

Spring 2000

CE 695 Syllabus: Capstone Project

Winona State University

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Course Syllabus
College of Education
Winona State University

Department: Counselor Education **Date of Revision:** February, 2000

Course Number: 695 **Course Title:** Capstone Project

Number of Credits: 1 s.h **Frequency of Offering:** each semester

Prerequisites: Final course

Grading: letter grade only

Course Applies to: school counseling, community counseling, professional development

Course Description

1. Catalog description

This course provides Counselor Education students with the opportunity to integrate a professional portfolio of representative student accomplishments, including a major capstone project paper. It serves as a transition from the role of student to that of professional. Grade only.

2. Statement of the major focus and objectives of the courses

The focus of this course is to provide Counselor Education students with an opportunity to synthesize knowledge and skills acquired in the program and apply these to the solution of issues and problems that might be encountered in professional settings. The goal is to contribute to the student's growth in key professional areas as they near the transition to new professional roles. Upon completion of this course the student will be able to:

a. Apply and synthesize knowledge and understandings acquired in the program.

[Knowledge]

b. Demonstrate the breadth and depth of knowledge in the field of counseling.

[Knowledge]

c. Identify and fill any gaps in knowledge base

[Knowledge]

- d. Design and complete a capstone writing experience to include a portfolio of work completed throughout the program.
[Knowledge, Skills, Professionalism]

Course outline of major topics and subtopics

- I. References and resources
 - A. Review resources from work in program
 - B. Complete needs assessment of gaps in learning
 - C. Complete list of the identified gap areas

- II. Personal theory of counseling (from 660 and 680)
 - A. Your assumptions regarding the nature of human beings.
 - B. Purposes or goals of counseling.
 - C. Techniques, procedures, and skills you use to facilitate change.
 - D. Historical antecedents (i.e., who you "borrow" from).
 - E. Anticipated changes in helpee.
 - F. How you measure changes or outcomes.
 - G. Your ideas about what it means to be a culturally skilled counselor.

- III. Resume and letter of application (from 625)

- IV. Description of self as instrument (from 680)
 - A. What you value highly and beliefs that you hold.
 - B. Your cultural background or heritage.
 - C. Special talents and strengths.
 - D. Sources of satisfaction.
 - E. Sources of frustration.
 - F. Your style of living.
 - G. The ways in which you cope.
 - H. The impact you have on others.
 - I. What you especially want to remember from what you have learned or relearned about yourself during your master's program.
 - J. What you still want to learn or be able to learn to do (i.e., your plan for continued personal growth and lifelong learning).

- V. Capstone writing project (in consultation with departmental adviser)
 - A. Title
 - B. Abstract
 - C. Goals/Objectives
 - D. Introduction and rationale
 - E. Process

- F. Resources
- G. Bibliography

4. Basic instructional plan and teaching methods utilized

- I. Lecture/discussion and/or distance learning via email or www
- II. Collaborative group work
- III. Individual consults with instructor and academic advisor
- IV. Formal in-class presentation by students

5. Course requirements

- I. List of identified gap areas
- II. Final draft of Personal Theory of counseling paper (3 pages)
- III. Most recent resume and letter of application
- IV. Self as instrument paper
- V. Major capstone project (15-35 pages)

6. Methods of evaluation

- I. Evaluation of final portfolio, composed of five specified projects
 - A. Focus/relevance
 - B. Organization and overall quality of writing
- II. Critique of oral presentation of capstone project paper
 - A. Organization
 - B. Oral presentation

7. Textbook or alternatives

No textbook. Departmental resource summary sheets distributed to all students.

8. List of references and bibliography

Not applicable for this course

This course, serving as an integrative experience at the conclusion of students' master's program work, applies to BOT Counseling Licensure Standards A through J, inclusive.

**COUNSELOR EDUCATION DEPARTMENT
WINONA STATE UNIVERSITY
CAPSTONE WRITING EXPERIENCE**

For our Counselor Education master's students, the Capstone Writing Experience is designed to integrate important learnings from their entire program. Students are expected to reflect on their experiences throughout their program and are provided with many opportunities to process these experiences. Two specific courses form the framework for focusing students and bringing closure to their graduate program.

CE665 Program Synthesis is taken in the semester following a student's admittance to the Counselor Education Department. Students must successfully pass both CE601 Foundations of Counseling and CE605 Theories of Personality before being admitted.

The focus of CE665 Program Synthesis is to begin a process to synthesize the knowledge and understanding acquired in the program. Students begin working with advisors and instructors to complete specific components which allow them to reflect on their education and to compile a portfolio of work completed throughout the program. Together with their advisor students begin work on the Capstone Writing Project required for graduation.

CE695 Master's Portfolio is taken toward the end of the program when the student is enrolled in either Practicum courses or Internship. The focus of this course is the completion of the student's portfolio which synthesizes knowledge and understandings, and applies these to the solution of problems that might be encountered in counseling situations. Students complete the Capstone Writing Project with advisors and give a presentation of their work to faculty and students on the day scheduled for the class meeting.

The **Capstone Writing Project** (15 - 35 pages) addresses a professional issue or problem in which the student has a particular interest and may take a variety of forms, including a thesis. Project should be organized by:

1. Title [Entire project must be APA style.]
2. Abstract
3. Goals and Objectives
4. Introductions and rationale (including a review of relevant literature)
5. Process (methods of addressing the issue)
6. Resources (e.g., videos, handouts, etc.)
7. Bibliography

Some components of the Capstone Writing Experience are specifically addressed in certain courses. Signatures are required upon completion.

- Personal Needs Assessment of what student still wants/needs to know (gaps)
- APA style Bibliography of at least 20 references which address the identified needs
- Personal Theory of Counseling paper
- Self as Instrument description
- Current Resume
- Letter of Application

Approved by Department 9-8-98

Checklist for Program Synthesis/Master's Portfolio Students

9-8-98

Student's Name _____ Advisor's Name _____

Students will work with their instructors and/or advisors to complete the following items. The checklist below has space for appropriate instructor/advisor signatures which students should obtain as they take specific courses during their program. Advisors will keep duplicates of this sheet for advisees.

CE665 Program Synthesis [This page due to CE665 instructor by _____]

- I. Planning meeting(s) for Capstone Project
- | | | |
|--|---------------|------------|
| | Advisor _____ | Date _____ |
| | Advisor _____ | Date _____ |
| | Advisor _____ | Date _____ |
- II. One page draft of plans for Capstone Project
- | | | |
|--|---------------|------------|
| | Advisor _____ | Date _____ |
|--|---------------|------------|
- III. Resume (first draft)
- | | | |
|--|----------------------|------------|
| | 665 Instructor _____ | Date _____ |
|--|----------------------|------------|
- IV. Self as Instrument (first draft)
- | | | |
|--|----------------------|------------|
| | 665 Instructor _____ | Date _____ |
|--|----------------------|------------|

I have systematically begun to review and catalog all my syllabi; notes from classes, presentations, conferences and workshops; resources; activities and accomplishments I have engaged in thus far during my graduate program. I have established an organized filing system which will help me prepare for comprehensive exams. I am in the process of developing a portfolio for presentation during an interview.

Student's Signature _____ /Date _____

CE695 Master's Portfolio [This page due to CE695 instructor by _____]

Capstone Writing Project

Signatures/Date

- I. Meeting(s) with advisor
- | | | |
|--|---------------|---------|
| | Advisor _____ | / _____ |
| | Advisor _____ | / _____ |
| | Advisor _____ | / _____ |
- II. Final Draft of Project completed
- | | | |
|--|---------------|---------|
| | Advisor _____ | / _____ |
|--|---------------|---------|
- [Turn in Capstone Writing Project to 695 Instructor on the day of the presentation: _____]

Other Portfolio Components

- I. Needs Assessment statement of learning gaps [Individual Practicum (1-2 pages)]
- | | | |
|--|------------------|---------|
| | Instructor _____ | / _____ |
|--|------------------|---------|
- II. Bibliography of 20+ references addressing needs (APA style) [Individual Practicum]
- | | | |
|--|------------------|---------|
| | Instructor _____ | / _____ |
|--|------------------|---------|
- III. Personal Theory of Counseling paper [Counseling Procedures/Individual Practicum]
- | | | |
|--|------------------|---------|
| | Instructor _____ | / _____ |
|--|------------------|---------|
- IV. Self as Instrument (final draft) [Foundations/Counseling Procedures/Individual Practicum]
- | | | |
|--|------------------|---------|
| | Instructor _____ | / _____ |
|--|------------------|---------|
- V. Current Resume and Letter of Application [Career Development/Internship]
- | | | |
|--|------------------|---------|
| | Instructor _____ | / _____ |
|--|------------------|---------|