The ODYN Capstone Project:\footnote{This document is to serve as a general guide regarding the capstone course. Any policies and procedures mentioned in this document are described based on procedures in place at the time of its writing. Policies and procedures are subject to change at any time so students should check with their advisor and the Graduate College at the time they enroll in capstone regarding current practices.}

An Overview of its Purpose and Procedures

Jennifer L. Kisamore

University of Oklahoma-Tulsa

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The ODYN Capstone Project:
An Overview of its Purpose and Procedures

For most students, the hardest but most rewarding part of the ODYN program is the capstone project. During the regular coursework, students complete projects of relatively limited scope in concert with other class members. Course projects are built around theory and research, but the capstone project is typically the student’s first opportunity to design a comprehensive research plan on his/her own about a subject of his/her choosing.

The purpose of this paper is to tell you more about the capstone project, including its requirements, as well as options that you have for completing the capstone, how to best approach the capstone and the typical issues that you can expect to face while completing the capstone. Because this paper is just an overview of what to do and to expect, it will not answer all your questions about the capstone. Be sure to ask your advisor when you have questions along the way.

Is the Capstone Required?

Students who begin the ODYN program in fall 2008 have several choices beyond the capstone project. Students who opt to not complete the capstone can complete either a thesis or a comprehensive examination. Be sure to discuss these options with your advisor so that you can make an informed choice about which option is the best fit for you and your career development.

Getting Started

When to start. The capstone is really a two-course sequence. First, students learn more about presenting and writing about research in ODYN 5973: Proposing and Presenting Research. It’s never too early in the program, however, to start thinking about what you want to do for your capstone project. Because you may choose to do your capstone in conjunction with an
organization of which you are already a member, you may be able to identify several problems that you could address with your capstone project before you even start the program!

Ideally, in the first year of your studies you will decide on a general area of interest (e.g., Training) and when possible, focus your course papers and projects in that area. Doing this will help you build your knowledge of the area before you ever formally start your capstone project. This way, when you do start your capstone project, you will not be starting from scratch, but rather, you will have a strong foundation of knowledge of the area upon which to draw.

A formal starting point for the capstone is the fall semester prior to the semester in which you plan to graduate.\(^2\) That is, if you plan to graduate in spring, you will enroll in the Proposing and Presenting Research (ODYN 5973) course in the fall to begin the research process. If you plan to graduate in fall, you will take the Proposing and Presenting Research course the fall before you plan to graduate (i.e., a year before you plan to graduate)\(^3\). Course offerings are limited, however, and you may need to take ODYN 5973 before your second year of the program. You should plan to take only the capstone course (ODYN 5183) in the semester that you graduate so that you are not distracted by other course work. This is important because you must complete the capstone course during the semester in which you are registered for the class; we cannot (per university regulations) give “I” grades for the capstone class. This means you would need to re-register, retake, and pay for the course the following semester if you do not finish. When registering for your capstone, be sure to sign up for the correct section of this course (listed by advisor) if multiple sections are offered. Generally, you will have to receive permission to take the capstone course from your advisor (who will have to let the program

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\(^2\) See Appendices A and B for a suggested schedule.

\(^3\) If you plan to conduct your capstone before the semester in which you plan to graduate OR you plan to conduct your capstone in a semester in which you are taking a core course, you will need the program faculty to file a petition on your behalf with the Tulsa Graduate College. Such a petition must be filed and approved in order for you to complete program requirements out of sequence. Please consult with your advisor if this may apply to you.
secretary know to let you enroll in the course). Gaining permission to enroll in the course will be dependent on you having taken the requisite coursework to enroll in capstone, that your capstone prospectus (also called a concept paper) has been approved by the instructor with whom you plan to take the capstone course, and that there is adequate space in the course for you to enroll.

**Picking a topic.** For some students, the hardest part of the capstone project is developing an idea for a project that is original, interesting, and manageable within the scope of the program. During your first year of the program, pay attention to your interests. What kinds of topics do you enjoy reading about and discussing? Pay attention to which topics you find yourself thinking about often at work or in your spare time while driving, watching TV, or doing household chores. These may be good topics for your capstone. Your capstone topic may spur from a particular organizational issue you have noticed where you work or it may come from discussions that you find interesting in the courses you are taking. Regardless of how you come about your topic, be sure it is something that is of interest to you. You will essentially spend two semesters of your life working on the capstone so you want to make sure the topic is interesting to you. Believe me, it will make the whole process much more enjoyable and will go a lot faster!

**Choosing the type of capstone to conduct.** ODYN students have several options for the capstone. All capstone options require that students prepare a written report describing their capstone. Such reports will all require a literature review. The extent and comprehensiveness of the literature review will be to some extent determined by the type of capstone conducted. A capstone project consists of an applied project that students conduct in order to solve an organizational problem. That is, the student would develop some intervention, training, materials, or program that would be used by the organization in order to address a problem it may be facing. Students are responsible for conducting a literature review that supports the
development and implementation of the program/intervention used. Students are also responsible for collecting data to support the use of the program in the organization and/or identify the outcomes of the program/intervention. A capstone proposal, on the other hand does not require that the student actually implement the program or intervention, but instead merely propose the intervention. A capstone proposal will generally require a more in-depth literature review than a capstone project, in order to show significant literature support for the proposed intervention given that the student will not be collecting data that is adequate to assess the proposed intervention outcomes. Students completing capstone proposals are encouraged to collect at least some pilot data to provide support for their proposed intervention. The capstone proposal should also be a comprehensive plan such that the student could turn the proposal over to someone else at the organization who could reasonably conduct the study, based on the proposal alone. A capstone study differs from the project and proposal in that it involves a comprehensive review of the literature on a topic so that a student will be able to make specific recommendations to an organization based on that topic. For example, a student who is conducting a capstone study on bullying would conduct a thorough review of literature on bullying in organizations and then provide recommendations to organizational members on ways to identify and reduce bullying within their organization. Students should make several specific recommendations to address the issue in question, whether the recommendations are geared toward a specific organization, organizations within a field/industry, or organizations in general. Any capstone that involves the collection of data from human participants (or use of archival data collected from human participants) will require IRB approval. IRB training is typically part of the ODYN 5153: Design, Evaluation, and Statistics course. IRB issues will also be discussed in both the Presenting and Proposing Research and Capstone courses. While IRB training is
typically part of ODYN 5153, students must ensure their training is current (i.e., less than 1 year old) when filing an IRB application or that application will automatically be rejected.

**Picking an Advisor/Committee Chair**

In theory, you can do a capstone project on anything that is ODYN relevant. In practice, you will need an advisor (who will chair your committee) who agrees that your capstone topic is worthwhile and something on which he/she can guide you. Because the ODYN faculty have different areas of expertise, you will typically be directed to work with the faculty member whose research and applied experience best aligns with your capstone topic. While this is generally the case, it may not always work out due to faculty’s current number of students, faculty availability (e.g., sabbatical leave), or any number of reasons. At the end of ODYN 5973: Proposing and Presenting Research, you will present your capstone idea to a faculty member who may serve as the Chair of your capstone. If your project topic is deemed satisfactory by that faculty member, you will work on your capstone during the subsequent semester while enrolled in that faculty member’s section of ODYN 5183. If your capstone is not approved, you may retake ODYN 5973 or you may decide to pursue the Comprehensive Exam Option (which will require that you take an additional ODYN course such as Directed Readings, to make up the 3 hours you would otherwise take in the capstone course).

**Developing your Capstone**

Once you have your topic and your advisor set you will need to start working on the paper. A good way to start this process is to write a concept paper or develop a detailed outline of your paper. Ideally, your final paper from the Proposing and Presenting Research course can serve as this concept paper, however, your advisor may want additional information or you may have changed your capstone focus since completing that paper. In general, a concept paper is a
short paper that outlines the organization, issue to be addressed, and method you plan to use to address the problem. The concept paper will help you and your advisor make sure you are on the same page regarding what you will be doing for the capstone project. This will save time later! Nothing is worse than working on a project, pumping out pages and pages of writing only to find out later that you and your advisor did not really understand what the other was expecting or saying. By making sure you are on the same page early, the rest of the process will go more smoothly.

While there are no set guidelines for the sections that must be in your capstone paper, you will tend to have certain types of headings depending on the type of capstone that you do. For a project, you will generally have introduction, method, results and discussion sections. For a proposal, you will generally have introduction, proposed method, anticipated results, and discussion sections. For a study, you will have a literature review, recommendations, and discussion sections. Again, there are no hard and fast rules about this as each project is unique and thus the proper sequencing and grouping of information may be different for each student’s capstone. Your advisor will give you feedback along the way regarding the most appropriate structure for your capstone. All capstones, however, must conform to APA format. If you are not familiar with APA format, the library has several copies of the latest APA manual to which you can refer. It is a good idea to structure any course papers in APA format, even if you are not explicitly told to do so, so that you learn and receive feedback on APA format early in the program.

If you are writing a proposal for your capstone project, bear in mind that the idea behind a good proposal is that you could give a competent person a copy of your proposal and expect that he/she could conduct the entire study by following your proposal. A typical problem with
proposals is that they lack sufficient detail for someone who is not already familiar with the project to carry out the project. During the capstone process, you will become quite involved in your project and will likely forget to add important details into your proposal because you know them intuitively. A good way to remedy this is to ask a competent person who is not familiar with the study to read your proposal. He/she should be able to point out areas that need further clarification. This will also help your advisor by allowing him/her more time to spend on methodological/content issues of your study and less on identifying missing details.

A good capstone is like a good story; it has a central question or theme that runs throughout, integrating all parts. Your introduction should review literature relevant to your research question while the method section should show how you plan to answer the research question. Next, the anticipated results section should show what you expect the answer to the research question will be, and the discussion section should explain the implications of the anticipated results of the research question. The research question will be the main point that recurs implicitly throughout your paper as the central theme of the paper.

The Revision Process

The capstone course is designed to help you integrate the knowledge you have gained throughout your entire ODYN program experience. It is a comprehensive process that will help you to more fully appreciate how the material that you learned in the program applies in a real-world setting. It is also designed to help you synthesize issues covered in terms of theory, research design and analysis, and application. As such, you should not expect that your first draft of your capstone proposal will be the last. Completing the capstone project is a process. You will have to revise/edit your proposal numerous times in order to make it the best proposal possible. Your advisor and committee members will provide you with guidance regarding how to
improve your project. Listen to them and heed their comments. Faculty members have many
years of experience doing this type of work so take their advice seriously and respectfully.
During early revisions, your advisor will be focused on making sure you are on the right track
with the capstone and that the scope of the capstone is appropriate. In the later revisions, your
advisor will increasingly focus on how to fine-tune the project. It is not uncommon for your
advisor to tell you after the 3rd revision or so that you need to restructure the whole paper,
meaning that now that the content of the paper is sound he/she wants you to focus on how to best
present what you already have in the paper.

There will likely be times during the completion of your capstone in which you disagree
with your advisor’s advice regarding how to proceed with the project. In general, advisors do
not mind debate about how to go about such issues but they do expect that you recognize their
experience in the area. Faculty are actually trying to make your life easier by helping you avoid
mistakes in the process while also making sure you deliver the highest quality product. If your
advisor offers suggestions or tells you to make changes, it is ultimately to make your capstone
better. You want to turn in your best work for numerous reasons including that you may wish to
use it in your professional career or use it as a writing sample to apply to a Ph.D. program.
Additionally, the capstone project will stand as a testament to your ability given that it will stay
in the ODYN archives. In the event that you do not understand what a faculty member is
suggesting, please ask. If you get conflicting advice from members of your committee, attempt
to resolve it by a group meeting or email to rectify the disagreement. You will have faculty on
your committee with different types of training and expertise, so there is bound to be
disagreement or misunderstandings at some point in the process. These different perspectives
will only serve to strengthen your project and the discussion resulting from the disagreements
often make the project remarkably better. Also, take the initiative to understand your project as best as possible while relying on your advisor for direction and clarification at important points in the process, but not at every point. For example, you ask your advisor what type of analysis to use and your advisor says that you need to use a repeated-measures MANOVA for your analysis based on how you have laid out the study. If you have no clue what a repeated-measures MANOVA is, do some research on your own first to see if you can grasp the basic concepts before asking your advisor for further clarification. This will help you understand his/her explanation better as you will have learned about the technique to some extent in your research. This will also make your advisor happy as he/she will be able to have an educated conversation with you rather than teaching you new concepts. Remember, this is YOUR project and your advisor is just that, an advisor. While he/she will provide invaluable guidance in the process, you are ultimately responsible for making sure the proposal or project gets done and is done well.

In traditional Masters programs, a two week turnaround of a draft of your paper is considered very prompt feedback. Reviewing capstone papers is more time consuming than grading course work. Capstone papers must be read closely and evaluated more deeply. On top of this, faculty have many different hats they must wear within the university including researcher, instructor, administrator, and advisor. When you submit a draft to your advisor, that draft is placed on his/her “to do” list at that point, not before. If you do not hear from your advisor within two weeks from turning in your draft, it is reasonable then to ask him/her when he/she will be able to give you comments on the draft. Because you will likely have four or more revisions to do until your capstone project is ready for presentation at the committee
meeting, you need to start early! If you wait too long into the semester to give your advisor drafts, there will not be enough turn-around time in order for you to make revisions and resubmit enough times to be ready. Remember, it takes you time to write a quality paper, and it takes your advisor time to provide quality feedback on the drafts you submit.

If you are not progressing adequately on your project by a month before the end of the term in which you are to complete your capstone, your committee may decide to defer you to complete the capstone in a subsequent semester, meaning that you will need to register and repay for the course, thus delaying your graduation. If you are not turning in the necessary work throughout the semester but try to finish the capstone by inundating your advisor/committee with many drafts in a short amount of time you are taking your advisor’s time away from helping students who have done the necessary work all semester and who are ready to graduate.

*Picking your Committee*

University regulations require that three faculty members (who have appropriate status) serve on your committee. Because your capstone project will likely involve an outside organization, the ODYN faculty also requires that a member of the outside organization be present for committee meetings. This outside organizational member provides a valuable service by bringing specialized, in-depth knowledge about the organization to the meeting. While the outside organizational member cannot officially vote during committee meetings, voting members of the faculty take any comments/concerns voiced by the outside organizational member very seriously in the voting process. Be sure to pick an organizational representative

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4 Four drafts is the minimum you can expect to give your advisor. Most students are unfamiliar with scholarly writing and can expect to give their advisor many more drafts throughout the semester as they become more familiar with both their topic and how to present information in a scholarly way.

5 Your advisor will be able to guide you regarding faculty status. For example, one requirement regarding faculty status is that faculty must be appointed by OU in order to serve on committees. This means that adjunct faculty, even those who have taught ODYN classes for OU, generally cannot serve as voting committee members.
who is supportive of the goals of your project as well as the methods you are using to meet those goals. You do not want any surprises during your capstone defense meeting.

When you are choosing your committee members, talk with your advisor. He/she can guide you regarding member selection and may also be able to arrange faculty to be on your committee who would be an asset for your project but whom you may have never met. Your advisor will help you pick an appropriate committee for your project. Doing good research is difficult. Committee members can help identify problems and opportunities regarding the project that the student and advisor may have missed.

*The Capstone Defense*

You are responsible for scheduling your meeting including reserving the meeting room and any necessary equipment you will need for the meeting as well as making sure all committee members know where to be and at what time. Your advisor will give you the green light when it is appropriate to start trying to schedule your meeting. This will be around the time he/she is satisfied with your paper as it is or with only minor edits. You must schedule the meeting at least 10 days in advance, but due to faculty schedules, you may need to schedule 2 or 3 weeks in advance to ensure everyone’s participation. Meetings usually take place in 3J23 or 1J10 although you can schedule your meeting elsewhere with your advisor’s approval. Check with Kent (the ODYN staff assistant) for assistance in scheduling the room and equipment.

Committee meetings generally last between one and one and a half hours so schedule the meeting room for two hours. Also be sure to provide all committee members with a copy (electronic or paper depending on their preference) of your paper and confirm details about the location and time of the meeting at least 10 days before the meeting. The day before your committee meeting, send a reminder email to your committee members about the time and
location of the meeting. Be prepared to provide directions and any other relevant information to your organizational representative (see Appendix C).

**Structure of the meeting.** Your advisor will be responsible for running the committee meeting. He/she will call the meeting to order, remind the members who you are, and announce the purpose of the meeting. He/she will also provide some background regarding the ODYN program to the outside organization member and non-ODYN faculty as well as discuss the general timeline and procedures for the meeting. At this point, your advisor will turn the floor over to you and you will be expected to present your proposal for about 20 minutes. Do not go over 20 minutes in your presentation! Everyone at the meeting should have already read your proposal and so your presentation should touch on the highlights of your paper as a refresher to your committee. If you run longer than 20 minutes, your advisor may cut you off. Practice your presentation in advance to make sure it is not too long! Focus on the main points of your project. In your presentation, spend about 10 minutes on background of the organization, the problem you are addressing and what the literatures says about the problem and how to fix it. Spend about 10 minutes on your proposed method for fixing the problem and how you propose to test/analyze the results. It is a good idea to use PowerPoint for your presentation but other methods are also acceptable. Talk with your advisor. Be sure that you do not put too much information on your slides; they should be readable to all committee members. One of your early slides should include a basic outline of your talk to serve as an advanced organizer allowing committee members to know the basic organization of your presentation from the start. Remember your time limits! If you have 47 slides, there is no way you will be able to present all the information in 20 minutes. Also, do not read your slides to the committee. One of the purposes of the committee meeting is to evaluate your presentation skills; we are looking to see
if you can present material effectively. While you are presenting, faculty may be writing on paper. Do not let this bother you, it means they are genuinely interested in your project. Usually, you have just said something that touched off a question they will ask you later or an issue that they will ask you to clarify.

After you finish your presentation, your advisor will open the floor to questions and comments by committee members. Your advisor may ask questions first or may wait until the end to ask his/her questions. Committee members may ask you questions about your capstone, ask for clarification or simply suggest that you do or do not do something that you have proposed. If a committee member makes a recommendation that you do not agree with, it is okay to try to persuade him/her to your way of thinking. Use reason, based on facts, logic, or other researcher’s/author’s opinions. Avoid politics or trying to bluff your way through the answer. Be sure to answer any questions your committee raises. If you do not know the answer to a question, say so. Sometimes committee members ask strange questions. Do not worry if you don’t know all the answers, but definitely do not try to bluff your way through it. No one expects that you know everything but be sure you do know what is important for your study. If someone asks you a question but you do not understand the question itself, ask if they can rephrase the question for you.

There are several goals for the question and answer section of the meeting. The first is to assess how well you think on your feet. Secondly, the committee wants to make sure you actually understand the project and that you did not have someone else do it for you. Third, committee members generally want clarification on certain points and have suggestions for how to improve the capstone. The question and answer part of the meeting can be quite rewarding as
you have several very intelligent people listening to you and offering advice on how to make
your project the best it can possibly be.

When the committee members are satisfied that their questions have been answered, you
will be asked to leave the room while the committee deliberates. During this time, members will
discuss the strengths and weaknesses of the project as well as changes that they deem necessary
in order for them to approve the project (and for you to pass). After this, faculty members on the
committee will vote to determine whether your project is satisfactory. Outside organizational
members do not get to vote, but their input is considered in the voting process. It would be rare
that a student not pass the project because the student will generally be deferred to presenting in
the next semester if he/she is not likely to receive a passing grade by the committee. Failures can
and do happen, however. If it is clear during the meeting that the student does not know what
he/she is doing and/or presents information/methods that have not been discussed with the
advisor, it is possible that the project will not be approved. After the committee votes, you will
be invited back into the room to discuss any necessary modifications to make to the project.

Red Tape

Prior to handing in your final copy of the capstone, you will need to get final approval
from your advisor and the voting committee members. You need to hand in three hard copies of
your capstone paper and one electronic copy for your final copies (once approved). The hard
copies of the capstone paper need to be printed on 20 or 24 pound white acid-free paper and
bound (e.g., spiral binding). In addition to handing in your capstone paper, hand in any relevant
materials with the project. For example, if you develop an employee handbook, hand in three
bound copies of the handbook as well. The final copies must be turned in no later than the last
day of finals for the semester. In addition to materials that you must hand in to complete the
process, your committee members must hand in paperwork indicating their approval of the project. Such a form should be signed at your committee meeting by committee members. It is a good idea to check with your advisor to make sure the necessary paperwork has been completed and is turned in once you have turned in your final copies.

While these are the necessary bits of paperwork that must be completed in order for you to successfully complete the capstone project, you must also complete paperwork for graduation. Check with the graduate college for more information about important dates and paperwork related to graduation.

Food and Dress

Your capstone committee meeting is a professional meeting in which you are presenting a professional project to experts in the field. Be sure to dress appropriately. You do not need to bring food to your committee meeting. Some students, however, have brought snacks to meetings. Please check with your advisor about his/her preferences. You may want to bring water to your presentation if you throat tends to get dry during presentations and/or bring water for all committee members.

Preparing for Your Committee Meeting

The best way to prepare for your committee meeting is to try to anticipate questions your committee will ask. Most likely you have had several classes with at least two of the committee members so you should have a pretty good idea of the types of questions that they will ask. For example, Dr. Kisamore is likely to focus on issues with statistical and methodology issues. Other common questions may include issues such as who will care about the results of your study? How might other parts of the organization under investigation be impacted by your study? What
impact on theory do you anticipate if your results are as you expect? Why did you pick the measures that you did? If a committee member suggests something in order to change your study, you are best off if you have already thought about that possibility and can explain why you choose not to go that route.

*The Thesis Option*

Rather than conduct a capstone project/proposal/study, students may opt to instead do a thesis. Two main differences between a capstone and a thesis are type of focus and scope. In terms of focus, the goal of the capstone project is to design and/or conduct a sound study that attempts to solve an organizational problem. When completing a capstone project, students review literature in order to determine things such as the best type of intervention to use, key issues to address in resolving the problem, and what type of study designs have been used by other researchers in the field. That is, the literature is used to support the project but the key goal is to address the organizational issue. A thesis, on the other hand, has research as its main focus. That is, the goal of a thesis is to extend current knowledge and theory in a particular area. In the conduct of a thesis, it is all the better if it also solves an organizational problem, but the main goal is to produce new knowledge in the field. As such, the thesis is generally longer than a capstone project because the thesis is based on a more extensive research foundation. Students conducting theses MUST actually conduct a study, rather than merely propose one.

If you are interested in pursuing a Ph.D. in a field related to ODYN, you should strongly consider doing a thesis rather than a capstone project for two reasons. First, conducting the thesis will look better on your applications to Ph.D. programs than will a capstone project. Ph.D. programs are designed to train individuals in how to conduct research. Because the thesis is research-focused whereas the capstone is more application-focused, doing a thesis will help
show Ph.D. program selection committee members that you are serious about conducting research. Additionally, while a program may accept you without you having conducted a thesis, the program may require that you do one to “catch up” with the rest of the students in the program after you are accepted to the program. Thus, you may end up doing a thesis anyway. Realize, however, that even if you do a thesis and are accepted by a Ph.D. program, they may still want you to complete another thesis that clearly fits with their program requirements. Even if that happens, you are still better off having done a thesis in that you will have a strong knowledge base in how to conduct one.

The capstone project also has benefits. If you choose to do your capstone study using the organization where you currently work, you could be getting paid while working on the project as it would be part of your job. You will also graduate with practical experience in how to address organizational problems. This will benefit you not only in your current position but also in any future position for which you may now qualify due to your advanced degree.

*The Comprehensive Exam Option*

Students admitted after fall 2008 also have the option to take a comprehensive exam in lieu of completing a capstone or thesis. Because the capstone and thesis options both require a sequence of two courses, students who opt to take the comprehensive exam must take an additional course in the program as an elective at some point prior to graduation and then take Directed Readings in the semester in which they take the comprehensive exam.

The comprehensive exam includes both written and oral components and is made up of four general tests: teams/leadership/survey of ODYN; statistics/measurement; human resource management; and project management. The first part of the exam is written. Students complete

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6 If students choose to complete an alternate specialization other than human resource management or project management, their fourth question will be tailored to their area of alternative specialization.
four written tests which are administered while students are physically on the OU-Tulsa campus or another approved, proctored location. The tests are conducted as open-book and open-note tests but they are not collaborative. Students generally have 2 hours to complete each test and can opt to take all tests in one day or over two consecutive days. All students taking the comprehensive exam in the same semester must take the same tests at the same time in order to maintain exam security. After the written tests are scored, students receive their scores and have the opportunity to improve their scores for any of the four tests they have failed by revising answers in a take-home make up test.\textsuperscript{7} The final part of the exam involves an oral exam in which faculty members ask students to clarify or expand upon parts of their written answers. The oral component of the exam is administered to students who have earned an overall passing score on the written part of the exam, regardless of whether they have had to revise their answers to any of the individual tests.

Conclusion

In conclusion, the capstone project is likely the biggest and hardest, yet most rewarding project that you will do during your graduate student career. Do not underestimate the amount of time you will need to complete it! There is no cookie cutter approach to such a project. Each student’s capstone will be unique so you need to pick a topic about which you are very passionate and also heed your advisor’s suggestions. You will have lots of flexibility in terms of what you want to study, and that is exciting! In fact, you may enjoy working on your capstone so much you end up deciding to pursue a career in research! You and your committee will learn a lot from each other in the process so go out and have fun with it!

\textsuperscript{7} Students may improve their scores only if they have earned an average passing score across the four tests but have earned a failing grade on one or two individual tests. A faculty committee will determine whether students whose overall exam average is in the failing range may retake the exam or must withdrawal from the program.
Appendix A

**Suggested Program Timeline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>Core course 1 (e.g., Teams and Motivation)</td>
</tr>
<tr>
<td></td>
<td>Core course 2 (e.g., Leadership; HR Management Techniques)</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>Design, Analysis, and Statistics</td>
</tr>
<tr>
<td></td>
<td>Major Track Course 1</td>
</tr>
<tr>
<td>Summer 2010(^8)</td>
<td>Minor Track Course 1</td>
</tr>
<tr>
<td></td>
<td>Major Track Course 2</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>Applied Measurement</td>
</tr>
<tr>
<td></td>
<td>Major Track Course 3</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Proposing and Presenting Research (or additional course)</td>
</tr>
<tr>
<td></td>
<td>Minor Track Course 2</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>Major Track Course 4</td>
</tr>
<tr>
<td></td>
<td>Work on lit review for capstone or thesis independently</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Capstone Class (or Directed Readings and Comp. exam)</td>
</tr>
<tr>
<td></td>
<td>Write and present capstone proposal</td>
</tr>
<tr>
<td></td>
<td>GRADUATION!!!</td>
</tr>
</tbody>
</table>

Due to faculty appointments (e.g., 9 month rather than 12), faculty are not available to formally supervise capstone projects in summer semesters (e.g., no committee meetings can be held in the summer).

\(^8\) Due to budget issues, course offering in summer semesters may be limited.
### Suggested Graduation Timeline*

<table>
<thead>
<tr>
<th>Event</th>
<th>For a Fall Graduation</th>
<th>For a Spring Graduation</th>
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</thead>
<tbody>
<tr>
<td>Graduation application</td>
<td>March of preceding Spring</td>
<td>September of preceding Fall</td>
</tr>
<tr>
<td>Pick capstone topic</td>
<td>Preceding Spring</td>
<td>Preceding Fall</td>
</tr>
<tr>
<td>Start capstone research</td>
<td>Preceding Spring</td>
<td>Preceding Fall</td>
</tr>
<tr>
<td>Take capstone Course</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>First draft</td>
<td>Beginning September</td>
<td>Mid January</td>
</tr>
<tr>
<td>Drafts</td>
<td>Mid-September through late October</td>
<td>Late January through late March</td>
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<tr>
<td>Draft that gets the “green light” (based on advisor)</td>
<td>Beginning November</td>
<td>Early April</td>
</tr>
<tr>
<td>Cut-off point</td>
<td>around November 15ᵗʰ</td>
<td>around April 15ᵗʰ</td>
</tr>
<tr>
<td>Schedule committee meeting</td>
<td>Beginning of November</td>
<td>Early April</td>
</tr>
<tr>
<td>Capstone Committee Meeting</td>
<td>mid November to early December (must be held by last day of classes)</td>
<td>Mid April to early May (must be held by last day of classes)</td>
</tr>
<tr>
<td>Final copies (electronic and hard) of Capstone project to capstone advisor for archives</td>
<td>Due by last day of finals</td>
<td>Due by last day of finals</td>
</tr>
</tbody>
</table>

*These guidelines are suggestions only. Be sure to check with the graduate college about important deadlines and policies you must meet in order to graduate on time.
Appendix C

Basic Information to Provide to Organizational Representative

**Dress:** Either business casual or business dress is fine.

**Your role:** Although your service on the committee will be as a non-voting member (university rules preclude anyone who is not an OU faculty member from voting on student committees), faculty members on the committee will be relying on you to provide feedback regarding how relevant the project is to the organization. Faculty members also are interested to know about any special nuances about the organization and its processes that you believe may affect project success. Even though you will not be able to vote, the faculty members greatly value your feedback about the project and will take your feedback into consideration when voting. You will be present for the voting process and will hear faculty discussion about the project.

**The basic process:**
- Arrivals and introductions
- The committee Chair will give an overview of the program (briefly) and then introduce the student
- The student will present his/her project for about 20 minutes
- The Chair or the student will open the floor to questions. The Chair will ask each member to provide comments or ask questions about the project. When all questions have been answered to the committee’s satisfaction, the student will be asked to leave the room.
- The committee will discuss the project and any changes that are needed for it to be considered complete. The committee will also vote at that time regarding the student’s grade.
- The committee will invite the student back into the room and tell him/her the outcome of the vote.
- The Chair will meet with the student to discuss any changes needed for the project to be considered complete.

**Directions:**
OU-Tulsa is located at 41st and Yale. You can come in from 41st street and make the first left to park in front of the building (as a Visitor). Go through the main (green) doors into the lobby.

**To get to 3J23:** Then go through lobby and through the double (wood) doors that are inside, and past the statue to a 4-way intersection. There is an elevator there. Take the elevator to the 3rd floor (you will be on the 2nd floor when you get to that elevator). When you get out of the elevator, take a right and walk as far as you can go down that hallway (E-wing). You will be outside of the program assistant’s office for social work (wood and glass door). You will take a left and go down 2 or 3 doors to 3J23. Kent’s phone is (918) 660-3489 if you get lost. Dr. Jennifer Kisamore’s (Chair of committee) office phone is 660-3603 and cell phone is (918) 812-7527.