Course Proposal for Tier 3 Capstone

Proposer Name: [ ]

Department: [ ]

Date: [ ]

**1. Abbreviated Course Title**

[Insert abbreviated course title here]

**2. Full Course Title**

[Insert full course title here]

**3. Credits**

Three (3) credits

**4. Course Components**

Lecture

**5. Course Level**

300-level

**6. Catalog Description**

[Insert catalog description here]

**7. Course Prerequisites or Co-requisites**

8 courses/24 credits in Gen Ed Tiers I and II.

**8. Rationale**

Through an in-depth study of [insert topic here], students will use the skills associated with the University-wide student learning goals that they have been developing during their studies in Tiers 1 and 2 to produce a capstone project. Each student will demonstrate proficiency in the outcomes associated with at least two of the following university-wide learning goals:

* [Civic Engagement and Intercultural Knowledge](http://www.njcu.edu/uploadedFiles/Academics/Colleges/College_of_Art_and_Sciences/General_Education/Rubric-Civic%20Engagement%20and%20Intercultural%20Knowledge-NJCU%201.0.doc)
* [Critical Thinking and Problem Solving](http://www.njcu.edu/uploadedFiles/Academics/Colleges/College_of_Art_and_Sciences/General_Education/Rubric-Critical%20Thinking%20and%20Problem%20Solving-NJCU%201.1.doc)
* [Information and Technological Literacy](http://www.njcu.edu/uploadedFiles/Academics/Colleges/College_of_Art_and_Sciences/General_Education/Rubric-Information%20and%20Technological%20Literacy-NJCU%201.0.docx)
* [Oral Communication](http://www.njcu.edu/uploadedFiles/Academics/Colleges/College_of_Art_and_Sciences/General_Education/Rubric-Oral%20Communication.doc)
* [Quantitative Literacy](http://www.njcu.edu/uploadedFiles/Academics/Colleges/College_of_Art_and_Sciences/General_Education/Rubric-Quantitative%20Literacy.doc)
* [Written Communication](http://www.njcu.edu/uploadedFiles/Academics/Colleges/College_of_Art_and_Sciences/General_Education/Rubric-Written%20Communication.doc)

This course is proposed as a General Education Tier 3 Capstone course. Each student will focus for a significant part of the course on a capstone project in which he or she will undertake study in the modes of inquiry that best reflect his or her academic interests and are most appropriate for the chosen capstone project.

The course will be structured as an interdisciplinary learning community in which students learn from their classmates’ research projects and exchange suggestions for sources and ideas drawn from their research on their own individual projects.

**9. Student Learning Outcomes**

As a Tier 3 Capstone course, the University-wide student learning goals covered and assessed on the Signature Assignments (the capstone projects themselves) will depend on the design of the individual projects proposed by students and approved by the instructor. Each capstone project will cover two (2) of the University-wide student learning goals.

While the specific learning goals covered on Signature Assignments will vary by individual capstone project, the whole class will be working on the following University-wide and discipline-specific learning outcomes:

**University-Wide Student Learning Outcomes**

At the end of the course, students will be able to:

[Paste your choice of Tier 3 learning goals taken from this list of [University-wide student learning goals organized by tier.](http://www.njcu.edu/uploadedFiles/Academics/Colleges/College_of_Art_and_Sciences/General_Education/Gen%20Ed%20Learning%20Outcomes%20in%20the%203%20Tiers%20--%20Compiled%20v5.docx)]

**Discipline-Specific Learning Outcomes**

At the end of the course, students will be able to:

[Paste your choice of Discipline-specific learning goals here.]

**10. Instructional Procedures** (List recommended procedures for this course from the following: lectures, reading assignments, writing assignments, discussion, student presentations (individual and / or group), exhibitions, performances. Attach parenthetically the specific related Student Learning Outcomes listed in Section 9 to each (e.g., (Student Learning Outcomes a, c, h)).

[Enter Instructional Procedures here.]

**11. Course Content** (Provide a detailed outline that reflects the scheduling of the course content over the typically 15-week semester including finals week. Attach parenthetically the specific related Student Learning Outcomes listed in Section 9 to each week.)

[Enter weekly course content here.]

**12. Undergraduate General Education Courses**

1. **Tier:** This course is proposed as a Tier 3 Capstone. It is designed to serve as the culmination of General Education at NJCU. Students work individually and with peers to design, develop, complete, and present research or creative projects. It provides a hands-on experience in which students showcase their command of the skills they have been honing and the knowledge they have acquired in Tiers 1 and 2. It also provides an opportunity for students to integrate their work in General Education with early work in the major.
2. **Mode of Inquiry**: Tier 3 capstone courses are not offered in specific modes of inquiry. The topic of the course, [enter topic here], is approachable from many disciplinary perspectives. The course is designed to attract students from a variety of major fields of interest and to provide them with an opportunity to reflect on and synthesize the methodologies and perspectives encountered in Tiers 1 and 2. Individual student projects may participate in one or two modes of inquiry to be proposed by the student and approved by the professor.
3. **Department(s) or academic unit(s)**: [enter department here]
4. **The Signature Assignment(s) must be described in detail in Item 12d and identified in Items 10, 11, and 16.**

The individual capstone project will serve as the Signature Assignment for the course.

Each student’s capstone topic and mode(s) of inquiry, as well as the two university-wide student learning goals chosen for the project, must be approved by the instructor. Students will then initiate research in the chosen/approved topic and begin to tailor a more narrowly defined approach that will then translate into the individual final project. Students will give presentations to the class on the research they have been conducting. They will also meet with the instructor for individual conferences to define the terms, methods, and scope of the capstone project.

Students will present their work-in-progress and discuss methodological issues and challenges while also drawing from the growing collective class expertise on [insert course topic here] to refine, deepen, and focus their projects. Students will give presentations of final capstone projects and participate in discussions of their projects with the class.

As explained in Item 9 above, the University-wide student learning goals that are covered and assessed on the Signature Assignments (the capstone projects themselves) will depend on the design of the individual projects proposed by students and approved by the instructor.

**13. Graduate Course Status**

N/A

**14. Degree Requirements**

N/A

**15. Specialized Accreditation, Certification, and Licensure**

N/A

**16. Assessment/Evaluation of Student Outcomes and Determining Student Grades** (List the methods that will be used to evaluate students (e.g. examinations, writing assignments, class participation, presentations, performances), attaching parenthetically the specific related Student Learning Outcomes listed in Section 9 to each. Please note that all **General Education** courseswill be required to participate in programmatic assessment activities that are distinct and separate from those addressed in Section 16.)

Students will receive instruction in the following NJCU University-wide learning goals:

[Insert University-wide learning goals covered for all students in your course here.]

The associated General Education outcomes for Tier 3, as well as the discipline-specific learning outcomes for the course, will be presented to students, whose achievement of these outcomes will contribute to the determination of individual assignment grades (including the Signature Assignment) where appropriate.

**Measures for Determining Grades**

[Insert measures for determining student grades here with percent of final grade for each item]

*The Capstone Project itself will be submitted as the Signature Assignment for the course.*

(The University-wide student learning goals that are covered and assessed on the Signature Assignments—the capstone projects themselves—will depend on the design of the individual projects proposed by students and approved by the instructor. *Each Signature Assignment will cover two University-wide student learning goals for programmatic assessment purposes.* Students will also be working on the following learning outcomes: [insert choice of learning goals here])

**17. Bibliography**

([Indicate bibliography formatting style here; insert required information below for items a-e])

1. **Required Text(s)**

1. **Supporting Bibliography** (Include a minimum of twenty sources.),
2. **Relevant Periodical Sources** (Include a minimum of five journals / periodicals.),

**d. Relevant Online Materials**, including web addresses,

**e. Relevant Audiovisual Materials**.

**18. Budget**

**19. Enrollment and Scheduling**

The recommended maximum enrollment for Tier 3 Capstone courses is 15 students.