

## **GRADUATE PORTFOLIO AND RESEARCH PROJECT REQUIREMENTS**

### **ELECTRONIC PORTFOLIO**

In accordance with the Portfolio Rubric, the candidate for graduation will prepare a notebook containing summaries and representative samples of electronic and paper requirements for each course in the chosen Program of Study. A resume` and philosophy will be developed and included, as well as a written summary of the objectives of each course. The portfolio will be organized by course, with disks and course materials in each section. At the front of the notebook, the candidate will provide a copy of the Portfolio Rubric, with components of each course checked off or an alternative explanation included. (This might be necessary when a particular course was not taken and a course substitution was made. In this case, the candidate will list and include representative samples of the substituted course.)

In order for the notebook to be examined and graded by faculty, the portfolios will be completed by midterm and turned into the Capstone instructor on an appointed date.

### **GRADUATE RESEARCH PROJECT**

The graduate research project is a part of the portfolio and the culmination of the program of study leading to the Master of Education degree in Special Education. Through this project the candidate will demonstrate applied knowledge of special education issues and skill on competencies required by NCATE, PSC, BoR, CEC, and INTASC.

The project will be based upon current research in the field of special education, and applied in a setting with special education students or teachers. The project should demonstrate at least one competency from each core course in the candidate's program of study. Examples of topics include a professional development or instructional module on a current topic (autism, behavior/classroom management, assistive technology, social skills instruction), an implementation and evaluation of an in-depth curriculum package, development and implementation of a unique curriculum model, prototypical transitional planning model (early childhood to elementary, elementary to middle, middle to secondary, secondary to post-secondary), comprehensive planning model for inclusion/collaboration, determination of least restrictive setting for a student, or other approved topics.

The candidate will research the topic, and design his or her own project. The project will be implemented in a school setting with results evaluated and reported as part of the project. Candidates will present their projects orally and in a multimedia format at the end of the semester to faculty and students. Presentations will last no longer than 15 minutes, with 10 additional minutes scheduled for questions from the audience. Oral and written communications skills and demeanor will be rated. The disk containing the presentation will be submitted to faculty for review.

**Guidelines:**

Project proposals will be submitted by a date set by the instructor and will include:

Title page

Name, course, title of project, word count

Table of contents

Introduction

Motivation for project

Projected merit of the project (need and importance of the project)

Summary of research supporting need

Minimum of 2 research studies

Minimum of 5 articles (references)

Synthesize information to support project development

Body of Proposal

Description of project

Plan (steps to be taken and methodology to be used)

Timeline with projected milestones

Course competencies to be demonstrated through project (chart or list)

Evaluation methods to be used, projected outcomes

References (in APA style)

5-7 pages (12 point font, double-spaced - 1500 – 2000 words)

Project conclusion (results of project implementation) due prior to presentation will include:

Title page (as above)

Discussion of implementation and results

Conclusions

Recommendations for future

2 –3 pages (600-900 words)

Project presentations (100 points) will include:

Description of need and importance of topic

Brief summary of research

Why you selected topic

Procedures, methods, what you discovered, impact

Conclusions about information gained

Recommendations for future consideration

Summary of experience as a synthesis of your program of study  
(competencies applied from courses taken)

Defense or response to questions from audience, as needed.

Handouts for faculty (references, optional supplementary information)

Copy of disk for faculty review - Required