This course supports the assessments for COEL. The course represents 3 competency units.

The capstone is the culminating assessment of your WGU master's degree program. This Course of Study is your guide to the completion of a successful capstone project. It explains in general what the capstone is and outlines the essential parts of the project. When you are ready to begin working on it, upon your referral for LEC1, you will be assigned to a capstone facilitator. This will be either your own WGU mentor or another mentor with the expertise necessary to guide and advise you as you complete each step of the process. Before you begin any capstone work, please meet with your facilitator to review this Course of Study and to make sure you understand the expectations and requirements associated with the capstone project in your degree program.

Introduction

All WGU Master's degree programs include a very substantial culminating (capstone) project, consisting of both a written project and a presentation or oral defense based on it. The purpose of such a project is to allow you to demonstrate the application of the academic and professional abilities you have developed as a graduate student. While capstone requirements differ by program the expectations for quality are the same across all programs. The capstone challenges you to bring forth and showcase the best work of which you are capable.

Preparing for Success

Your capstone experience will be more successful if you plan well. This requires in the first place understanding all capstone requirements. Then you can work with your capstone facilitator to develop a schedule for completing each of the components. Below, under -Week 1? are general requirements and things to keep in mind as you begin the capstone process. The remaining sections present a recommended schedule for completing various parts of the capstone project. The number of Competency Units (CUs) assigned to the capstone assessments—usually 6 units for the combined written and oral assessments—means that it constitutes the work of about three quarters of a graduate term. For this reason, the schedule below runs over a period of 16 weeks. However, capstone work does not always allow for such continuous linear progression. In fact, completing a capstone project within this timeframe would require ideal conditions. For example, one thing that may affect such a schedule is Facilitator evaluation of both the Prospectus and the final report. We allow one week for Facilitators to evaluate these very important and significant projects. If revisions are required after this initial evaluation, this will add more time to the process. Capstone work cannot be, and should not be, rushed. All of which is to say, whether or not the specifics of your project allow you to adhere to the weekly schedule outlined below, completion of the activities as outlined will lead to the completion of a successful project.

Note that, in most cases, you will begin to accrue hours towards your Practicum concurrently with beginning your Capstone process. Thus, it is critical that you remain in close contact with your Mentor and Capstone Facilitator to ensure that your entry into these processes is a smooth one.
Your Capstone Journey

All of the assessments in your program in a way lead up to the capstone, because throughout the program you are developing the competency required for a successful capstone project. Depending upon your specific program requirements, you may even include some of your prior work in the composition of your project. Please keep in mind, however, that the rigorous standards for capstone projects may require you to revise and improve such work, perhaps even significantly. This week introduces you to what you can expect on your capstone journey.

Schedule an appointment with your capstone facilitator to discuss the following items.

The Capstone and Good Writing

Capstone work is an iterative process that depends on technical writing skills and effective use of APA style and formatting. Only well-written capstone projects will meet competency standards. For this reason you will be required to submit both the capstone prospectus and the final version of your written project to our Capstone Writing Resource Center. Only after it has been approved in accord with the standards of good writing will you submit it to your capstone facilitator for evaluation.

In addition to the above, please note that good writing includes the use of language that is free of bias. In this regard, follow the link below review the Diversity Issues and Capstone Research: Guidelines for Avoiding Bias in Language document.

The General Process of Capstone Development and Completion

This section will introduce you to the capstone development process and the steps you'll need to take toward completion. The following are elements of every capstone.

Your Capstone Facilitator

As noted, a member of the WGU mentor faculty will serve as your capstone facilitator. He or she not only serves as your guide in the capstone process but also as the final evaluator of your project. Facilitators are qualified by their accomplishment and expertise and are thus able to help you meet the associated professional standards.

Planning Your Capstone Project

Good planning is the essential key to capstone success. As a general rule, the better you plan, the easier your capstone project will be to complete. The most important part of your plan is your capstone proposal or -prospectus.? Because of its importance, when you are ready, your facilitator will work closely with you to help you develop a well-written and sound prospectus. As with all capstone work, this process may require multiple revisions in accord with comments and suggestions supplied by your facilitator. In addition, if you are proposing a project that requires research involving human subjects, *IRB approval of this research is required prior to final approval of the prospectus. Because of its importance, it is required that you formally review and -defend? your prospectus with your facilitator prior to proceeding with your capstone project.

*IRB Approval

Any research conducted by an individual or group under the auspices of WGU requires approval
from the university’s Institutional Review Board (IRB). Such research may require the informed consent of persons or organizations who are subjects of the study. Proposed research projects, therefore, are subject to the institutional review process. For a description of this process, please see the final page of this document (approval is necessary prior to the commencement of research). See Weeks 6 – 7 of this Course of Study for a detailed description of the process.

**Implementation of the Project**

Once the prospectus is approved, the project can be implemented as proposed. This involves all of the activities outlined in your prospectus, including any proposed intervention in the work environment, data collection, interviews, etc. Your facilitator will be available during this time to address questions that arise during implementation and/or to help you work through problems or difficulties that arise in the context of the project.

**Completing the Written Report**

After the implementation of the project and after any and all data has been collected and analyzed, the written capstone report can be completed. Drafts of the report are submitted to your facilitator and go through the process of review and revision. This process continues until your facilitator is satisfied the project has met the capstone written report rubric standards. At that point, the capstone is approved and becomes eligible to proceed to the ultimate stage: the capstone oral defense.

**The Oral Defense**

The Capstone Oral Defense is the final assessment in your graduate program, and you will arrange for its completion with your facilitator.

**Capstone Evaluation**

Both the completed capstone written report and the oral defense are evaluated using published rubrics. These rubrics generally are available in the Capstone Performance Assessment for your program in TaskStream.

**The Model Capstone Archive**

Western Governors University has developed a Model Capstone Archive to display final capstone written work and presentations. When WGU archives your final capstone documents, these will be made available to current students, mentors, and evaluators after you have graduated. You will be able to determine whether you wish to participate in the Capstone Archive by completing a copy of the Capstone Waiver and Release Form at the conclusion of your Capstone Oral Defense Task. By participating, your scholarship and effort at the University will be recognized, and you will have the satisfaction of contributing to the advancement of WGU and its students.

Since your final capstone project is to be shared with the WGU academic community, you will want to make sure that this represents your best work -- rigorous scholarship, research, and pedagogy. WGU has taken great care to ensure that safeguards are in place to guard the academic authenticity and the exposure of sensitive information. When you submit the capstone release statement you agree to voluntarily remove confidential information. This means not only your own personal details and contact information, but also information identifying co-workers,
organizations, and their contact information. Here is further information about how your final capstone documents are protected in the Archive.

You will want to go to the Model Capstone Archive to see examples of competent student work in your own program that represents some variety in the way students approach project requirements. Some of the materials housed there are artifacts produced along the way to the final capstone materials so that you can see what is involved during the entire process that you are about to undertake.

**Begin the MS Educational Leadership Capstone Project-Part 1**

To lay the foundation for your Capstone you will define a problem around which to build a comprehensive research project. Hence you must understand the fundamentals of educational research. Work on your capstone project will build upon the work you have completed in all prior performance assessments in the program. In fact, you are encouraged to be thinking about the capstone from the time you begin the program, because this allows you to complete work that could form part of your capstone project.

With the capstone project, as with many other things, the old adage—attributed originally to Pythagoras—applies: "well begun is half done." There are three critical components to beginning a successful capstone. First, defining a problem; second, choosing the right kind of research methods to investigate/address the problem; third, putting it all together into a sound research proposal (prospectus). If these things are done well, and especially if your prospectus is a very clear and detailed plan of action, it will remain only to carry out the project and write the report. Each of these important components is addressed below: topic selection and problem definition is addressed in the present section (Weeks 2-3); research methods and design is addressed in the section constituted by Weeks 4-5; the composition of the capstone prospectus is addressed in Weeks 6-7.

**Capstone Topic Selection**

Your capstone facilitator will assist you in selecting your capstone topic and developing a problem statement related to it. You will need to review the prior potential areas for improvement in your case study school's operations as examined thoroughly in your prior performance assessments. As appropriate, complete or review Weeks 1 - 2 of the Research Fundamentals Course of Study. For most capstone projects the topic will be a problem you have observed or of which you otherwise have become aware that is related to teaching and learning in the social sciences.

**Activity**

Meet with your facilitator to discuss the topic for your capstone project. Once you have settled on a topic, write out a problem statement and send it to your facilitator for review.

**Begin the MS Educational Leadership Capstone-Part 2**

As you work on your literature review, you may find that your problem statement undergoes revision or that you find new avenues to pursue within the existing literature. Be sure to check
any modifications to your problem statement with your facilitator. For questions about the capstone literature review you may consult the Graduate Capstone Community. Make note of these things and schedule an appointment with your Facilitator to discuss them and how they relate to the problem you have proposed to address.

**The Capstone Literature Review**

As noted, the literature review requirements for the capstone project will require an extensive or detailed literature review.

**Activity**

When you have completed your Literature Review, contact your capstone facilitator to discuss its possible limitations. As noted, the literature review you have created at this point may need to be revised and augmented in order to meet the capstone standard.

**Choose Research Methods and Design**

Once you have chosen a topic, correctly defined the problem and conducted a review of some of the associated literature, it is time to develop your plan for addressing it. Selecting the right kind of research and data collection instruments and methods for the problem under consideration is perhaps the most critical part of your Capstone project.

**Educational Research-Methods and Models**

There are three separate, general, models that are acceptable, at a school-wide level or higher, for capstones in the MS in Educational Leadership program. These are listed here in order to help you see the various approaches and to select from among them the one best suited to your project. Please review the following section with your facilitator. Keep in mind that these are outlines and very brief descriptions of the research models. The specifics of these research techniques are covered in the introduction to your Practicum (LRT1) and in the Measurement, Analysis, and Knowledge Management assessment (LMT1).

- **Model 1**: Quasi-experimental curriculum, instruction, leadership, or management comparison at a school-wide level or higher
- **Model 2**: Action Research project to include implementation of school-wide or higher initiatives based on the Baldrige Criteria
- **Model 3**: Highly-qualitative non-comparative curriculum evaluation at a school-wide level or higher

The three models presuppose the DESIGN of an intervention. The design is supported by both educational leadership theory and a review of literature on the proposed intervention. Generally speaking, the intervention is a school-wide or higher initiative at a leadership or administrative level, designed to support school or district improvement as related to one or more of the Baldrige criteria. As well, the intervention takes place during the Practicum term.

The three models vary in the EVALUATION of the DESIGN.

**Evaluation Model 1**: Educators in administrative or leadership case study settings or practicum are able to implement the curriculum, instruction, leadership, or management intervention in at least a school-wide setting (e.g. not limited to one or two classrooms) and use statistics to
evaluate the relative effectiveness of the intervention compared to a control group. Typically, the data collection instruments will be a pre-and-post ratio-data attitudinal survey or objective exam, to which t-tests (1 intervention section and 1 control section) or ANOVA (more sections) will be applied. ANCOVA will be necessary on the post-test data if the pre-tests show statistically significant difference. Training on the differences between paired, and the two kinds of unpaired, t-tests, and their ANOVA equivalents, are also necessary. In addition, most students should include research methods requiring other kinds of data. For example, Likert-scale attitude surveys and chi-square test training.

**Evaluation Model 2:** Educators in administrative or leadership case study settings or practicum are able to implement an action research project to include implementation of a school-wide or higher intervention based on the Baldrige Criteria. Those choosing this option will utilize statistical analysis techniques similar to those in Evaluation Model 1, but will seek to determine significant pre- and post- levels of difference in one or more of the Baldrige Criteria among a control and experimental group.

**Evaluation Model 3:** Educators in administrative or leadership case study settings or practicum are able to conduct a highly qualitative non-comparative curriculum evaluation at a school or district level, using a mixed method approach. Since there is no control section to compare against, the evaluation must include deep qualitative investigations in order to discern any changes in teacher thinking and to deduce whether those changes were motivated by the curriculum intervention. This requires additional focus on using observation protocols and conducting interviews, as well as the "classical" constant-comparative method of analyzing interview transcripts. Other possible methods could be conducting and analyzing videotaped prompted-recall, problem-solving or other types of interviews. This model should also include a pre/post test as Model 1, but mostly only to demonstrate that teacher engagement with the curriculum and/or student performance at least the school-wide level did not decline. In other words, although the pre/post-test permits no claim as to whether the intervention is better or worse—because there is no control group against which to compare—a claim of "no harm done" can be supported by it. The qualitative component is designed to discern the source of any changes, or to understand why no change occurred.

**Other types of Projects:** The above models are preferred for capstone projects in the field of Educational Leadership. Other types of projects may be considered, but they must still be research projects that employ standard research methods.

**Activity**

When you have completed your Research Proposal/Prospectus, evaluate how it fits into your capstone plans. Any necessary revisions to the proposal can be decided upon at this point, before you work to complete your capstone prospectus. Please note that for the capstone you must plan to use at least 3 – 4 research methods or instruments for data collection.

**Review Research Methods and Design**

Keep in mind that if you are engaging in educational research for the first time, or even if you have some experience with it, there may be much to learn. Because the fundamentals of research are so important, you will want to make sure you understand them as well as possible.
before proceeding to the project prospectus.

Activity

Reflect on your work on Measurement, Analysis, and Knowledge Management. Make notes concerning aspects of educational research about which you feel unsure or about which you have questions. Schedule some time to discuss these things with you facilitator.

Complete the Capstone Prospectus? Part 1

If you have selected an appropriate topic, done a good job of defining the problem and understanding the best plan for addressing it, you are prepared to write your capstone prospectus. The Capstone Prospectus consists of the first three chapters of your project: (1) your introductory statement of the problem, (2) your review of literature related to the problem, (3) your description of your research design and methods. The topics addressed under -Elements of the Written Prospectus? provide a detailed outline of what is expected. Because of its importance, however, the first topic we consider here is the IRB approval of your proposed research.

Research on Human Subjects and IRB Approval

As noted above, before you can begin any research activity associated with your prospectus, your project must have the approval of the Institutional Review Board (IRB). Institutional Review Boards exist at universities and other institutions to ensure the protection of human subjects involved in research conducted under the auspices of the institution. Protection of such subjects requires the informed consent of all participants. Evidence of informed consent is the signature of the participant or his/her parent or guardian; implied consent is not sufficient.

Before proceeding, please give careful consideration to the following note on IRB approval.

The IRB Process

1. Your Capstone Prospectus is reviewed by your Capstone Facilitator
2. Once the Prospectus has the Facilitator’s approval, a request is sent to the Program Coordinator (PC) for IRB approval. The PC then reviews all informed consent information.
3. If the PC determines that the project is to have expedited approval, the Facilitator, student, and IRB Chair are notified in writing (via email) of IRB approval.
4. If the project is not eligible for expedited review, the full IRB membership considers the project at its next meeting. In this case, a formal application is to be submitted to the IRB by the student. In the event there is not an IRB meeting scheduled in a time that accommodates the student’s AAP, a special meeting of the IRB will be scheduled.
5. All IRB procedures are governed by Federal Law and the resulting official policies of the WGU IRB.

Activity

Go to the "Research on Human Subjects" task in your Capstone DRF in TaskStream. View both the "Informed Consent Form" template and the "IRB Checklist". Discuss the IRB requirements with your facilitator and make sure that, as necessary, you are prepared to request "informed
consent” for your project. Please note again that you must have IRB approval before commencing any research involving human subjects.

Complete the Capstone Prospectus? Part 2

If you are assured that your project is or can be approved by the IRB, you can move forward to complete your Prospectus. As noted above, the Prospectus consists of what is, generally speaking, the first three chapters of your written project. The work you have done for the Research Fundamentals Literature Review and Research Proposal tasks provides the basis for these chapters. Now that you are ready to put together your Capstone Prospectus, this work may require additional revision.

Elements of the Written Prospectus (I)

In the Prospectus, you will include your problem statement, review of literature, and your plan, including methods and data collection instruments, for evaluating your project and answering your research questions. The Prospectus must contain each of the following elements, as described in the associate activity. As mentioned above, this is your detailed research action plan. If it is very clear and detailed, carrying out the project, collecting the data, and performing the data analysis will be a straightforward and rewarding learning process.

Activity 1

Create an Abstract: Include a brief discussion of the problem under investigation, participants or subjects, methodologies for data gathering in approximately 150 words. It is accurate, self-contained, concise, coherent and readable.

Activity 2

Write your Introduction: Provide a rationale for your project by describing what you propose to do, why you chose this project, why it is important, how it relates to appropriate theory for the discipline, and how the projects fits into teaching and learning in the field.

Activity 3

Include your Problem Statement: As noted above, your problem statement describes the problem and its possible causes. It also provides background information that helps the reader understand how the problem relates to teaching and learning in the field.

Activity 4

Include your Literature Review: The literature review for your capstone project should provide a review that is reasonably comprehensive with 25-40 sources. It must be well organized, providing a logical flow that builds a case for why the research or project is being proposed. A good literature review also provides or includes the following: (a) in-text citations that are complete and accurate according to APA format; (b) the majority of the review is based on primary sources; (c) the research literature is described in such a way that it is more than a series of annotations; (d) it explains why each reference is relevant; (e) the conclusion is a summary of the literature review and interprets the literature and its implications for the problem being investigated.

Activity 5
Include your Research Questions and Goal Statement:

For all types of research designs and strategies: include a discussion of:
(a) the specific measurable questions to be answered by the research; (b) an account of how you will know that each question has been answered; (c) a statement of the goal of the research project.

Complete the Capstone Prospectus?Part 3

Before adding the remaining elements of the prospectus, review and reflect upon what you have written thus far. Are you satisfied that you are doing the best work of which you are capable? Have you revised and improved prior work to meet capstone standards? Have you included all of the necessary elements up to this point? If you have questions about any part of the Prospectus, contact your facilitator and meet with him or her to address the questions, or simply to make sure you are on the right track. When you are ready to do so, complete the Prospectus by engaging the following activities.

Elements of the Written Prospectus (II)

The remaining sections of your Prospectus are the most critical, since they outline what you are going to do and how you are going to do it. Please be sure to include each element under the following activities.

Activity 1

Include a section on the research methods you will employ, beginning with an account of the participants in your study: This section should include the following pieces: (a) a description of the demographic information that you obtained through your case study analyses, particularly as conducted during your first term in the program; (b) a description of the participants' prior knowledge of the topic or issue, and any prior knowledge or skills requires for successfully participation in the study. If prior knowledge is necessary, describe whether the learners have such knowledge/skills; (c) describe the participants' attitudes and/or motivation toward the topic or issue; (d) describe additional information on education levels, learning styles and/or orientations; (e) describe cultural characteristics of the target population.

Activity 2

Include a methodology section describing the Research/Evaluation Instruments you will employ: In this section describe the research instruments that are used to measure each of the research questions. You should include (a) a description of at least 3-4 instruments or methods of data collection, (b) a description of qualitative and/or quantitative data collection instruments or methods employed in the research, (c) you should describe both the validity and the reliability of the instruments and of the research in general. If you are using pretests, posttests, surveys, questionnaires, performance tasks, observation checklists, focus group protocols, etc. that are used to measure if the objectives have been met, include these in an appendix.

Activity 3

Include a section that describes the materials needed to complete the project: This might include technology tools, worksheets, artifacts, visuals, etc.

Activity 4
Describe how you will proceed in implementing the project: Include the following elements in your description: (a) an account of the process for carrying out the research project in enough detail that another person could replicate the research including the process for collecting data to answer each of the research questions, and when and how data will be collected; (b) a description of how the integrity of the data will be maintained; (c) a description of how you will obtain permissions and maintain participant anonymity; a Timeline showing when each component of the research will be completed.

Activity 5

Include an account of your planned analysis of data: This simply requires that you describe (a) how data will be organized and analyzed, and (b) how analysis of the data will address each research question.

Prospectus Review and Approval?Part 1

Your Prospectus will be approved by your facilitator when each of the elements listed above is included and has been completed in accord with rubric standards. In addition, as noted in the introduction to this course of study, your prospectus must be reviewed and approved by our Capstone Writing Resource Center before you submit the final draft to your facilitator.

If you have followed the above guidelines with care, your Prospectus should be in a good shape and should not require significant revision. Otherwise, bringing the Prospectus fully into line with the rubric standards may require one or more revisions. Unless your facilitator agrees otherwise, please allow a week for each review of your Prospectus.

Activity

As indicated by your facilitator, discuss any necessary revisions and continue to revise until the Prospectus is approved. Again, you may wait until the week after you have submitted the Prospectus to receive this feedback from your facilitator.

Prospectus Review and Approval?Part 2

As noted above, please allow a week for the initial review of your Prospectus. If revisions are required, approval will be delayed until the Prospectus meets the rubric standards. As noted under -Week 1? of this Course of Study, the weekly schedule laid out here is a flexible one.

Activity

As necessary, complete any requested revisions to your Prospectus.

Implement the Project

Once your Prospectus has been approved, the next step is the implementation or carrying out of the project. Because your ability to do this depends on a number of timing factors, it may make sense to disregard the specific -week? associate with particular activities But you are encouraged, once the implementation is complete, to complete the remaining activities as nearly as possible within the indicated timeframe. Please be certain to communicate with your supervising Administrator in your Practicum site to ensure that you have selected an appropriate timeframe for the implementation of your project.
Activity
The integrity of your research depends on implementing the project as proposed. Be sure your facilitator knows the status of your project implementation, so that he or she can provide any necessary help, and also simply so he or she is aware of the beginning and end of your project implementation.

Data Collection and Analysis
When the implementation of your project is complete and all data have been gathered, it is time to organize the data and conduct your analysis of it. You described this process in your Prospectus; you now need only carry it out.

Analysis of Data
It is obviously very important to get analyze your data accurately. It is also natural for questions to arise as you do so, especially if you are relatively new to this type of research. If you have questions, discuss them with your facilitator. In addition, it may be helpful to review the learning resources for the relevant sections of the Measurement, Analysis, and Knowledge Management Course of Study.

Activity
Analyze data and prepare your analysis for the final Capstone report.

Complete a Draft of the Capstone Written Report
At this point you have everything you need to move forward and complete the written report of your Capstone. This includes all of the elements included in chapters 1 -3, and the addition of those listed below. Please note: future-tense verbiage in your capstone report should be recast into past or present-tense, as appropriate, in order to accurately reflect the fact that the project has now been carried out and completed.

Project Discussion and Follow-up
The following activities are meant to help you write the remaining sections of your report and to put the capstone together into a whole, complete project, ready to be submitted for evaluation.

Activity 1
Include a discussion of the results: (this section should include results of data only, not conclusions or conjecture), and should: (a) provide a general statement of results that is data driven. (For example: -Analysis of the quantitative data indicates students post test scores were above 80%?); (b) include data tables and charts to show actual analysis of data to answer each research question; (c) describe the results of quantitative data and/or qualitative data; (d) describe themes, categories, and patterns in the data (if both are included in the research they should both be described).

In addition, include evidence of qualitative data results that includes multiple pieces of evidence and artifacts to show how the results were determined. This may be student work, observation documentation sheets, surveys, interview statements (if research did not include qualitative data, indicate this). Finally, describe how you triangulated the data.

Activity 2
Include a general discussion of the project: For this section, write an overview of the study restating the general purpose and briefly describing how the results were obtained, provide a brief summary of the findings, and describe what the data suggests about learning based on the data – this moves beyond the data to describe what the results mean.

Activity 3

Describe the implications and limitations:

a. Implications – Describe how the research can be used to address the problem, how administrators can use the results of the research to inform education in your particular setting, and what information the research provides to the general community.

b. Limitations – Describe what problems you noted with the research, what may have hindered or affected the findings, things that needed to be changed during the study, things to be changed for the future, and recommendations for future research.

Activity 4

Provide a self-critique: Discuss your reflection on your master’s degree experience, including how you see yourself applying the experience and skills gained from this Masters program in your work environment.

Prepare to Submit the Capstone Written Report

The same standards of good writing and APA style apply to the final project as apply to the Prospectus. You will save time, both for yourself and for your facilitator, if you carefully review each section of your report. Look for errors in grammar, spelling and style. Make sure in particular that you have followed APA guidelines, especially with your references.

When you have finalized your written project and it has been approved by the capstone writing resource center, notify your facilitator and submit the project in TaskStream.

Await Evaluation and Prepare for the Oral Defense

While you await the evaluation of your written report, you can prepare for the oral defense by making an outline of a presentation based on it. And, because the oral defense of the Educational Leadership capstone includes an examination of Educational Leadership content knowledge, you can prepare for this also.

Activity

Ask your Facilitator about the specifics of the content knowledge examination associated with the oral defense.

Revise the Report and Schedule the Oral Defense

You can expect to receive the results of the initial evaluation of your Capstone Written Report by the end of the first week after you have submitted it. As we have noted throughout this Course of Study, capstone work is held to a high standard. Requests for revision of submitted work are common.
Activity
Discuss any requested revisions with your Facilitator, complete those revisions and then resubmit.

Oral Defense of the Project
When your capstone facilitator has approved your written project, you will proceed to the final assessment in your program: the capstone oral defense. Unless otherwise specified, this defense of your project is scheduled at least two weeks in advance and is conducted via teleconference with your facilitator. It begins with an oral presentation of 20 – 30 minutes wherein you review the major components of your project and discuss the findings. It is common practice to develop a PowerPoint© presentation to facilitate the presentation of your work. During and/or after your presentation your facilitator will ask questions about various aspects of the project, until he or she is satisfied that you have defended it adequately.

Activity
When the final version of your project has been approved, contact your facilitator to schedule the oral defense.

Conclusion
Congratulations! You have completed the WGU Graduate Capstone Project for the Master of Science in Educational Leadership. We hope you have completed a project of which you are proud. Through this process, you learned what it takes to put together a formal proposal and master’s level capstone project. You learned the language, skills and strategies required to demonstrate your proficiency as an educational researcher. This will be of great value to you and to your future employer(s). We wish you great success!