Capstone Project Completion Guide
Information for students
Advanced Degrees and Administrative Licensure Department

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Revised April 2017
## CAPSTONE PROJECT COMPLETION GUIDE

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CAPSTONE PROJECT COMPLETION CHECKLIST

Step 1: Register for the research methods course.

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| After you have completed all other required courses | - MAEd: GED 8023- Capstone Practicum  
- MAELS: ESL 8490- Research Methodology or GED 8023 - Capstone Practicum  
- MAEd: GED 8035- Literacy Capstone: Thinking, Researching, Writing or GED 8023 Capstone Practicum  
- MAT: GED 8023- Capstone Practicum  
- NSEE: GED 8023- Capstone Practicum |

Step 2: Draft the first three chapters of your capstone.

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<td>During your research methods course.</td>
<td>A passing grade must be posted for research methods by the course start date. You must enter GED 8490 with solid draft of Chp 1-3 in accordance with the Capstone Workbook.</td>
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Step 3: Register for GED 8490, Capstone Project course.

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<td>A passing grade must be posted for research methods by the course start date. You must enter GED 8490 with solid draft of Chp 1-3 in accordance with the Capstone Workbook.</td>
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Step 4: Develop your capstone project timeline and complete the project during GED 8490.

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<td>Work with your GED 8490 instructor and your content reviewer on the quality/scope of your project.</td>
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Step 5: Electronic submission of Capstone Project and paper.

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| After receiving email from HSE regarding items needed for degree completion | - PDF version of final capstone project  
- PDF version of final paper (Chp 1-4)  
- Digital Commons submission agreement  
- PDF version of abstract  
- Electronic category selection form for abstract |
DEFINING THE CAPSTONE

The capstone has been the culminating scholarly project for advanced degrees in education at Hamline University since the inception of the degree programs. The term capstone is used intentionally because it represents more than the formal research done in a thesis to support an intellectual theory. The capstone includes research that draws from the student’s formal study as well as professional and personal development. Thus, the capstone is a holistic, personal, and integrated journey that includes reflection, analysis, synthesis, and conclusions. The capstone becomes part of the public knowledge base of the education profession and will be a resource for other practitioners.

Capstone Development

Some students identify a capstone topic and “burning” research question early in the program; others explore a variety of topics or questions within a topic before making a decision. In either case, classroom assignments and projects in required courses and electives will often focus on some aspect of a prospective capstone topic, which may help to build background and refine the scope of the capstone topic.

Two four-credit experiences are required for the capstone (titles and course numbers vary by degree program):

The first is a course in research design and methods. In a typical course setting, students typically draft the first three chapters of the capstone. First capstone courses include:

- MAEd: GED 8023-Capstone Practicum
- MAEEL: ESL 8490-Research Methodology or GED 8023-Capstone Practicum
- MALEd: GED 8035-Literacy Capstone: Thinking, Researching, Writing or GED 8023-Capstone Practicum
- MAT: GED 8023-Capstone Practicum
- NSEE: GED 8023-Capstone Practicum

The second is a choice between Capstone Project or Capstone Thesis. The project course, GED 8490 - Capstone Project, is common to all degree programs. Students must register for GED 8490 on Piperline; a grade for research methods must be posted prior to the start of class to maintain enrollment. Students have one term to complete the capstone project. Students who do not finish their capstone project within the term must re-register for GED 8490. Students must be registered for Capstone Project before an Intent to Graduate form can be submitted, and have an Intent to Graduate form on file before their degree completion materials can be submitted.

Expectations for Writing

The capstone is the culminating scholarly project of the master’s degree, and it becomes a public document cataloged in Hamline’s Bush Library Digital Commons, a searchable electronic repository. Therefore the quality of writing is important. Growth in writing emerges through the drafting-revising process. It is expected that each student will revise each capstone chapter multiple times.
Well-written capstones are characterized by the following:
1. Logical, clear organization
2. Sufficient number of sources
3. Sufficient description and reflection
4. Careful editing for grammar, usage, mechanics, and spelling
5. Accurate format and citations

The responsibility for editing the capstone resides with the student with guidance from GED 8490 instructor(s) and peers. Matters of content, arrangement of content, and length are decided by the student and the capstone committee. All papers must follow the style outline contained in the Capstone Formatting Guide. Its contents are based on the Publication Manual of the American Psychological Association, 6th Edition (2009) and on HU Guidelines for Capstone Formatting. The Hamline style outline takes precedence over the APA manual.

**Capstone Content Reviewer**

All Capstone Project students are requested to identify a volunteer content reviewer -- an individual knowledgeable about the capstone topic. The content reviewer provides an outside perspective on the public scholarship related to the capstone topic. Guiding questions for the content reviewer include: Does the literature review provide a solid context for understanding the capstone question? Is the project feasible? What is the timeline for project completion? The content reviewer reviews drafts of the paper portion of the capstone and iterations of the project during the process.

**CAPSTONE PROJECT COMPONENTS**

Each capstone project must have two final products - a final paper and the completed project.

**Paper**

**Chapter One: Introduction**
The introduction to the capstone presents the rationale for the project. This is usually a personal statement about the researcher’s interest in the topic, compelling reasons to pursue the topic, and expectations for what may be learned. The introduction also includes the research question, which is the capstone’s topic. The tone of the introduction is typically reflective and contains both related personal and professional information. It concludes with an overview of the remaining chapters.

**Chapter Two: Review of the Literature**
The review of literature presents analysis, synthesis, and reflection on key people who have previously researched and published or implemented aspects of the capstone topic. The purpose of this review is to honor those who have come before and whose work has most informed the research question. Literature reviews typically include two to four large categories of research related to the capstone research question.
Chapter Three: Project Description
The project description chapter provides a detailed explanation of the project. This chapter identifies the intended audience for your project, provides the context in which the project takes place, describes the theories/frameworks used to complete the project, describes when the project took place.

Chapter Four: Conclusion
The concluding chapter of the capstone highlights what was learned throughout the capstone process, revisits the literature review, considers possible implications and limitations of the project, recommends future research projects, reflects on the growth of the author, and the author’s future research agenda. The conclusion may also include reflections on the relationship of the capstone to Hamline School of Education’s Conceptual Framework.

Project
Professional quality artifact (or documentation of your project that can serve as a resource to others) that can be placed on Digital Commons.

SUMMATIVE CAPSTONE PROJECT RUBRIC

The following link will take you to the rubric for the final project:
  Capstone Project Rubric - pending June 2017

FINAL STEPS

Capstone Submission Requirements
After the Primary Advisor submits the electronic capstone rubric, the student will receive an email from the Hamline School of Education (education@hamline.edu) requesting the items needed for degree completion:

- PDF version of the paper; PDF version of the project
- Digital Commons submission agreement
- PDF version of the abstract
- Electronic category selection form
- Capstone Advising Evaluation

These items cannot be submitted until the student has received this email.

Upload to Digital Commons
The following is the text of the Digital Commons@Hamline Submission Agreement. Students have the choice of giving permission for their Capstone Project to be uploaded to the Digital Commons platform in full, or giving permission for only their degree information and abstract to be uploaded.
Digital Commons@Hamline is a hosted, open-access online repository of scholarly work produced by Hamline University’s students, faculty and staff. It was created to highlight and promote the intellectual output of the University. It is a permanent archive of scholarly material administered by Bush Memorial Library on behalf of the Hamline University community.

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