

Spring 2021

CE 695 Syllabus: Capstone Project

Anquetta V. Calhoun
Winona State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)

Recommended Citation

Calhoun, Anquetta V., "CE 695 Syllabus: Capstone Project" (2021). *Counselor Education Syllabi*. 28.
<https://openriver.winona.edu/counseloreducationsyllabi/28>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.

Winona State University Counselor Education Department CE 695: Capstone Project Semester Hours: 1		
Course Location	There are no formal class sessions for this course. Students are asked to upload all final assignments to the D2l page.	
Instructor	Anquetta V. Calhoun, Ph.D.	
Instructor Contact	eMail: anquetta.calhoun@winona.edu ; Phone: 352-474-9343; Zoom: https://minnstate.zoom.us/j/4076192192	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	349 Helble Hall, Winona Campus, Winona, MN	
Instructor Office Hours	Mondays & Tuesdays 12 - 5:00 pm, Wednesdays by appointment	

I. COURSE DESCRIPTION

This course structures the completion of a major capstone paper in collaboration with the student's academic advisor and serves as a transition from the role of student to that of professional.

II. COURSE PREREQUISITES

Prerequisites: Note: May be taken concurrently with [CE 680 - Counseling Practicum \(150 clock hours\)](#) or [CE 690 - Internship \(600 clock hours\)](#), and a grade of B or A must be earned in the course. Grade only.

III. COURSE OBJECTIVES

Upon completion the student will be able to:

1. Review research topics relevant to counseling and select one for further exploration
2. Conduct a brief but thorough review of the literature on a select research topic
3. Recognize significant gaps in the available literature
4. Recognize the basics of quantitative, qualitative and mixed-methods research
5. Synthesize arguments on a select research topic
6. Begin to collect expertise and formulate knowledge about a select research topic
7. Identify and evaluate further research need on a select research topic
8. Present research findings to counselor education department

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

- Capstone Project Paper Template (available on D2I)
- Additional materials and resources posted on the related course D2L page.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the Clinical Mental Health Counseling, and/or School Counseling content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 695 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION		
	Literature review	Capstone Project	Presentation
8. RESEARCH AND PROGRAM EVALUATION			
8a. Importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	X	X	X
8f. Qualitative, quantitative, and mixed research methods.	X	X	X

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning, including: discussion, collaboration, peer support, and evaluation

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
1	Outline or Proposal	8a, 8f	January 15, 11:59 pm	
2 & 6	Rough Draft of Lit Review	8a, 8f	February 12, 11:59 pm	
3-7	Rough Draft of Full Manuscript	8a, 8f	March 12, 11:59 pm	
3-7	Final Draft	8a, 8f	April 16, 11:59 pm	
1-8	Capstone Presentation	8a, 8f	April 21, 11:59 pm	
				100

Description of Capstone Project Assignment [Please read carefully]

The CAPSTONE Writing Project is a Literature Review.

You are asked to select a topic of interest and develop a strong research question on your chosen topic before researching, reading, and reviewing the scholarly literature on your topic. The following information may help you better understand how you should research, outline, and draft this assignment.

“A good literature review essentially indicates what is known and what still needs to be learned” (Balkin & Kleist, 2017, p. 23). In an integrated literature review, research is organized by topic and the writer provides summaries from each study that addresses the topic, noting both confirming and contrary evidence from each study in a structure similar to a compare/contrast essay to show what is already known about a select subject. After providing an overview of available literature on the subject, the writer then concludes the review by addressing any gaps in the literature—aspects of the subject or topic(s) that are not addressed in current research literature as it relates to the subject and/or construct that is the focus of the capstone project (Balkin & Kleist, 2017). The gaps section can be a part of the lit review section (body of the paper) or a part of the discussion/conclusion section.

A Literature Review:

1. Introduces the subject of interest [e.g., counselor effectiveness].
2. Presents the significance of the subject as a construct of interest [e.g., higher counselor effectiveness correlates to higher student satisfaction scores and improved student learning outcomes].
3. Reviews empirical research related to the construct [e.g., Calhoun (2010) investigated the relationship between counselors’ effectiveness and their students’ learning outcomes as measured by the students’ learning outcomes, standardized assessments, and self-reported satisfaction surveys.]
4. Breaks down the construct into possible topics of interest [e.g., counselor effectiveness, student learning outcomes, standardized assessments, self-reported surveys, other population specifics].

For the capstone project you should focus on literature to support the study components as well as the need for and significance of the study. The capstone includes three (3) main sections—literature review, introduction, and discussion/conclusion with the focus and bulk of the text devoted to the literature review.

You should start by searching for articles that support the primary aspects of the study you are

considering—theory, education, and population, and especially any article or study that combines all three.

You all know me, but I will add this introduction and contact information for future reference, if needed:

I am Anquetta V. Calhoun, Ph.D. I prefer to be addressed as Professor Calhoun. I spent more than a decade and a half as a school counselor (elementary and high school) and an English teacher (high school) before pursuing a doctorate degree in Counseling & Counselor Education at the University of Florida. I am trained in school counseling, mental health, and the basics of family systems. My research interests include, creativity counseling, girlhood studies, critical and feminists' theories, qualitative research, creative and scholarly writing, and self-care for helping professionals. I look forward to learning more about your project. Although, you are free to decide that you are not in need of my assistance, I am available to work with you as you complete this writing project. My office hours are Mondays & Tuesdays 12 noon to 5:00pm and Wednesdays by appointment. Please email me (anquetta.calhoun@winona.edu) to request a zoom meeting (<https://minnstate.zoom.us/j/4076192192>) or phone conference (352-474-9343) at your earliest convenience to discuss how we will organize your meetings/check-ins. Also, I encourage you to reach out to me and/or to your fellow students also completing the Capstone Project this semester for social support, check-ins, or accountability. Writing can be stressful and writing in isolation can produce unwanted anxiety.

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,
(www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260
(www.rctc.edu/counseling_career_center/)

UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the KEAP Center, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE*

DATE	Activities & Assignments	Due Date
1/15	Capstone Outline/Proposal	Upload to D2I by 11:59 pm
2/12	Literature Review Rough Draft	Upload to D2I by 11:59 pm
3/12	Full Manuscript Rough Draft	Upload to D2I by 11:59 pm
4/16	FINAL Draft [Full manuscript]	Upload to D2I by 11:59 pm
4/20	Final Edits for Advisor Approval	Upload to D2I by 5:00 pm
4/21	Capstone Presentation Materials	Upload to D2I by 12:00 non
4/21	Capstone Presentation	via Zoom 5:00 – 8:00 pm

--	--	--

*These due dates are not “suggested guidelines;” they are REQUIRED DUE DATES to move along to the next step in your program. If you miss a due date and your capstone advisor does not have time to review your capstone drafts after said due date, your capstone advisor has the option of declaring your capstone project an IP to complete summer or fall semester, 2021.