 2020

	(3)	(2)	(1)
Identify Strategies	Identifies multiple approaches for solving the problem within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.
Propose Solutions	Proposes one or more solutions that indicates a deep comprehension of the problem. Solution(s) are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions that indicates some comprehension of the problem. Solution(s) are sensitive to contextual factors as well as one of the following: ethical, logical, or cultural dimensions of the problem	Proposes one solution that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.
Work Breakdown Structure (WBS)	The main categories of the WBS reflect the major deliverable work areas of the project, decomposed into logical groupings of work. The sub-categories of the WBS provide detail and schedule development. The lowest-level WBS components contain the definitions of work to be performed and tracked.	The main categories of the WBS reflect the major deliverable work areas of the project, decomposed into logical groupings of work. Some sub-categories of the WBS were listed.	The main categories of the WBS reflect some of the major deliverable work areas of the project grouped randomly. Some sub-categories of the WBS were listed.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.
Transfer Adapts and applies skills and theories from Systems Thinking, Communication, and Change Leadership.	Adapts and applies, independently or with a team, skills, abilities, and theories, gained from, Systems Thinking, Communication, and Change Leadership, to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills gained from two of the three Core courses of Systems Thinking, Communication, and Change Leadership to new situations to solve problems or explore issues.	Adapts and applies skills gained from one of the three Core courses, Systems Thinking, Communication, and Change Leadership to new situations to solve problems or explore issues.
Professional Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple professional activities, accompanied by reflective insights or analysis about the	Demonstrates independent experience and team leadership of professional action, with reflective insights or analysis about the aims	Has clearly participated in professionally focused actions and begins to reflect or describe how those actions may benefit the

	aims and accomplishments of one's actions.	and accomplishments of one's actions.	organization and professional field.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic

WBS (work breakdown structure)

https://www.pmi.org/learning/library/applying-work-breakdown-structure-project-lifecycle-6979.

Example of WBS

1 Main category

  1.1 Subcategory

  1.2 Subcategory

    1.2.1 Sub-subcategory

    1.2.2 Sub-subcategory

  1.3 Subcategory

  1.4 Subcategory

2. Main category 2

  2.1 Subcategory

  2.2 Subcategory

    2.2.1 Sub-subcategory

    2.2.2 Sub-subcategory

  2.3 Subcategory

  2.4 Subcategory

Main category 3, etc.

Follow example from 1 and 2 above

Updated: June 12, 2020

References

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Allyn and Bacon.

COMPREHENSIVE EXAM EXPERIENCE
Rationale for a Comprehensive Exam Experience

The Leadership Education Comprehensive Examination Experience (CEE) serves to provide program students with a synthesizing exercise providing students the opportunity to share their capstone research and demonstrate their knowledge, skills, and dispositions related to leadership.

Candidates summarize their capstone project and learn about the research of others. Students make implications to three core courses: Communication, Change Leadership and Systems Thinking. We intend this culminating and reflective experience to bring life to the department's mission statement:

> *To prepare professional leaders to serve organizations and schools in building community, improving organizational outcomes and generating new knowledge for the profession.*

Participation in the Comprehensive Exam Experience

The CEE is required for students who complete a capstone project. This is one of three department requirements that must be satisfactorily completed to earn the MS degree. The three departmental requirements for program completion are
1. 33 graduate credits
2. Capstone or Thesis
3. Comprehensive Exam Experience

Preparation for the Comprehensive Examination Experience

The candidate submits the **Notification of Intent to Take the Comprehensive Examination Form** by **the 30th day of the semester,** to initiate their intent to participate in the review session (Form: Intent to Take Comprehensive Exam Link: https://forms.office.com/Pages/ResponsePage.aspx?id=xscRULQKq0ae9PrnSpIafwq3s2dFgdtEoP-KSc2cRgVUOThRNDNJNThQWUZLVlJSVlZLUkhaUzYxWi4u

The candidate is to have their capstone officially completed at least two days before the CEE. Candidates will not be allowed to participate in the comprehensive examination process until notification is received from the Graduate Studies Office.

Comprehensive Exam Experience Format

Candidates will prepare a formal capstone presentation using the CEE PowerPoint Template. Candidates are encouraged to pilot their presentation with their capstone advisor before the session.

Comprehensive Exam Experience Dates

The CEE is offered three times a year-Fall, Spring and Summer. In fall and spring, the CEE is scheduled on the Wednesday before commencement from 2:00 – 4:30 pm. In summer, it is scheduled on the last Thursday in July from 2:00 – 3:30 pm. Candidates will receive a notification from the department chair with the date, time, PowerPoint template, and relevant information. Students will be notified by the department chair when the departmental comprehensive examination is scheduled. Departmental faculty will also be notified.

Faculty Participation

Department faculty teaching in the MS programs and capstone advisors serve as the CEE committee. The committee members will complete the rubric for each candidate and submit it to the department chair immediately following the session. The chair will average the scores and submit the scores to the office manager who will add the average score to the electronic program plan.

This exit requirement applies to Master students who have completed their capstone or thesis. A candidate whose project has not been approved by his or her capstone/thesis advisor may not participate.

Eligible students present their research project to fellow candidates and at least one faculty member, and connect the findings with:

- LDRS 612 Systems Thinking,
- LDRS 614 Change Leadership,
- LDRS 615 Communication.

After the presentation, the candidate addresses questions from faculty and peers, and receives constructive feedback when appropriate. Faculty score the presentation based on the following rubric:

Elements	0 - Not Met	1 – Met	2 - Proficient
Knowledge of literature, theory, and best practices	Inadequate evidence of knowledge of literature, theory, and best practices.	Adequate evidence of knowledge of literature, theory, and best practices.	Clear evidence of understanding of current theory *and* best practices in the field.
Professional Reflection	Inadequate evidence of analytic or interpretive reflections.	Reflections demonstrate equal ability to provide description, analysis, and interpretation.	Evidence of critical reflection more purposefully and analytically. Reflections are more highly analytic and interpretive than descriptive.
Evidence of learning and professional growth	Inadequate evidence that candidate has learned more than an accumulation of	Evidence that a shift has taken place in the way that the candidate thinks about his/her practice in	Clear evidence of a shift in the way the candidate thinks about his/her practice, and the actions she/he now takes as a result of that shift.

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	additional information.		most areas of the responses.		
Connections with LDRS core courses	LDRS 612, 614, and/or 615, are not addressed.	☐	Connections with each core course are adequately addressed (e.g., implications for leadership).	☐	In-depth analysis of the connections between the research findings and: systems thinking, change leadership, and communication. ☐

Note: Candidate must demonstrate a 1 or 2 in every category for each question to pass their comprehensive examination.

DISTRIBUTION OF CAPSTONE OR THESIS

After the research advisor approves the thesis or capstone, and the students successfully complete the Comprehensive Exam Experience, students upload their research to OpenRiver. OpenRiver is the institutional Repository for Winona State University. OpenRiver is coordinated by the Darrell W. Krueger Library. Our Institutional Repositories (IRs) work to bring together our University's research and creative output under one umbrella, with an aim to preserve and provide access to that research and creative endeavors. OpenRiver is showcases of our university's scholarly and creative works.

Instructions for OpenRiver: WSU Digital Repository Submittal

Once your capstone/thesis advisor has approved the final version of your capstone/thesis your next step is to submit it to the WSU Krueger Library's *Open River* – Digital Repository.

Before uploading your files, you will need to have a PDF file and descriptive information for the upload process.

Prepare your files

The document you upload is dependent on your capstone/thesis type.

Type of Capstone/Thesis	Document to Upload
Thesis	Thesis
Publication	Publication after it is accepted for publication with the journal's approval
Conference Presentation	Conference Presentation PowerPoint
Project	PowerPoint for Comprehensive Exam Experience

- Insert a title page. See the sample on page 45 and make sure to customize it with your type of capstone/thesis, name, and date. For the date, use the date of your comprehensive exam experience.
- Save your document as a PDF. When saving your document in Word select Save As [and select PDF (*.pdf) as the file type] or Save as Adobe PDF. Check to make sure each page of your PDF looks as it should.

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Instructions for OpenRiver submittal

1) Create an individual account with OpenRiver - https://openriver.winona.edu/
Select "My Account" from the horizontal navigation bar to create an account. This login information is not connected to your starID, however you can use your WSU email address and create a unique password.

2) Login to OpenRiver with your new login.

3) From the OpenRiver homepage left vertical navigation, under "Author Corner" select "Submit Research"

4) Under Departments > Leadership Education - Graduate Studies > select the collection Leadership Education Capstones

5) Read and accept the Submissions Agreement by checking the box at the end of the document and next click the Continue button.

6) The form provides each field you need to fill in with information under the field title to help you.

7) Once the form is completed the last step is to attach your file. Go to the Upload Full Text field. Select the radio button Upload file from your computer. A Browse button will appear. Use the Browse button to find the location of your file. You can add additional files via the Additional Files field.

8) Last step is to scroll down and click the Submit button. Click the Submit button only once. Maintain an internet connection until you receive a message that the upload is complete.

Your capstone/thesis will **not** immediately appear online in OpenRiver. The reason your capstone/thesis does not immediately appear is the Library confirms with Graduate Studies Department that your work is has been officially approved by your department before making it live in OpenRiver

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If you have questions please contact Kendall Larson at klarson@winona.edu

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TITLE

A Thesis or Publication Capstone or Conference Capstone or Project Capstone – delete all options except your project type and change back to black text

Submitted to the Faculty

of the Department of Leadership Education

College of Education

of Winona State University

by

(Student)

In Partial Fulfillment of the Requirements

for the Degree of

Master of Science

Date