**Capstone Course Approval Process 2013-2014**

**DEADLINE:** rolling

Review and approval of courses for inclusion in the USM Core Curriculum shall respect and give appropriate deference to the expertise and academic freedom of individual faculty to teach what they know and to determine the content, pedagogy, required student activities, and teaching practices of each course.

In cases of courses intended to count toward the major, minor, or other program, review by college, school, or other curriculum review bodies may be necessary. Such review is the responsibility of the faculty members proposing the course and/or their departments, as appropriate.

Course proposals will be reviewed for approval by the USM Core Curriculum Committee in the order in which they are received. Course proposers will be informed of any action on their proposals within one week after the first review. Revisions and resubmissions will be read and acted on as soon as possible after they are received by the committee.

**Proposer Name:**
**E-mail:**
**Phone:**
**Course number and name:**
**Names of faculty developing the course:**

**Names of faculty expected to teach course (if different from above):**

**Department notification/approval**

All courses in the new Core Curriculum must be taught as part of a faculty member’s normal load. Consultation with your department is an important component of course planning. Please ask your department or program chair to e-mail smcwilms@usm.maine.edu indicating that departmental notification/approval has occurred.

**Scheduling:**

Expected number of sections:_____
Semester/days/times/campus(es) in which you plan to offer the course for the first time (all sections):

Has this scheduling been approved by the department(s) involved? Y / N

After the first offering, what semesters do you plan to offer this course and how many sections will you offer per semester?
Course Proposal Narrative
Course proposals should include the following:

1. A narrative describing how each of the learning outcomes and course characteristics will be addressed in the course
   b. for each outcome, describe at least one example of an assignment students will complete to achieve the learning outcome and
   c. for each outcome, describe how student learning will be assessed in relation to the outcome (i.e., how the faculty member will determine whether the outcome has been achieved).

2. A course outline showing organization of topics, central questions, related readings and assignments, etc. If available, a recent syllabus will suffice.
**Capstone**

The capstone experience engages students with a significant theme, issue, topic, or problem. The capstone requires the development of a substantial oral, written, creative or applied final project that integrates disciplinary learning with general education and the perspectives of other disciplines. As the concluding experience, the capstone provides opportunities for students to think about how their education at USM, especially in the major, informs their future academic, professional and personal lives. Prerequisite: Ethical Inquiry, Social Responsibility, and Citizenship, and as determined by offering department.

**Learning Outcomes:**

Students completing the capstone will

1. Draw on the specialized knowledge of the major to articulate a significant theme, topic, issue or problem;

2. Design and generate a significant oral, written, creative or applied final project;

3. Collaborate or consult with others to research, create or discuss solutions or approaches to the project;

4. Analyze, apply, and integrate multiple sources of information and specialized perspectives to complete the project;

5. Draw on learning in general education and other courses to reflect on and critically interrogate learning within the capstone and the major.

**Course characteristics:**

1. Where appropriate, capstones will include co-curricular learning. Ideally this will include experiential learning opportunities such as internships, service learning, field work, practica, action research, public performance, presentation, or exhibition, etc.

2. Capstones should provide opportunities for students to think about how their education at USM, especially in the major, informs their future academic, professional and personal lives.