

INSTRUCTIONS AND PROCEDURES FOR **NEW CAPSTONE EXPERIENCE** PROPOSALS

Below are instructions and procedures regarding the process for getting new capstone experiences approved. Please read this information thoroughly before filling out the form.

- I. The Committee on Academic Affairs will only consider proposals submitted on this forms. All proposals must be completed electronically or typed out.

- A. BE SURE ALL APPROPRIATE SIGNATURES APPEAR ON THE FORM before submission. All proposals must be completed electronically or typed out.

Submit completed form to the Registrar.

- B. After the Registrar has determined that all necessary information and signatures are included, he proposes the new experience to COAA for review.

- II. Administrative procedures following COAA action.

- A. The COAA acts on the proposal and the Registrar records the action.
 - B. The Registrar then sends photocopies of the proposal with a report of the Committee's action to the department chair. NOTE: Approved proposals will have the chair of COAA's signature.

- III. Procedure following approval.

After the experience is approved, the Registrar's Office will load work with the department to get an appropriate catalog description of the capstone experience.

4. Why is this particular experience a valuable addition to the existing curriculum as a capstone for your majors?

5. Does your experience have a service-learning/civic engagement component? Please describe what evidence will demonstrate that this service is a learning experience for the students.

6. What other college-wide goals, if any, does this capstone address?

Substantially _____ Partially _____ *See appendix A for a list of goals.*

C. Effect on Major Requirements

Does this capstone change your major requirements? _____

a. If not, please explain why not?

b. If "yes", please explain how your major is changing? (e.g. any additional requirements, reduction of electives, etc.)

D. Signatures required for COAA approval. If the Chair/Coordinator is the instructor, a signature from another senior departmental/program member is required in lieu of the Chair/Coordinator's signature.

Dept. Chair/Program Coordinator Signature Date

Print Name of Dept. Chair/Program Coordinator Name of Dept./Program

Cross-Listing: (Complete this section if applicable). Approval signatures required for cross-listing with the following Department(s)/Program(s):

Name of cross-listed Department/Program Signature of Department/Program Chair, Date
On the first line, list the name of the cross-listed department and provide the signature of the chair. On the extra line, indicate which requirements in the major or minor would be addressed by this course.

- 1. _____
- 1. _____
- 2. _____
- 2. _____
- 3. _____
- 3. _____
- 4. _____
- 4. _____

E. Action of the Committee on Academic Affairs

Approved _____ Revise and resubmit _____

Signature of Chair, COAA Date

Appendix A

Goal 1

The essential skills which serve as a foundation for effective communication. These include the ability to read and listen critically and the ability to speak and write effectively. Beginning with the First-Year Seminar and continuing through the completion of the major, effective communication is an important component of all course work at the Colleges. Academic work which supports this goal includes the reading of primary texts, sustained writing experiences, oral presentation of argument and extensive faculty feedback.

Goal 2

The essential skills which serve as a foundation for critical thinking and argumentation. These include the ability to articulate a question, to identify and gain access to appropriate information, to organize evidence, and to construct a complex written argument. Critical thinking, argumentation, and reflective reasoning are the skills that underlie most courses and all major programs at the Colleges. Work that supports this goal includes research-based papers, critical and explicative essays, evaluation of competing hypotheses, and experience in the use of bibliographic and other library resources to identify literature appropriate to a research problem or area of investigation. Special opportunities include the Colleges' Honors program and independent study.

Goal 3

The ability to reason quantitatively. Quantitative reasoning involves an understanding of magnitude and proportion, the ability to visualize those abstractions, and the ability to apply them to a problem. Courses in mathematics, the natural sciences, and the social sciences that require students to work with numbers; to recognize trends, patterns and relationships represented by those numbers; and to express conclusions drawn from such evidence, address this goal. Courses that have typically been used to address this goal include introductory courses in biology, chemistry, computer science, geoscience, mathematics and physics. Courses involving statistical analysis in economics, sociology and psychology have also been used in support of this goal.

Goal 4

The experience of scientific inquiry and an understanding of the nature of scientific knowledge. The understanding of scientific knowledge, in both its promise and limitations, is best achieved through the direct experience of experimental investigative, scientific inquiry. Such scientific inquiry involves the development and experimental testing of competing hypotheses. This normally means a lab-based course in biology, chemistry, geoscience, physics or psychology.

Goal 5

An understanding of artistic expression based in the experience of a fine or performing art. This goal exercises each individual's capacity for artistic expression through direct participation in a creative artistic endeavor. Courses that typically support this goal include studio art, music performance, dance, theatre and creative writing.

Goal 6

An intellectually grounded foundation for the understanding of differences and inequalities of gender, race, and class. An intellectually grounded foundation for the understanding of the differences and inequalities of gender, race and class can develop from courses that explore the historical development and social construction of difference, illuminate and allow the visualization of the experience of difference, and/or provide a framework for a critique of historical and or contemporary differences of privilege and the experience of peoples of different genders, races and classes. Students generally address this goal through a combination of courses. Students should address each element of "race, class and gender" in one or more courses.

Goal 7

A critical knowledge of the multiplicity of world cultures as expressed, for example, in their languages, histories, literatures, philosophies, religious and cultural traditions, social and economic structures and modes of artistic expression. Courses in history, literature, language, the social sciences and the arts that study and explore the multiplicity of world cultures address this goal, as does the experience of a different culture in an off-campus program. "Critical knowledge" refers to a broad understanding that allows students to understand the global complexity of the world and their place in it; this can include but is not limited to a critique of cultures. Students generally address this goal through a combination of courses that examine at least two distinct cultures.

Goal 8

An intellectually grounded foundation for ethical judgment and action. An intellectually grounded foundation for ethical judgment and action derives from a deep, historically informed examination of the beliefs and values deeply embedded in our views and experience. Courses that examine values, ethics, social action, social policy, social justice and the responsibilities of citizens in contemporary society address this goal.