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ONLINE

MPHC 8999 | CAPSTONE Manual

Revised for Summer 2026

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Welcome to the Course

Welcome to MPH 8999: Capstone!

The capstone course serves as the culminating experience of the MPH program. This culminating experience is one that requires students to synthesize and integrate theoretical and professional knowledge acquired in coursework, skills with substantial research experience, and other learning experiences and apply them to analyzing a public health topic of a student's choice and address a public health practice and research challenge. The completed capstone project must demonstrate a high level of professional and educational competencies required for public health practice and research.

This Manual is not yada-yada! Please read it carefully to understand all opportunities and expectations correctly. The manual contains important, non-obvious, and valuable information that should be read thoroughly, rather than dismissed as trivial content. For example, D2L use is very different in the capstone course. We want you to be successful in pursuing a mentored capstone project that is not only necessary for graduation in the MPH program but also closely resembles your future work assignments and initiatives in public health.



Phase 0 | Preparing for the Capstone Course

Course Learning Objectives

After successful completion of the capstone course, the student should be able to:



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1. Integrate and apply public health theories, concepts, models, and practices into solving complex, practical public health problems.
2. Demonstrate proficiency in working with knowledge base, research methods, and scientific evidence in a collaborative team environment.
3. Collect, manage, and analyze a wide range of public health data to assess problems and factors affecting population health.
4. Interpret and communicate research outcomes and communicate them to selected audience.
5. Reinforce identified core and concentration specific competencies of the MPH program.

General Course Details

Prerequisites

The Capstone Course (MPHC 8999) is the last course of the program, and it is to be taken in the semester in which the student will graduate. This could be a fall, spring, or summer semester. It is preferable that students complete MPH 8280 or STAT 7010 or equivalent before they start their capstone.

Capstone Project

The Capstone course is a faculty-supervised project that meets the integrative learning experience requirement of the MPH degree. The capstone project is an opportunity to contribute to the solutions of a public health problem, develop essential public health competencies, expand public health practice skills, and gain specialized experience. The emphasis is on finding and applying evidence-based solutions to a defined public health problem.

Capstone Advisor

Capstone projects are conducted with the mentorship and guidance of the MPH Capstone Advisor. Their role includes helping students identify project topics, progress monitoring, resource navigation, providing feedback on various drafts along the way, and evaluating the final product.

The current requirement is advising only by MPH faculty members. We want to make sure that capstone projects fit into the MPH/CEPH curricular requirements and they are effective public health projects, not something else. However, adding an additional, non-MPH faculty Advisor based on someone's interest is possible.

At the start of the semester, students are expected to choose their capstone project and Capstone Advisor who accepts the role. Subsequently, students are urged to have regular contact with their



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Advisor throughout the semester. In this course, the student's final grade is decided by the Capstone Advisor.

Choosing your capstone project

At the beginning of each Capstone semester, the Capstone Coordinator circulates the menu of project options and the timeline associated with the above-described phases. Students are encouraged to select project and Advisor from the menu of options.

Qualifying, student-initiated projects are also acceptable but, in this case, students are responsible for identifying an MPH faculty Advisor with relevant expertise. Please note that starting a student-initiated project from zero is often more challenging than developing projects in an area where a faculty member already has expertise and track record.

Attendance and Timeliness

The Capstone project requires submission of milestone activities assigned in each phase. Timely and ongoing communication with the Capstone Advisor (and Capstone members if applicable).

Students are responsible for making continuous progress and regular contact with their Advisor, either weekly or minimum once every other week during the semester. Failure to keep contact with the Capstone Advisor or not being responsive to received comments leads to a failing grade in this course.

Capstone Coordination

The Capstone Coordinator is available to assist students in identifying an appropriate Capstone Advisor, and to ensure that students make timely progress in the course and complete all the required Capstone components for a successful Capstone experience. The Capstone Coordinator organizes milestone events and monitors overall students' progress. Please note that the Capstone Coordinator is not a default Advisor on Capstone projects.

Submission Guidelines

In communicating electronically, please send files as attachment to an email. Submitting internet links to other sites or cloud services is not acceptable. When files are submitted, please send them as PDF documents, Word files, or Excel spreadsheet attachments, not links.

Additionally, please make sure that the student's last name is included in each submitted filename and includes the date of creation in the filename (e.g., 10-5-2025). When submitting final products

Video Lectures

To support your capstone project selection, several brief video presentations will provide help to develop your data collection, write various sections of your report and prepare your poster



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presentation. Please do not miss watching these short, informative videos as your project will proceed more effectively and avoid many obstacles and misunderstandings along the way.

Capstone Course Grading

There are several milestones, but the final poster presentation and resulting paper are the drivers of the capstone grades. The scale is the usual letter grade. Points are calculated in the following scale: (i) Capstone proposal 200 points; (ii) Poster abstract 200 points; (iii) Poster presentation 200 points; and (iv) Final Capstone Paper 400 points.

Grading Scale	
A	≥ 900 to ≤ 1000
B	≥ 800 to < 900
C	≥ 700 to < 800
D	≥ 600 to < 700
F	< 600

Students should submit the poster slide, final report, and competency form to their Advisor and also to the Capstone Coordinator via email simultaneously.

In each phase, you are also required to submit files to the course D2L site. Please note, such **D2L submissions are only for record keeping purposes, not for grading, advising, or feedback.** D2L submissions are not graded independently from the Advisor and do not replace the need to keep the regular contact with your Advisor.

Capstone Course Structure

This course consists of eight learning modules that are organized into phases. Each phase requires the submission of a section of your final report, which will culminate into a final, complete product.

Please make sure that your capstone project is progressing as required for successful graduation. Your focus should always be on the resulting capstone paper. Students must reach the milestones recorded in the timeline below to complete all requirements and be successful in the Capstone course. Remember to follow the assignment schedule that coincides with your current semester.

Phase	Assignment	Assignment Due
1	Confirm Advisor Submit full capstone project proposal. Submit competency form. Start conducting data collection and preliminary data analysis.	Thursday, May 21
2	Submit the first draft of the project report introduction.	Thursday, June 4



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3	Submit cumulative draft of introduction and methodology.	Thursday, June 11
4	Submit cumulative draft of introduction, methodology and results.	Thursday, June 18
5	Submit a poster abstract for Public Health Research Days	Thursday, July 2
6	Submit cumulative draft of introduction, methodology, results, and discussion.	Thursday, July 9
7	Present a poster at the Public Health Research Days	Thursday, July 16
8	Submit final Capstone Project Report Submit finalized Poster Presentation Submit Competency Achievement Evaluation	Thursday, July 30

Standards of ethics, professionalism, and AI use

Then capstone project is a decisive demonstration of competence and professionalism in public health. Therefore, it must demonstrate the highest values of graduating students. Disregard for standards of ethics and professionalism can result in need for reworking major tasks and, in some cases, failing grade (F).

1. The capstone project is a real project, not a simulated, made up, or copied project. Students are expected to work closely with their Advisors and produce new, trustworthy results, benefiting others, the targeted users.
2. Human subject research involves living individuals or uses their identifiable data/biospecimens to develop generalizable knowledge, typically through interaction (interviews, surveys) or intervention (physical procedures, environmental manipulation), requiring IRB review before starting. IRB approval is lengthy making project completion unlikely within one semester. Quality improvement projects and analyses of existing public data sets do not require such approval. Students are responsible to get Advisor input regarding the potential need for IRB approval.
3. Responsible AI use is accepted and encouraged but be mindful of concerns regarding research misconduct or lack of originality when using such tools. Reports and updates that are substantially developed by AI or contain sections copied from AI are deemed unacceptable.
4. Currently, many AI generated texts include incorrect or made-up facts and non-existent references. Students are responsible for fact checking everything when using AI. Appearance of made-up facts and non-existent references leads to failing grades and ineligibility for graduation.



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Phase 1 | Competencies Plan & Project Proposal

Students must complete and submit the Capstone Project Competencies Plan and Project Proposal form. Using this form, students are required to select at least three competencies from the MPH Foundational Competencies and one competency from the Concentration-specific Competencies that are most relevant to your approved capstone project, then describe in a brief essay how the project will help in attaining each of the selected competencies.

The capstone project involves formulating a research question, conducting a literature review, performing data collection and analysis using statistical methods, and presenting findings. Due to the tight timeline of the course, students are expected to use (publicly available) secondary data for the capstone project unless they have already been involved in a study collecting primary data with necessary IRB approval.

Please make sure that the [Competencies Plan and Project Proposal Form](#) is signed by the selected MPH Capstone Advisor. The completed form will also be a part of your final research assignment.

This assignment is worth 200 points and will be graded as pass/fail until acceptance.

Part 1: Capstone Competencies Plan

Students are required to plan how they would achieve foundational and concentration-specific competencies through the Capstone project. Select at least three competencies from the MPH Foundational Competencies and one competency from the Concentration-specific Competencies that are most relevant to your approved capstone project.

Describe in a brief essay how the project will help in attaining each of the selected competencies. Students will need to demonstrate corresponding proficiency upon the completion of the project. Your essay should be limited to 200 - 300 words. Use the [Competencies Plan and Project Proposal Form](#) (see appendix) to identify the competencies relevant to your project.

Students should submit their competencies plan within two weeks of the start of the Capstone (MPHC 8999) course. Please make sure that both the capstone plan and competency form are signed by the MPH Advisor. **Note: This form will be used to evaluate your achievement of selected competencies at the end of the semester.**

Part 2: Capstone Project Proposal

Students have three types of project options for completing the capstone requirements:

Applied Research	It involves data driven and evidence-based analysis of a broad public health problem to develop better understanding, generalizable
Capstone:	knowledge, and innovative solutions (e.g., policy analysis, systematic



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review, data science project). Typically, the mentor is an accomplished researcher in the AU School of Public Health and the research capstone builds on an ongoing scholarly project. Research capstone deliverables may include co-authored publications, conference presentations or other scholarly output serving public health and strengthening student resumes.

Community Health Capstone: It involves exploration of problem-solving methods to benefit a specific community or population. The capstone project should demonstrate the students' ability to develop professional-quality work for public health practice. The hosting team can be a community health project, schools, community centers, policy advocacy groups, food banks, or other organizations where students can develop relationships and expertise facilitating their progress and helping to prepare for job search. Deliverables may include needs assessment, communications campaign, evaluation report and others.

Case Study Capstone: In a selected organization, the student assesses the situation/problem, conducts program evaluation, and makes specific recommendations. In capstone development the student evaluates program planning, ethical, and professional strategies in public health. The hosting team can be a community health project, schools, community centers, policy advocacy groups, food banks, or other organizations. Deliverables may include written report and slide presentation to the board or executive leadership team of the organization covered by the case study.

Students are required to submit their Initial Project Proposal, approved by the Advisor, to D2L. Your Initial Project Proposal should use the [Competencies Plan and Project Proposal Form](#). Students should submit the Initial Project Proposal within two weeks of the start of the Capstone (MPHC 8999) course. The student is responsible for making any suggested changes to the proposal based on the feedback of the capstone faculty Advisor, and (if needed) re-submitting the proposal in a timely manner.

The Initial Project Proposal should include the following sections:

1. **Introduction** - background information of the research to provide the context of the project.
 - a) Major identified problems, needs, or deficiencies
 - b) Previous failed attempts to solve the problems
2. **Goals/Objectives**



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- 3. **Methodology** – study design, data sources, variables, and analytical framework.
Note: Data analysis must be performed using one or more statistical applications.
- 4. **Significance/implications** of the project from a public health perspective.



Phase 2 | Capstone Introduction

The **Introduction** of your capstone project should provide background information of the research to provide the context of the project. The draft should include the topic introduction, background, research problem, and objectives. Citing about 10-15 relevant articles is a good goal.

Consider this framework for your Introduction:

Capstone project title	The title needs to clearly and accurately communicate the focus and intent of the research. It must be short, descriptive, and limited to a maximum of 200 characters, including spaces and punctuation.
Introduce your topic	Explain your topic and why it's interesting and important for public health .
Describe the background	Provide a brief overview of the current state of research into your topic. Describe and particularly relevant research as well as any of the needs identified by prior studies.
Establish your research problem	Clarify how your own research fits in and what problem it addresses in the context of your project.
Specify your objective(s)	Specify what you intend to achieve with your capstone study and research paper. Present your research question in practical terms.

- Submit a draft of the introduction section that is about one quarter of the entire final capstone report (i.e., one quarter of 4250 words, roughly 8.5 pages single-spaced).
- All sections of the report must be written in a scientific research paper format, APA format.
- Any use of sources, including required readings, must be appropriately cited. Plagiarism of any type, including copied use of AI, will result in a zero for the assignment and further disciplinary action according to the Student Handbook.



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Phase 3 | Capstone Introduction & Methodology

In this phase, students will write and submit a cumulative draft of the Introduction, Background, Goals/Objectives, and add the **Methodology** section of your final research project. The Methodology is about one quarter of the entire final capstone report (i.e., one quarter of 4250 words, roughly 8.5 pages single-spaced).

Key Components of Methodology

1. Overall methodology being used
2. Sample (people, organizations, data being used)
3. Variables and measurements
4. Data collection and curation
5. Analysis



Phase 4 | Capstone Cumulative Draft of Project with Fact Finding Results

The **Results** section of your capstone project should provide the factual and numeric findings of your research without interpretations. The results section is about one quarter of the entire final capstone report (i.e., one quarter of 4250 words, roughly 8.5 pages single-spaced).

Subsections should address the data in an orderly and logical manner as well as overall findings, including illustrative materials such as graphs, charts, and maps.

Your results should be submitted as part of a cumulative draft of the Introduction, Background, Objectives, and Methods sections of your final project.



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Phase 5 | Submit Poster Presentation Abstract

Before submitting the Interpretation and Recommendations section of your final research project, you will need to submit the abstract for your poster presentation. The abstract should communicate a clear title, background/justification for the project, objective, and methods. Additionally, you should have preliminary results and anticipated impact or conclusions. Mind the deadline! The presentation abstract need to be accepted and timely submission is one of the essential requirements.

The Poster Presentation abstract should communicate a clear title, background/justification for the project, objective, methods, and results. Mind the deadline! The presentation abstract need to be accepted and timely submission is one of the essential requirements.

- Your abstract should include:
 - Poster presentation title
 - Your name
 - Your Advisor's name
 - Brief description, up to 180 words, of the capstone project progress preferably in a structured abstract format (background, purpose, methods, results, discussion).
 - This assignment is worth 200 points and will be graded as pass/fail until acceptance.
- The preferred format follows the AJPH (American Journal of Public Health) Instructions for abstracts: <https://ajph.aphapublications.org/authorinstructions/components>



Phase 6 | Capstone Cumulative Draft of Project with Interpretation and Recommendations

The **Discussion and Recommendations** section of your capstone project should provide an interpretation of the outcomes of your research as well as recommendations based on your project results. The discussion will be about one quarter of the final project report (i.e., one quarter of 4250 words, roughly 8.5 pages single-spaced)



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Your results should be submitted as part of a cumulative draft of the Introduction, Background, Goals/Objectives, Methods, Results, and Discussion and Recommendations sections of your final project.

Discussion and Recommendations section breakdown:

- *Discussion*

Summary of findings in practical terms. Measures of degree to which the study met its goals and provides the desired benefits and the extent to which it may be used in target audiences.

- *Recommendations*

Subsection might describe specific, practical, and evidence-based recommendations, lessons learned, and future tasks or plans.



Phase 7 | Present Poster at Public Health Research Days

Students are required to participate with a **teleconference poster presentation** at the Public Health Research Days during the last three weeks of the Capstone semester. Capstone students are expected to be at the event for live presentation with the poster, answer questions, and explain results.

- Students should schedule their poster presentation with their Capstone Advisor and the Program Coordinator in one of the Public Health Research Days.
 - Capstone poster presentations each have 20 minutes allocated time: 7 minutes for the presentation and 13 minutes for questions and answers.
 - To promote discussion and recognition of the work, the poster presentation is announced schoolwide with title, student name, and date and time.
 - All posters are single slide PowerPoint slide presentations using one of the templates provided by either the MPH program or the Graduate School:
<https://www.augusta.edu/gradschool/biomed/student-resources.php>
 - This assignment is worth 200 points and will be graded according to the MPH 8999 – Poster Presentation Rubric.
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Phase 8 | Final Project Report Submission & Completion of Competencies Plan

Final Report

To complete the semester, students are required to write a professional report that describes the entire Capstone project. A full-length report presenting a novel approach to public health topics. This is accomplished by a thorough quantitative/qualitative assessment of the topic's characteristics, associations, and applicability.

- The final report should be written in a scientific research paper format
- The length of your report should be up to 4,250 words, APA format, exclusive of the abstract, figures, tables, and references.
- This report is a substantial writing project and includes the following:
 - Title
 - Abstract (250 words)
 - Introduction
 - Goals/Objectives
 - Methods
 - Results
Subsections might address the outcomes of each analysis of corresponding data in an orderly and logical manner as well as overall findings, including illustrative materials such as tables, graphs, charts, and maps.
 - Discussion/Recommendations
 - References
- Any use of sources, including required readings, must be appropriately cited. Plagiarism of any type, including copied use of AI, will result in a zero for the assignment and further disciplinary action according to the Student Handbook.
- This assignment is worth 400 points and will be graded according to the Capstone Project Final Research Paper and Competencies Achievement rubric.

Competencies Achievement Report

As stated previously, to complete the semester MPH capstone course students are expected to submit the **Competencies Achievement Report with the final question completed** (i.e., How were the competencies you have listed achieved or further developed during the Capstone course).



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- Your Competency Achievements should be written paragraph form. Identify the competencies listed in your initial Competencies Plan (Phase 1) and describe how each competency was met or developed.
- The length of your report should be up to 300 words, APA format
- This assignment must be completed to receive full credit for this course.
- See appendix for Form – Capstone Project Competencies Achievements



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APPENDIX



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CEPH (Council on Education for Public Health)'s Foundational Competencies

CEPH Foundational Competency
Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenge
Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
Interprofessional Practice
21. Perform effectively on interprofessional teams



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Systems Thinking

22. Apply systems thinking tools to a public health issue

MPH Concentration-Specific Competencies

MPH – Health Informatics (HI) Concentration

1. Asses key characteristics, functionalities, and infrastructures of health information systems and technology to improve health care and population health
2. Discuss the role and application of public health informatics in advancing public health practice and improve health outcomes
3. Analyze secondary survey data to research and address a public health question
4. Design statistical analyses to answer major public health questions using publicly available data sources
5. Design data management process to collect, organize and interpret public health data

MPH – Health Management (HM) Concentration

6. Integrate knowledge of employee relations, including risk management, health and safety issues, employee rights and discipline, and basic laws and regulations
7. Explain the role of financial management within healthcare organizations; the role of accounting within financial management; and the use of electronic spreadsheets in financial accounting
8. Use professional practices of financial management in healthcare organizations, including key accounting concepts, key financial statements, valuation of assets and equities, recording financial information, and input from outside auditors
9. Apply principles of strategic planning and management in public health and health care administration
10. Assess short term and long-term consequences of service continuity and major strategic decisions in management



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MPH – Social Behavioral Sciences (SBS) Concentration

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines used in public health research practice
2. Identify the causes of social and behavioral factors that affect health of individuals and populations. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions
3. Identify critical stakeholders for planning, implementing and evaluating public health programs, policies and interventions
4. Describe steps and procedures for planning, implementing, and evaluating public health programs, policies and interventions
5. Describe the role of social and community factors in both the onset and solution of public health problems. Describe the merits of social and behavioral sciences interventions and policies



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Form – Capstone Project Competencies Plan and Project Proposal

Students are required to plan and demonstrate how they will achieve foundational and concentration-specific competencies through the Capstone project.

Part 1: Select at least three competencies from the MPH Foundational Competencies and one competency from the Concentration-specific Competencies that are most relevant to your capstone project. Describe how the project will help in attaining each of the selected competencies. Part 2: Submit your project proposal.

Student Name: _____ **Concentration:** _____

Project title: _____

Advisor: _____ **Date:** _____

Part 1: Competencies Selection & Explanation of Project Support

This Capstone project ensures achievement of the following three foundational and one concentration specific competencies:

Foundational Competency 1:

Foundational Competency 2:

Foundational Competency 3:

Concentration Competency:

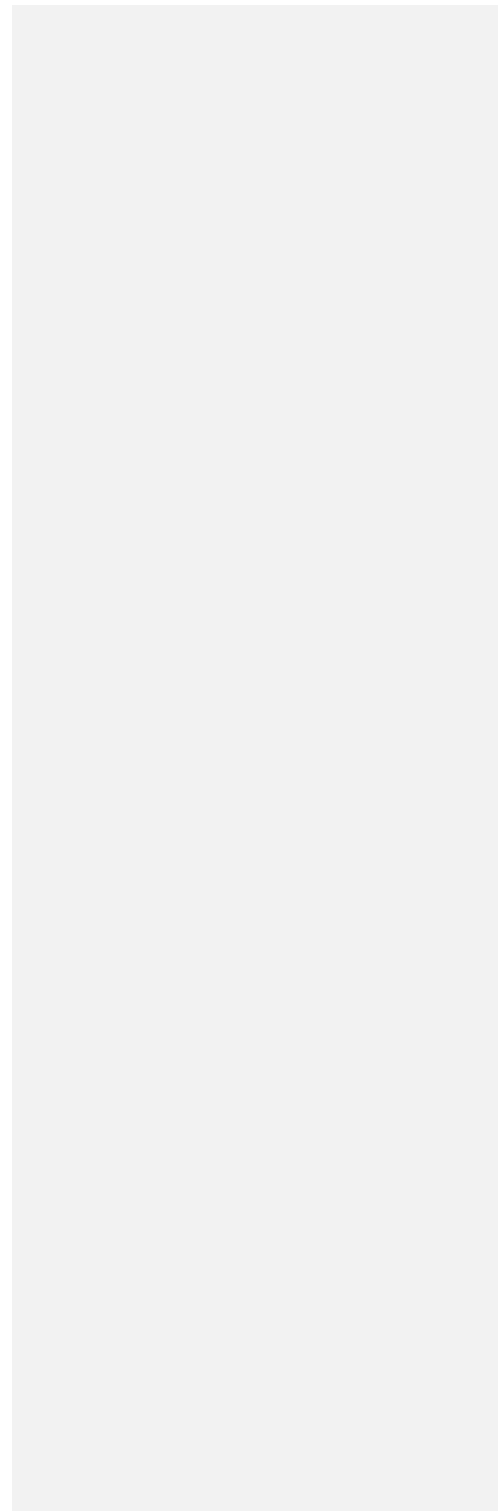


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Describe briefly how the Capstone project will help in attaining each of the competencies selected above. Your essay should be limited to 300 words.

Student _____
Signature: _____

Date: _____





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Part 2. Project Title and Proposal

Project Title: _____

Summary of Project Proposal (max. 300 words):

Part 3. Project Proposal and Target Competencies Evaluation by the Capstone Advisor:

I. Human subject (IRB) review: Needed / Not needed

Deleted:

II. Evaluation of the proposal and competency selection

Project proposal and/or selected competencies do not meet expectations.

Project proposal and selected competencies are matching, feasible, and meet capstone course expectations.

Project proposal and selected competencies are matching, feasible, and exceed capstone course expectation.

Advisor Signature: _____

Date: _____



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Form – Capstone Competencies Achievements

Student Name: _____
Concentration: _____
Capstone Advisor: _____
Date: _____

Now that you have completed your Capstone Project, please summarize how the competencies you listed in your Phase 1 Competencies Plan have been achieved or further developed during the Capstone course.

Your Competency Achievements should be written paragraph form. Identify the competencies listed in your initial Competencies Plan (Phase 1) and describe how each competency was met or developed. Additional formatting instructions are available in D2L Phase 8 of this course.

How were the competencies you have listed achieved or further developed during the Capstone course (max 300 words)?

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Rubric – Poster Presentation

STUDENT'S NAME: _____ **TOTAL POINTS:** _____

<i>Poster Presentation (Max 200 points)</i>	Unsatisfactory	Satisfactory	Criterion Score
<i>Easy to Read</i>	Text is difficult to read, disorganized, or cluttered.	Text is legible, well-organized, and easy to follow.	Score of Easy to Read, ___ / 40
<i>Logical and Properly Formatted</i>	Information is poorly structured and formatting is inconsistent or incorrect.	Information is logically structured and formatted correctly.	Score of Logical and Properly Formatted, ___ / 40
<i>Clarity and Depth of Analysis</i>	Analysis is unclear, superficial, or lacks depth.	Analysis is clear, thorough, and insightful.	Score of Clarity and Depth of Analysis, ___ / 40
<i>Data-Supported Conclusion</i>	Conclusion is unclear, unsupported by data, or not logically derived.	Conclusion is clear, well-supported by data, and logically derived from analysis.	Score of Data-Supported Conclusion, ___ / 40
<i>Professional and Informative</i>	Presentation lacks professionalism, is ineffective, or fails to engage audience.	Presentation is professional, effective, and engaging.	Score of Professional and Informative, ___ / 40

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Rubric – Final Report

STUDENT'S NAME: _____ **TOTAL POINTS:** _____

<i>Written report (Max 400 points)</i>	Unsatisfactory	Satisfactory	Criterion Score
<i>Introduction</i>	Lacks sufficient background, context, or clear idea.	Provides sufficient background, context, and idea.	Score of Introduction, ___/40
<i>Literature Review</i>	Incomplete or inappropriate review of literature.	Thorough and appropriate review of relevant literature.	Literature Review, ___/60
<i>Methodology, Analysis, and Scope</i>	Methodology is inappropriate, superficial analysis, or scope is poorly defined.	thorough, and scope is well-defined.	Score of Methodology, Analysis ___/ 60
<i>Results</i>	Results are inadequate or irrelevant to the study's purposes.	Results are adequate and relevant to the study.	Score of Results, ___/ 60
<i>Conclusions and Discussions</i>	Conclusions are poorly developed, discussions lack insight, or writing is unprofessional.	Conclusions are well-developed, discussions are insightful, and professional.	Score of Conclusions and Discussions, ___/60
<i>Professionalism and Effective Participation</i>	Participation in research lacks professionalism or ineffective.	Participation in Capstone project is professional, effective.	Score of Professionalism Participation, ___/60
<i>Achievement of Selected Competencies</i>	Selected competencies documented in project proposal are not achieved	Selected competencies are adequately achieved by participation and research paper.	Score of Achievement of Selected Competencies, ___/60

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