

# Adelphi's Capstones and Culminating Learning Experiences

## Discussion Leaders:

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## Discussion:

Concept of a capstone

- Culminating experience
- Write a short paper
- Artefacts should reflect the discipline
- Reflection pieces are important
- Integrating the goals of education
- Capstone is HIP according to NESI
- ID capstone in the title of the course so the **students** know

Interdisciplinary or Interprofessional Capstone

- Doesn't have to be
- Depends on the discipline
- Many could be, though
- Some examples" theater (music, english, etc)
- Honors - comic book based on literature (art, literature)

Existing Capstones:

Honors College (~50 per year)

- Year-long thesis
- Usually related to the major (but not required)
- In-depth intellectual experience
- Practical value for resume
- Advisors meet 2-3 times a semester
  - Likely also have an in-depth advisor within major
- Evaluated through thesis defense/essay for creative work

Business School

- 1 semester course: Business Policy and Strategy
- Case study approach - usually real/existing case studies
  - No big final project
  - 2-3 page analysis
- Decision-making/organization/simulation approach

- Integrates learning from prior work
- Based on available software
- Was remodeled to become a capstone course

#### Biology Dept

- Research capstones

#### Nursing

- E-portfolio
- Does not need to integrate Gen Ed material
- Integrates clinical and service learning -reflective
- Students must come up with an action plan
- Artefacts should reflect the discipline

#### Math & CS

- Looking to develop new capstone
- Video Game Design Minor with a capstone
  - Creative, team driven, interdisciplinary
  - Bringing in skills from across disciplines
- 3 separate projects, 1 each month
- Iterative development and peer eval
- Designed for showing future employers
- Waterfall process: documentation, deadlines, feedback & repeat)

#### School of Health Ed

- 1 semester capstone currently
- Tied in with earlier coursework -- Research Tech in Education
- Research proposal as something you (student) would like to do as a culminating experience
- Students identify gaps and apply what they have learned/make recommendations
- Looking to partner with other disciplines

#### Suggestions:

- Maybe start by asking each program for best practices
  - Share that information maybe accompanied by e-discussions/exchange ideas
  - ID themes across campus
- Focus on capstone requirement outside of Gen Ed committee
  - Successes
  - Challenges/Barriers
- Ethical responsibility/personal/social responsibility
- Professional schools could be key players in this
- Products are a spectrum: everyone learns at a different pace
- Administrative support - someone faculty could go to

- Old Way - ID capstone without thought to what it means
  - Outreach and mentoring would be helpful to units where this is an issue
  - Also mentoring students who are developing their culminating experience
- Workshop available to faculty who are developing a capstone course
- Global piece not yet discussed, valuable to mold into the capstone experience
- Importance of a point person students can go to, maybe a webinar? Video, one from each school, highlight student work ... inspires
- Teaching and advisement -- FCPE could do something once a semester
  - This would be a product that would be useful on many levels
  - Could involve students as well as faculty
  - Modeled after scholarship video - FCPE
- Communicate so students leave the university able to communicate that the capstone was tough but they learned a lot
- Rephrase how we talk about the capstone - not just as a "culminating" experience, instead phrasing as a launch pad
- Present **not just** as an assessment -- that would help with student and faculty buy-in, student pride in product
- 1 capstone "champion" from each discipline
  - Passionate, inspiring
  - Looking at where the students are so that a path for growth can be mapped out
  - Focus on **student's** passion
  - In some disciplines the capstone topics are set so student can't really follow their passion
- Identify the common experience of the capstone across disciplines
  - Remove content
  - Remove assessment (assessment is not the **purpose**)
- Involve adjunct faculty
- (Nursing) Present the **value** of the e-portfolio earlier. Right now it is presented to students after they have take their gen eds
  - E-portfolios require support
  - Would be a good idea to have a document of "best practices" which could facilitate discussions across disciplines
- Engage students with the learning goals
  - Provide expectations but also engage the students with them
- Think about the capstone **early on**
- **Ask alumni - what about the capstone/learning goals that was most helpful in their career**
- Products students should be proud of. Maybe a capstone showcase?
  - May be difficult
  - Student will go the next level to accomplish this (at least some of them)
- Reflect on the **reasons** for doing this capstone and communicate this to the student
- Likewise for the reasons for learning goals
- University repository/Moodle showcase so the faculty could see what other disciplines are doing
- E-portfolio to integrate info through major as well as gen eds

- Student owns materials but share the google doc
- Library archives a good sources the Honors thesis