



GENERAL EDUCATION INSTITUTE **2005**

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Capstone Experience Breakout Session

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Session Plan—not necessarily in this order

- Explore what you:
 - Have committed to do;
 - Are trying to do;
 - Really want to do.
- Develop more understanding of capstone or culminating experiences.





RESOLVED that the Faculty Senate endorses in principle the following major components of the GEP:

1. Freshman Year Experience
2. Basic skills
3. Discovery Learning Experience
4. Capstone Experience (CE) which integrates the undergraduate experience such as a senior seminar, group project or similar experience.

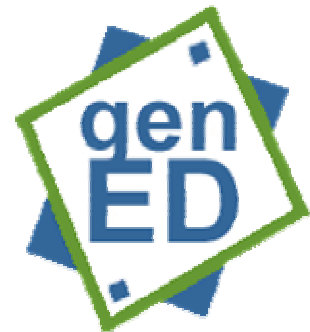
Approved Faculty Senate
March 13, 2000





Building Background

- How do you define “capstone”?
 - (one sentence)
- Describe a capstone experience that you had when you were a student. Or if you did not have a capstone experience, describe the experience that you had that came the closest to a capstone experience.
 - (Three or fewer sentences)





Further Background:

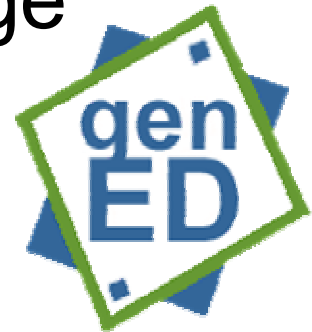
- Describe your ideal high quality capstone experience.
- Has anyone taught a capstone experience course?





The Janus Nature of Capstone Experiences

- Students should “have an opportunity near the end of their course of study to pull together their learning in a senior seminar or project....” (AAC, 1994)
- “Students join the community of the major briefly; ultimately, they must disengage and leave.” (AAC, 1991)





Where is the University of Delaware on capstone courses?

- Spring 2003 Capstone Survey—Ranking of goals (# ranked first second or third):
 - Foster integration & synthesis w/in the major 31
 - Integration between major and work world 21
 - Career pre & pre-profess development 20
 - Skills, competencies tacitly & incidentally 12
 - Assess oral & written communication 11
 - Prospects for post-graduate education 11
 - Other 5
 - Promote coherence & relevance of Gen Ed 4
 - Integration of Gen Ed and major 3
 - Key personal adjustment during transition 0



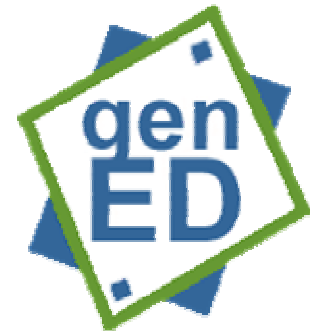


Ranking of goals 2003 Survey



- A { • Foster integration & synthesis w/in the major--31
- B { • Integration between major and work world--21
• Career pre & pre-profess development--20
• Prospects for post-graduate education--11
- C { • Skills, competencies tacitly & incidentally--12
• Assess oral & written communication--11
- D { • Promote coherence & relevance of Gen Ed--4
• Integration of Gen Ed and major--3
- E { • Key personal adjustment during transition--0

Students should “have an opportunity near the end of their course of study to pull together their learning in a senior seminar or project....”
(AAC, 1994)



Ranking of goals 2003 Survey



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- E { • Key personal adjustment during transition--0

•“Students join the community of the major briefly; ultimately, they must disengage and leave.” (AAC, 1991)



Transformation:

- What was the most transformative experience you had in your own education?
- What made it transformative?
- What experiences for your students have been most transformative?
- Why?



General Education at the University of Delaware

TEN GOALS OF UNDERGRADUATE EDUCATION

1. oral and written communication, quantitative reasoning, and information technology.
2. think critically to solve problems.
3. work and learn both independently and collaboratively.
4. ethics and responsibility.
5. diverse ways of thinking.
6. lifelong learning.
- 7. integrate academic knowledge with experiences beyond the classroom.**
8. creativity and diverse forms of aesthetic and intellectual expression.
9. cultural diversity.
10. international perspective.

Examples covered experiences beyond the classroom. But also covered experiences beyond the curriculum.



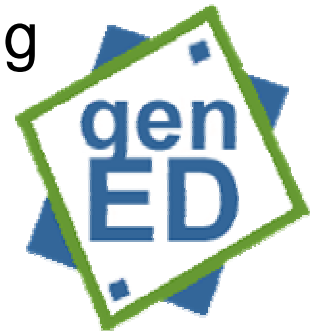
Drawing

- Form into groups of about five
- Make a group drawing of the capstone course or experience in the current baccalaureate curriculum
- The drawing may be
 - A map
 - A structural diagram
 - A metaphor
 - A perceptual or emotional response
 - Or something else
 - Individual words may be used but no texts
- Each person contributes something to the drawing
- Use at least four colors



Drawing #2

- Make a second group drawing of the capstone course or experience in the current baccalaureate curriculum from the students' perspective
- Again, the drawing may be
 - A map
 - A structural diagram
 - A metaphor
 - A perceptual or emotional response
 - Or something else
 - Individual words may be used but no texts
- Each person contributes something to the drawing
- Use at least four colors



Compare the drawings

- What do the first drawings have in common?
- What do the second drawings have in common?
- Are there any common patterns?
- In what ways are the first and second drawings different?
- How does the capstone course connect to the rest of the students' learning experiences?



RSQC2

- Recall
- Summarize
- Question?
- Connect
- Comment



Self Portrait--2004

