**Capstone Overview**

The Capstone experience must include significant opportunities to demonstrate the Communication and Integrative Learning ISLOs and must include a metacognitive reflective artifact that demonstrates academic growth.

The appropriate place for the capstone is, therefore, both a function of departmental needs and planning and individual advising. To this end, the majority of the hours for a capstone class should occur after the completion of the Junior Core.

**While the specific form of the Capstone varies across the disciplines, it should include the following:**

* Independent (individual or group) work such as original research, an internship, artistic performance or creation, a teaching practicum, or a practical consultancy that applies theory and knowledge to a business or other organization.
* A group project would need to include meaningful individual contributions. The group project must be individually assessed so that the instructor can determine the level of mastery that a student has for each of the identified ISLOs and PSLOs.

**Guidelines**

I. All capstone classes must assess AT MINIMUM the Communication and Integrative Learning ISLOs. Additionally, departments are encouraged to include the Critical Thinking ISLOs, where appropriate.

II. Capstones must also align to other ISLOs that the department feels are key for the discipline. It is recommended that departments consult their curriculum map to determine which ISLO criteria should be applied.

a) The Institutional Student Learning Outcomes (ISLOs) to be assessed in the capstone course must be determined by the department and not changed by the individual faculty member teaching the course in a given semester.

b) These ISLOs may be assessed in a single assessment, or they may be assessed across multiple assignments, if the department has a desire.

c) The ISLO-aligned assignment(s) must include both a significant written and oral communication component. The rubric from the Communication ISLO could be applied to either oral or written communication.

d) At minimum, the department will be reflecting on these outcomes during the program review (every four years). If, at that time, the department feels that the learning outcomes assessed by the capstone should change, the rationale for that change should be included in the report to the Assessment Committee.

III. All capstone syllabi must include Program Student Learning Outcomes (PSLOs) in addition to the required ISLOs for capstones.

1. The Program Learning Student Outcomes (PLSOs) for the capstone course are intended to be a reflection of the entire course of study. As a result, any changes to the learning outcomes for the course must be a departmental decision rather than that of the individual instructor.

IV. The capstone’s role the General Education is a culmination of knowledge in the discipline AND a culmination of the knowledge and skills throughout the General Education curriculum and the overall Marietta College experience. Therefore, the capstone experience should include a reflective component that has the demonstration of communication skills and integrative learning at its center.

a) The capstone must include production of an artifact that demonstrates a graded, metacognitive reflection about the student’s learning. Recommended products are:

a. Paper

b. Portfolio

c. Journal

d. Multimedia Product

**Name/Number of Course(s)**

 Click or tap here to enter text.

**Catalog Description**

Please include the catalog description of all courses that are part of the capstone sequence. If this is a new catalog description, include the current description (i.e. the one being replaced) as well. All descriptions must be 120 words or less.

Click or tap here to enter text.

**Scope and Sequence**

Please describe the placement of the Capstone course(s) in your program scope and sequence.

Click or tap here to enter text.

**Institutional Student Learning Outcomes**

Integrated Learning objectives MUST be included in the proposed capstone course(s). Communication must also be assessed unless assessed in the Junior Core in which case Critical Thinking should be assessed. Include the aligned assignment that will be used to assess these ISLOs. The prompt for the assignment OR a detailed description of the assignment that reflects these ISLOs must be included.

|  |  |
| --- | --- |
| **ISLO** | Aligned Assignment |
| Integrative Learning | Click or tap here to enter text. |
| Communication | Click or tap here to enter text. |
| Critical Thinking | Click or tap here to enter text. |

Please list any other ISLOs that will be addressed and assessed in your capstone course(s). Include the aligned assignment that will be used to assess this ISLO Please note that it is recommended that the Critical Thinking be assessed if at all appropriate. The prompt for the assignment OR a detailed description of the assignment must be included that reflects these ISLOs.

|  |  |
| --- | --- |
| **ISLO** | Aligned Assignment |
| Additional ISLO, if applicable. | Click or tap here to enter text. |
| Additional ISLO, if applicable. | Click or tap here to enter text. |

**Program Learning Outcomes**

The capstone course(s) is also a place to assess Program Student Learning Outcomes (PSLOs). Please list any PSLOs that will be addressed below. Identify the aligned assignment that will be used to assess this PSLO. The prompt for the assignment OR a detailed description of the assignment must be included that reflects these PSLOs.

|  |  |
| --- | --- |
| **PSLO** | Aligned Assignment |
| Enter PSLO here. | Click or tap here to enter text. |
| Enter PSLO here. | Click or tap here to enter text. |
| Enter PSLO here. | Click or tap here to enter text. |

**Course(s) Objectives**

All course objectives must be included on the course syllabus, including the common objectives

**The following course(s) objectives MUST be included in the proposed capstone course(s):**

* *Students will extend their academic experience by working with new ideas, issues, organizations, and/or individuals.*
* *Students will think critically and creatively about academic and professional issues, as well as to further develop their analytical and ethical leadership skills necessary to address and help solve these issues.*
* *Students will demonstrate their proficiency in written and oral communication.*
* *Students will demonstrate their achievement of the Marietta College outcomes and their ability to extend and refine their knowledge and skills in the realization of their personal and professional goals.*

Please list any additional course(s) objectives for your capstone course(s):

 Click or tap here to enter text.

**Reflective Component**

The capstone is intended in our General Education as a culmination of knowledge in the discipline AND a culmination of the knowledge and skills as reflected in the General Education curriculum and the overall Marietta College experience. The capstone experience requires a reflective component that has the demonstration of communication skills and integrative learning at its center. There must be an artifact produced as a part of the capstone that demonstrates a graded metacognitive reflection about their learning.

NOTE: The work product produced during a capstone is not inherently a reflective artifact. The graded reflective artifact must provide the student with an opportunity to reflect on the experience or academic journey undertaken during the capstone.

**Please describe how the students in this course(s) will reflect on knowledge in the discipline AND the General Education curriculum. Indicate which type of reflective artifact will be submitted.**

[ ] Paper

[ ] Portfolio

[ ] Journal

[ ] Multimedia product

**Description (may be an attached prompt or assignment sheet):**

Click or tap here to enter text.