

The Capstone Project Handbook

Spring 2019-Fall 2019



New York University

M.A. in Higher Education and Student Affairs

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Capstone Project Objectives

Each student in the program will design and develop a digital portfolio that documents their work and accomplishments over the course of their studies. As a culminating project, the ePortfolio serves an overarching goal to provide students an opportunity to examine and integrate their academic, professional and professional development experiences as a whole. In doing so, the Capstone Project strives towards the following goals:

- ❖ Develop a more comprehensive understanding of the graduate experience;
- ❖ Foster the integration of theory and practice;
- ❖ Ensure preparation for global higher education;
- ❖ Encourage professional development and professional socialization;
- ❖ Encourage involvement in professional organizations; and
- ❖ Improve students' successful entry and/or advancement in their chosen field.

While much of the work done to create the Capstone ePortfolio is completed at the conclusion of the program, students are encouraged to begin completing the requirements for Professional Development and Global Education activities described herein during their first year.

Overview

To fulfill the requirements of the Masters in Higher Education and Student Affairs, each student will:

- Attain a minimum number of professional development points and global higher education points.
- Each student will write and have approved by their advisor a Statement of Professional Philosophy and Program Preparation.
- Design, develop and present an ePortfolio of their work and accomplishments during the course of the program. Students have the option of developing a website showcasing their achievements or developing an updated LinkedIn profile.

Sequence

During the first year of the program, students are encouraged to review the requirements for the Capstone Professional Development and Capstone Global Higher Education Programs (commonly referred to as Capstone Points) and begin identifying opportunities that align with their own long-term goals and interests. Students *should* review activities with their advisor during their regularly scheduled appointments.

The development of the Capstone ePortfolio and statements typically occurs during the last semester prior to graduation through enrollment in the Capstone Workshop, a non-credit course that provides students with guidance on the process and feedback on the Statement and the ePortfolio preparation.

In a group session scheduled at the end of fall and spring semesters, students will present and explain their portfolio and statement and respond to questions from a panel of faculty. Each student will have had their portfolio and statement reviewed and approved ahead of time by their advisor. The Capstone

presentation is meant to be a celebration of students' professional accomplishments rather than a defense of their work.

Capstone e-Portfolio Elements

Digital Portfolio

Option A: Website

The digital portfolio is a creatively compiled collection of evidence related to the student's academic and internship work and accomplishments during her or his master's program. The process provides students with the opportunity to engage in self-assessment as well as forming a more holistic view of their graduate experience. A portfolio is also a powerful tool for students in their job search that can be shared during the application and interview process. The portfolio may contain the statement of professional philosophy, and a collection of materials related to the student academic and professional experience at NYU.

Option B: LinkedIn Profile

Students can create an effective, LinkedIn Profile to showcase their professional experiences and skills. Please see tips in the Workshop Agenda and use the Wasserman Center to create an updated and effective profile.

Statement of Professional Philosophy & Program Preparation

This statement will be a two-part document.

1. A four to six page narrative that focuses on integrating the elements of the program (i.e., academics, practical experience, and professional development) in order to explain how the experiences have prepared the student to be an effective educator, administrator, and leader in the realm of higher education or student affairs.
2. The narrative should conclude with an outline of the student's professional philosophy (i.e., values, beliefs, and perspectives as related to higher education or student affairs work

The process of writing, presenting, and explaining this statement will also prepare students to address such issues in their job interviews. Students will develop an advanced draft of the statement as part of the Capstone Workshop prior to submitting to faculty advisors who will review the work based on the rubric that appears at the end of the handbook. Advisors will need to approve the statement prior to the portfolio presentation. The faculty advisor works with students so that they bring a polished professional product to the capstone event.

Professional Development Points

A list is attached that identifies a wide variety of professional development activities. Each is assigned a certain point value, which varies according to the amount of time and effort required. Each student is required to attain a minimum level of **15** points prior to graduation.

Global higher education points

A list is attached that identifies a wide variety of global higher education activities. Each is assigned a certain point value, which varies according to the amount of time, energy, potential development, and depth of experience associated with each activity. Each student is required to attain a minimum of **5** points.

Approval of Points

Forms must be submitted to and approved by the student's advisor. While activities may be reviewed *at any point* during a student's studies, final submission of the forms usually takes place in the fifth week of the final semester with exact dates provided in the Capstone workshop. This should include any forms for activities anticipated prior to completion (e.g., conference attendance or presentations). *Some advisers may prefer a simple listing and will suggest a format to you*

Guidelines for Professional Development Activities and Points

Throughout the academic program, students are encouraged to seek out experiences that allow them to explore new fields of practice, engage with the larger professional community, advance skills and knowledge in chosen areas of concentration, assume leadership roles on campus and beyond, and pursue relevant research opportunities.

As students review the following tables, it should be understood that efforts have been made to capture the most common experiences for graduate students in the Higher Education & Student Affairs Program and is by no means intended to limit additional offerings that students may identify and seek out. (As students' interests evolve and offerings change, entries will be added.) Questions concerning the points assigned to an unlisted activity can be addressed by the faculty advisor.

Some additional considerations that students should know:

- When more than two people present at a professional conference, a note of explanation to advisors of all students about the role and degree of participation by each person is required.
- Points will not be given for activities that are part of the normal expectations of one's internship or full-time job. For example, training workshops on FERPA are required for many campus positions and should not be included here.
- Points are provided only for activities conducted during the time of enrollment in the master's program.
- Points earned in this category cannot be used in the Global Higher Education category.
- Points earned are generally uncompensated services.

Examples of Professional Development Activities

Activity	Points
Join a professional organization (1 point per organization for a maximum of 3 points)	1
Submit a proposal to present a program at a state or regional conference (e.g., CSPA, NACE, CASE, NASPA Region II).	1
Attend a regional or local one-day conference (1 point per conference attended)	1
Participate as a member of a campus committee at NYU or where you work or hold an internship	1
Participate in NYU in Albany or Washington, DC Day	1
Participate in a webinar on a topic related to your program of study, professional work or goals	1
Conduct an informational interview with current professionals and prepare a reflection or summary for your advisor	1
Run for an office in a local or state professional organization	2
Write a grant proposal for research or program development	2
Conduct a field observation and analysis of a professional office on a college campus or related organization (advance permission from advisor required)	2
Provide research assistance in a faculty-supervised research project, including dissertation data collection	2
Present a training session or workshop outside of the department where you work or hold an internship	2
Serve as a volunteer at a national conference	2
Attend a national conference (more than one day)	2
Serve as a volunteer at the placement process of NASPA, ACPA or other national organization	2
Serve on the <i>Journal of Student Affairs</i> Editorial Team	2
Submit a grant proposal for research or program development to an agency outside of NYU or the institution where you are affiliated	3

Activity	Points
Receive a promotion at your current place of work (part-time students only)	2
Provide research assistance in a faculty-supervised research project, including dissertation data collection	2
Develop a professional website outside of your academic program or internship/workplace (i.e., beyond Capstone ePortfolio and final class projects)	3
Serve as a Project College facilitator (six or more workshops - titles/date must be included in submission)	3
Design and present a training session or workshop outside of the college or university where you work or hold an internship	3
Run for an office in a national professional organization	3
Serve on the general recruitment & orientation committee of ASAP	3
Submit an essay to a national essay or case study competition	3
Obtain an elected office in a local or state professional organization	4
Participate in the CMEP-sponsored FACTS Future Administrators' Cultural Training Seminar program	4
Participate in CMEP-sponsored Inter-Group dialogue (IGD) program (if not receiving academic credit)	4
Receive a grant for research or program development	4
Serve on the <i>Journal of Student Affairs</i> Executive Editorial Board	4
Teach a section of an orientation or pre-collegiate transition course	4
Conduct a faculty-supervised research project, not including the Independent Study	5
Serve in a nationally-sponsored summer internship	5
Serve on a planning committee for a state or regional conference	5
Serve on executive board or chair a standing committee of ASAP	5
Win a state or regional student affairs award	5
Serve as recruitment and orientation chair of ASAP	5

Activity	Points
Serve as ASAP president	5
Publish an article in a national journal or publication	5
Serve as graduate student representative of a state, regional, or national organization	5
Win a national essay or case study competition	5
Win a national student affairs award	5

Global Higher Education Activities and Points

Students are encouraged to develop a broader understanding topics related to global and higher education.

As students review the following tables, it should be understood that efforts have been made to capture the most common experiences for graduate students in the Higher Education & Student Affairs Program and is by no means intended to limit additional offerings that students may identify and seek out. (As students' interests evolve and offerings change, entries will be added.) Questions concerning the points assigned to an unlisted activity can be addressed by the faculty advisor.

As with Professional Development Points, additional considerations that students should know:

- When more than two people present at a professional conference, a note of explanation to advisors of all students about the role and degree of participation by each person is required.
- Points will not be given for activities that are part of the normal expectations of one's internship or full-time job.
- Points are provided only for activities conducted during the time of enrollment in the master's program.
- Points earned in this category cannot be used in the Professional Development category.

Examples of Global Higher Education Activities

Activity	Points
Attend a half-day conference or seminar devoted to global or international higher education	1
Present a paper at a conference or seminar on aspects of global or international higher education	1
Participate in the OISS International Friendship Program	2
Focus a paper or project on global higher education in a course not devoted to the topic	2
Attend a professional conference with global or international higher education as part of its theme	2
Provide research assistance in a faculty-supervised research project, including dissertation data collection, on a project related to global or international higher education	2
Take an additional class focused on aspects of global or international higher education beyond the program requirements	5
Study, teach, or complete an internship abroad during graduate school	5
Publish an article in a national journal or publication on a topic related to global or international higher education	5

Students can propose global higher education activities not included on this list to their advisor.

Courses that have been approved for Capstone include, but are not limited to:

HPSE-GE 2150 Global Perspectives in Higher Education (e.g. South Africa, Germany, Brazil, India, or Turkey)

HPSE-GE 3109 Globalization and Higher Education Reforms

INTE-GE 2811 The Global Curriculum Internationalization of Higher Education in the United States

INTE-GE 2806 The Practice of International Education

Higher Education and Student Affairs

Capstone Statement Assessment Rubric

Outcome to be measured: Students will formalize a professional philosophy and program preparation statement that incorporates reflections of the ways in which the HESA program prepared them for professional work, using connections between theory and practice to demonstrate their learning.

	Articulation of Theory	Discussion of Practice	Presentation of Writing
Excellent	Student is able to identify at least one higher education or student affairs theory and exhibits a strong command of its main tenets.	Student is able to make a strong connection, providing at least three examples, between a higher education or student affairs theory and specific elements of practice at her/his place of work during the program.	Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Appropriate list of references.
Good	Student is able to identify at least one higher education or student affairs theory and can provide a basic sense of its tenets.	Student is able to make a tenuous connection, providing at least one example, between a higher education or student affairs theory and specific elements of practice at her/his place of work during the program.	Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Includes list of references.
Satisfactory	Student is able to identify at least one higher	Student is able to identify both a higher education or student	Problems in sentence structure, grammar, and

	education or student affairs theory without discussing its tenets.	affairs theory AND specific elements of practice at her/his place of work during the program, but is unable to make a connection between these.	diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices. Problematic list of references.
Poor	Student does not identify at least one higher education or student affairs theory.	Student does not identify any elements of practice at her/his place of work during the program.	Significant problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices. Inadequate list of references.