

## Guidelines for Capstone Courses

PPP Proposal

**Approved UCASC, Dec 7, 2012**

***n.b** Revisions to be noted for second reading in Italics and bold*

General education assessment has revealed that there is little consensus among faculty about what constitutes a capstone course (<http://www.jjay.cuny.edu/academics/4661.php>) and that standards are not uniformly rigorous across majors that have capstones. The following guidelines are meant to begin to address the above and to assist faculty in capstone development and assessment.

<b>Domain</b>	<b>400 level</b>
	<b>Capstone courses</b>
<b>Essential knowledge</b>	Students apply techniques, approaches and original questions related to their studies in their completion of <i>semester-long</i> assignments.
<b>Intellectual and Practical Skills</b> (Assumed/expected student preparation)	Students independently integrate and synthesize knowledge gained over time in their studies.
	Students demonstrate key general education abilities in writing, information literacy and oral communication.
	Students <i>critically and analytically</i> interpret, evaluate and assess evidence and <i>arguments</i> from a variety of sources and viewpoints.
	Students produce well-reasoned written or oral arguments using evidence to support conclusions.
<b>Personal Development and Social Responsibility</b> (Student Behavioral /Affective Domain)	<i>Students demonstrate that they have set appropriate learning and career goals for transition from college.</i>