



DEPARTMENT OF  
**leadershipstudies**  
FORT HAYS STATE UNIVERSITY

## Capstone ePortfolio Guidelines

*The purpose of this document is to provide guidelines for completing one of the capstone requirements for graduating with a Master of Professional Studies in Organizational Leadership. First, it describes the Leadership Studies Department philosophy on capstone experiences. It then describes the requirements for creating an ePortfolio and how those requirements tie in to the overall program goals. Next it provides specific tools, rubrics, documents and examples to ensure all MPS students are prepared to successfully complete this requirement.*

### **“Capstone” Experiences**

All reputable graduate degree programs require some sort of capstone experience. A capstone experience is typically a culminating project in which students are expected to integrate, evaluate, critique, synthesize and apply knowledge gained throughout their program of study. It is considered a final, mastery experience. Ideally, it should provide a sense of connection between all the courses. Capstone experiences can also serve as turning points for learners in professional practice, as the projects/portfolios created can be used to help transition one into a new field, a new job, and/or achieve promotion.

Capstone experiences vary by major, discipline, and school. Some require a thesis, while some require a practicum or internship, where one actually spends time working in a professional setting related to the degree. Others require a directed project, chosen in conjunction with a senior faculty member. Others require portfolios, in which learners create an electronic portfolio containing sample assignments (and other artifacts demonstrating mastery, e.g. resumes, performance evaluations, work projects, letters of recommendation, awards or other noteworthy accomplishments, published papers or newsletters, etc.) completed throughout their degree program. Some programs require a combination of these experiences.

In order to graduate from FHSU's **MPS, Organizational Leadership** program, you will be responsible for 2 capstone experiences: 1) an *ePortfolio* and 2) a final course, either *LDRS 890: Internship* or *LDRS 895: Research Project*, during which you will submit the ePortfolio.

**The ePortfolio is something which you should ideally work on independently throughout your program of study, collecting assignments and artifacts as you move through each class. This document is intended as a guide to help you design and develop an electronic Portfolio which will be turned in at the end of your program of study.**



## MPS Learning Goals/ePortfolio Framework

The Master of Professional Studies program is organized around six broad learning goals. The ePortfolio is how graduates will demonstrate *mastery* of these learning goals. You will do this by *critically reflecting* on “artifacts” you select that demonstrate the meeting of these goals (e.g. papers, discussion postings, interviews, group projects, journals, peer assessments, etc.) completed in your classes. You can also critically reflect upon selected artifacts from your professional practice, where appropriate (e.g. team and individual projects, professional development activities, etc).

Learning Goals
<b>Knowledgeable:</b> Understand and apply the theoretical concepts of leadership, organizational behavior, and systems and evaluate their effectiveness in leading change initiatives.
<b>Visionary and Change-Oriented:</b> Demonstrate the ability to envision opportunities and desirable futures; develop means of attaining them and initiate change processes at individual, organizational and global levels.
<b>Collaborative:</b> Develop the capacity to foster successful teams and to create effective formal and informal collaborative networks.
<b>Critical Thinking:</b> Apply appropriate research and analysis techniques to investigate complex situations, to formulate informed decisions and to evaluate outcomes for individual and organizational improvement.
<b>Global Competence:</b> Demonstrate an understanding of the responsibility of organizations in society and develop the capacity to implement individual and organizational change to enhance society.
<b>Communicative:</b> Practice effective oral and written communication by conveying complex ideas and information in a coherent and professional manner, utilizing technology as appropriate.

One of the best ways to ensure you stay on track in developing your ePortfolio from the very beginning of your program is to make a habit of reflecting at the end of each and every class.

1. *What has really worked well for you in this class? What new “learnings” have you become excited about? Why? (Probe around prior/current organizational experiences that may have come to mind during various topics).*
2. *What have you learned about yourself through this class? (Dig deep here and identify new insights, ideas, or ways that you look at your talents and abilities).*
3. *How can you use the material taught in this class in any of the organizations that you are currently part of? How? Give concrete examples. As you contemplate the future, how do you see the material taught in this class being of use to you?*
4. *Of the 6 broad learning objectives of the Organizational Leadership program, which ones can you demonstrate as a result of this course? What specific artifacts will you use from this class in your ePortfolio to support the meeting of those objectives?*

### USE THESE GREAT TOOLS!

Additionally, developing the skill of reflective writing is very important and one you will want to hone. Here is a handout to assist you in that process: [Reflective Writing: A Basic Introduction](#).

You may also find it helpful to use this chart to keep track of what artifacts you are selecting from each class to demonstrate the learning goals: [Artifact Chart](#)

## Example ePortfolio

Here is an example ePortfolio of a recent graduate of Fort Hays State University. Thank you to Brittney Squire for allowing us to share her great work!

Master of Professional Studies ePo...

WelcomeProgramLearning GoalsCulminating ExperienceAcknowledgements



# Engage. Grow. Lead.



## My Journey

In 2013 my life once again stalled at a fork in the road. By this time, I was a couple years removed from my undergraduate program and had been working full-time at Colby Community College. As someone who once thought they would be working for the Indianapolis Colts football organization, it was certainly a misdirection to be working with college students. Nevertheless, I grew to love the higher education environment in a different way than I once had as an undergraduate student.

After wearing many hats in the community college setting including admissions, housing services, judicial affairs, scholarship management and more, I found joy in working with students. It was then I realized the importance of advanced education and knew it would be advantageous to pursue a master's degree if I had any hope of exploring a career in higher education. After a full year of actively searching, I finally found a home at Fort Hays State University where I am currently employed as a Coordinator of Student Involvement in the Center for Student Involvement.

But alas, once I decided to pursue higher education, I stumbled upon the next fork.

## Resources for Creating an ePortfolio

You may use any web platform you are familiar with to create your ePortfolio. Below is a list of recommended sites, **with Weebly being the overwhelming choice of most students new to website building**. Several tutorial videos and “walkthroughs” are available online if you do a general search for *creating online portfolio websites*, and all of these sites have technical support and tutorials available.

**Weebly:** A platform to create free websites or blogs using a user-friendly drag-and-drop interface.

**Squarespace:** Website builder

**Site123:** Free website builder

**Sitebuilder:** Free website builder

**Wix:** Free website builder.

**Google Sites:** Free website builder, especially good for those who already use [Google Drive](#) or any of the other popular [Google Apps](#).

**Blogger (or Blogspot):** Blogspot is a free Web hosting service.

**Digication:** A platform specifically designed for creating and storing electronic portfolios.

**Wordpress:** An open-source blogging tool and publishing platform.

## Rubric

You will turn in your final ePortfolio during your last class and will be assessed using [this rubric](#):

ePortfolio Assessment Rubric (ePortfolio)				
Rubric for ePortfolio Assessment				
Assessment of ePortfolio	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Content and Organization	Content is relevant, current, and well-organized. The portfolio is easy to navigate and visually appealing.	Content is relevant and well-organized. The portfolio is easy to navigate and visually appealing.	Content is relevant and well-organized. The portfolio is easy to navigate and visually appealing.	Content is not relevant, current, or well-organized. The portfolio is difficult to navigate and visually unappealing.
2. Writing and Communication	Writing is clear, concise, and effective. The portfolio demonstrates a strong understanding of the subject matter and the ability to communicate effectively.	Writing is clear and concise. The portfolio demonstrates a good understanding of the subject matter and the ability to communicate effectively.	Writing is clear and concise. The portfolio demonstrates a fair understanding of the subject matter and the ability to communicate effectively.	Writing is not clear, concise, or effective. The portfolio demonstrates a poor understanding of the subject matter and the ability to communicate effectively.
3. Reflection and Growth	The portfolio shows a clear reflection on the student's learning experience and growth. The student demonstrates a strong understanding of their own strengths and weaknesses and the ability to learn from their experiences.	The portfolio shows a clear reflection on the student's learning experience and growth. The student demonstrates a good understanding of their own strengths and weaknesses and the ability to learn from their experiences.	The portfolio shows a clear reflection on the student's learning experience and growth. The student demonstrates a fair understanding of their own strengths and weaknesses and the ability to learn from their experiences.	The portfolio shows a clear reflection on the student's learning experience and growth. The student demonstrates a poor understanding of their own strengths and weaknesses and the ability to learn from their experiences.
4. Creativity and Innovation	The portfolio is creative and innovative. The student demonstrates a strong understanding of the subject matter and the ability to think creatively and innovatively.	The portfolio is creative and innovative. The student demonstrates a good understanding of the subject matter and the ability to think creatively and innovatively.	The portfolio is creative and innovative. The student demonstrates a fair understanding of the subject matter and the ability to think creatively and innovatively.	The portfolio is not creative or innovative. The student demonstrates a poor understanding of the subject matter and the ability to think creatively and innovatively.
5. Overall Quality	The portfolio is of high quality. The student demonstrates a strong understanding of the subject matter and the ability to communicate effectively.	The portfolio is of good quality. The student demonstrates a good understanding of the subject matter and the ability to communicate effectively.	The portfolio is of fair quality. The student demonstrates a fair understanding of the subject matter and the ability to communicate effectively.	The portfolio is of poor quality. The student demonstrates a poor understanding of the subject matter and the ability to communicate effectively.