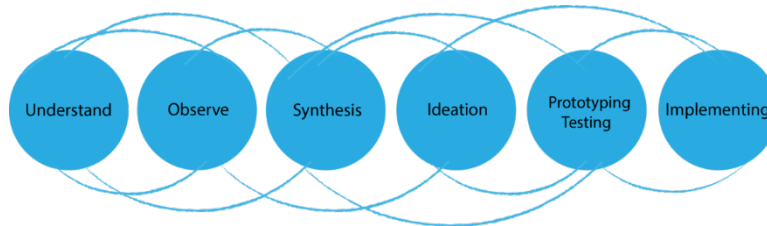


DREXEL UNIVERSITY
COLLEGE OF COMPUTING & INFORMATICS

Design Thinking for Digital Community Service
Draft



"The Design Thinking Process," in Wölbling et al. 2012. "Design Thinking: An Innovative Concept for Developing User-Centered Software", in *Software for People*, Mädche, Alexander (eds.), Berlin: Springer, pp. 121ff. Wikimedia Deutschland e. V. [CC BY-SA 4.0 (<https://creativecommons.org/licenses/by-sa/4.0/>)]

COURSE DESCRIPTION

This course will pair Master of Information Science (MSI) students concentrating in Library and Information Science with Philadelphia professionals working in the field of public library services. It will present an in-depth introduction to community information needs analysis and involve all course participants in problem-based learning. Students and professionals will work together to identify a community-based digital information need and design a collaborative program to address that need. This course will also teach basic aspects of design thinking, within the context of information services.

COURSE LEARNING OUTCOMES

At the conclusion of the course, course participants will be able to:

1. Explain the major concepts and processes of community information needs analysis.
2. Describe the major elements of design thinking, with a particular focus on digital information service design.
3. Identify a significant information service need within the target community.
4. Work collaboratively to design a problem-based information service to address the identified need.

COURSE FORMAT

This course will be a 3-credit hour [Community Hybrid](#) course. The Community Hybrid format is one type of community-based learning (CBL) course delivered in collaboration with [Drexel University's Lindy Center for Civic Engagement](#). Following the Lindy's Center's model for Community Hybrid courses, this course will comprise 3 credit hours divided between hybrid on-campus/online classroom instruction and work on-site at the partnering public libraries where the digital information programs will be developed and implemented. In addition to having domain expertise, all course instructors will complete the Lindy Center's Community-Based Learning Training Workshop to learn about fostering civic engagement through higher education, to experience active learning techniques and pedagogies, and to learn about effective design for community-based learning courses.

STUDENT ASSESSMENT

Student performance will be assessed in three areas:

- Class discussions and in-class interactive learning activities designed to teach students core concepts of community information needs assessment and of design thinking, 30%
- Co-development between a student and a community professional of a community information needs assessment and identification of a digital-information-based problem, 40%
- Co-development between a student and a community professional of a plan for creating a digital information service based on design thinking principles to address the problem identified, 40%

Readings and weekly topics are TBD.

College of Computing and Informatics, Drexel University
INFO 5XX Data Analytics for Community-Based Data and Service (3 cr.)
Draft

Term: TBD
Instructor: TBD
Office: TBD
Office Hours: TBD
Contact: TBD

Catalog Course Description *(pending upon curriculum committee approval)*

INFO 5XX is a community-based hybrid course, which utilizes in-class lectures and partnerships with a community small business or non-profit to assess the data and information needs of, design data-driven methods for, and proposal and/or develop sustainable data infrastructure to those community organizations. Through academic readings, in-class facilitation, and seminars, students will explore civic engagement, democratic participation and community change in urban settings. They will learn community information needs assessment, decision making, and information use, representation, and visualization. At the same time, students will identify a community small business or non-profit organization as their client and meet the client for two hours each week, working with community organizations in need of data analytics support.

Curriculum Role

This course is an elective course for the MSI program and a required course for IMLS Fellows.

Course Rationale

This course helps students develop skills in data analytics in a real-world setting while providing them community-based learning and practice. The course also describes required skills and areas of knowledge for a successful professional in the field.

Course Outcomes

Upon successful completion of this course, students will be able to:

- determine the key steps and associated challenges of data analytics for selected domain problems.
- use their oral and written communication skills to interact with a range of audiences through democratic, participatory engagement.
- choose analytics tools for loading, aggregating, analyzing, and visualizing data for community projects.
- develop collaboration with each other and with community organizations to identify and address data-invoked problems.
-
-
- ~~Undertake critical data analysis and assessment skills to learn the key steps and associated challenges of data analytics for solving domain problems.~~
- ~~Hone their oral and written communication skills, learning how to interact with and impact a range of audiences through democratic, participatory engagement.~~
- ~~Use tools for loading, aggregating, analyzing, and visualizing data for projects.~~
- ~~Learn to collaborate with each other and community organizations to identify and address data-invoked problems.~~

Prerequisites

None

Recommended Textbooks

None. Reading materials will be provided for each week.

Tentative Schedule

The schedule is tentative and is likely to vary somewhat based on knowledge of students in the class section. The table below shows the initial schedule for the term.

Week	Topics	Reading	Tasks
0	- Instructor to identify community small businesses and non-profits interested in serving as partners		
1	- Introduction to data analytics - Introduction to data life cycle		
2	- Identify data problems - Understand communities		Assignment 1
3	- Community-based learning - Needs assessments		
4	- Data preparation - Exploratory data analysis		
5	- Hypothesis and statistical modeling - Data visualization		Assignment 2
6	- Community partners presentation - Choose partner/project		
7	- Assessing organization data and information needs - Mini proposal		Assignment 3
8	- Design data solutions		
9	- Data analytics applications		Assignment 4
10	- Deployment, evaluation, and visualization		
11	- Presentation and reflection - Community partners feedback		Final report and feedback

Grading

Your course grade will be based on: **course participation, homework assignments, report, and client feedback.** The grade is computed as follows:

Task	Weight	Topic	Due
------	--------	-------	-----

Course participation	5%	Class attendance and discussion	
Assignment 1	10%	Understanding communities	Week 2
Assignment 2	15%	Data collection and analytics	Week 5
Assignment 3	20%	Mini proposal for community partner	Week 7
Assignment 4	15%	Draft report for project	Week 10
Final report	30%	Final report	End of the term
Feedback	5%	Community partner feedback to project	End of the term

All work is graded on a numeric scale of 0 to 100. Assignments are graded based on their content (whether you answered the questions correctly and well) and their form (did you produce a submission that has a professional appearance that follows course requirements). A single grade is computed for the assignment based on those two factors.

Conversion from points to letters is given in the following table:

>=97	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	<=62	F

Submitting Assignments

1. You must submit **assignments** electronically via Blackboard Learn **no later than 11:59pm** on the due day. The **name(s)** and **student ID(s)** of all submitters of the assignment along with the **course number** and **assignment number** must be clearly printed on the first page.
2. University rules and policies regarding academic honesty are followed to the letter.

Late or Missing Work

Each item of course work you turn in has a due date and time:

- Deliverables are due at the time and date indicated by instructions. Written assignments are due no later than **11:59pm** on the due day.
- There will be a 10% (absolute value) deduction for each day of lateness, to a maximum of 3 days; assignments will not be accepted beyond that point. Missing work will earn a zero grade.

Re-Marking

If you are dissatisfied with a grade or point deduction, you can request re-marking. All re-marking requests must be done through written (paper or email) descriptions of why you think the grade is in error. Please note that it is very rare that changing disputed grades on assignments or exams actually affects a student's calculated letter course grade. The corrections are usually insignificant. If you wish to appeal a course grade, school policies apply.

Academic Honesty

The Drexel University Academic Honesty Rules and Procedures (as stated in the student handbook) will be adhered to strictly. Students who commit plagiarism or cheat on assignments may receive an F grade for both the assignment and the course.

In order to avoid plagiarizing material, observe the following:

- If you work on an assignment with another student or a group of students, be certain that your final, individual paper is your own work or the work of your project group (for group projects) unless otherwise specified by the professor. While you might want to discuss the assignment with other students, you must, in your paper, express your own ideas in your own way.
- If you use printed or electronic resources in your papers, be sure to attribute the sources you have used. This can be done by quoting the material or by paraphrasing the material and, in either case, listing the source in an annotated bibliography. Use standard notation when citing references.

Class Attendance and Participation

You will get the most out of this course if you come to class on time, participate and conduct yourself in a professional manner. Skipping classes will hinder your ability to do well in the course and to learn this important subject. You will also miss handouts, assignments, and announcements. Participation in class is important; there are no stupid questions or comments.

Frequent communication with community partner is expected. For the second half of this course, students should work closely with chosen community partners. It is expected that students meet with community partners at least two-hours per week between week 6 and week 10. Community partners will provide feedback based on communication, commitment, and quality of deliverables by the end of the term.

Disabilities

Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter ("AVL") to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services ("ODS"). For additional information, contact the ODS at www.drexel.edu/edt/disability, 3201 Arch St., Ste. 210, Philadelphia, PA 19104, Voice: 215.895.1401, or TTY 215.895.2299.

Withdrawal of the Course

For dropping or withdrawing from the course, please refer to the university policies at:

http://www.drexel.edu/provost/policies/course_drop.asp

http://www.drexel.edu/provost/policies/course_withdrawal_policy.asp

Class Cancellation

On rare occasions, instructors may be delayed or unable to attend a scheduled class due to unforeseen circumstances. In the event that an instructor does not appear in class and has not notified the class of his/her expected arrival time, class is cancelled 15 minutes after the scheduled start of class. More information about class cancellations can be found at the Office of the Provost website at:

http://www.drexel.edu/provost/policyweb/cancellation_instructor_absence.html

Class Lecture Recording

Lectures and class discussions may be audio-recorded and streamed or rebroadcast for educational purposes only.

Incomplete Policy

Incomplete grades are contingent upon instructor approval and will only be considered in extenuating circumstances beyond the student's control. The instructor is under no obligation to offer an incomplete grade. At least 80% of the graded coursework must have already been completed in order for an incomplete grade to be considered (per the recommendation of the Provost's Office). An incomplete contract with an instructor-determined due date for delivery of the completed work must be completed by the student and the instructor. It can be found here: <http://www.drexel.edu/provost/policies/pdf/forms/incomplete.pdf>.

Support for Equality and Diversity

Drexel University strives to promote an environment of equality of opportunity and compliance with University policies and federal, state and local laws prohibiting discrimination based upon race, color, religion, gender (sex), marital status, pregnancy, national origin, age, disability and veteran status. Students, faculty, and staff with questions about or complaints concerning discrimination, harassment, and/or retaliation should contact the Office of Equality and Diversity at (215) 895-1403 or <http://www.drexel.edu/oed/>

Student Conduct and Community Standards

Drexel University expects that all students as well as student organizations will conduct themselves responsibly and in a manner that reflects favorably upon themselves and the University. Check out here: http://www.drexel.edu/studentlife/community_standards/overview/ for the university policies, rules, regulations, and standards of conduct.

Drexel University
College of Computing & Informatics
INFO890: Capstone Project – 3 credit hours

Professor: Denise E. Agosto, Ph.D.

Office: Rush Bldg. 214B

Email: dea22@drexel.edu

Phone: (215) 895-1930

Course Description

The capstone course is intended as a culminating experience to bring together all that students have learned in their degree programs and to enable them to apply what they have learned to work or research in their intended professional fields. Projects will be individualized to enable students to design work closely aligned with their own learning and professional goals.

Course Purpose

This course is a required core course for the MSLIS program in the College of Computing & Informatics, Information Science Department. With this course, students are expected to integrate domain knowledge with communication, organization, research synthesis, and other professional skills. In accordance with Drexel University expectations for graduate courses, students are expected to spend an average of 12 hours per week working on this course for each of the ten weeks of the term.

Course Outcomes

After successfully completing this course, students will be able to:

- Analyze a significant problem in the field of information science, informatics, or a related area.
- Demonstrate knowledge of basic qualitative and quantitative research methods commonly used in the research literature of the field.
- Apply knowledge and research from information science, informatics, and related fields to advance professional practice or academic study.
- Demonstrate effective written and verbal communication of professional practice experiences or academic research.

Pre-Requisites/Position in Degree Program

This course should be taken during the final term of the student's academic program. The following courses must be completed with a minimum grade of C before students will be enrolled in this course:

- INFO505: Information Professions and Professionals
- INFO506: Users, Services, and Sources
- INFO507: Leading and Managing Information Organizations*

*This course should be taken near the end of the program. Departmental permission is required.

It is important to note that the capstone experience is intended as a program-long experience, with thinking and work beginning at the earliest stages of the master's program and continuing throughout the degree program. In addition to planning work on the capstone project in the early core courses, students should frame other coursework throughout the program to contribute to the capstone

planning and preparation as they progress through their coursework. The overall degree program experience should be a cohesive whole, and whenever possible work in each course should contribute to readiness for the capstone.

Teaching/Learning Approach

Students will work with the course instructor to design a capstone project of personal significance and professional relevance. Students may choose to focus on using the capstone project to gain relevant professional experience or to engage in an extended research experience. All students will be required to submit periodic progress updates to the course instructor and to submit and present a culminating project report at the end of the term. Students will also engage in discussion and reflection with fellow students about their learning experiences throughout the course of the term.

ASSIGNMENTS

NOTE: Written papers and discussion contributions are due on the last day of the week under which they are listed on the course schedule. Please email written papers to me at: dea22@drexel.edu.

CAPSTONE PROJECT PROPOSAL

Students are expected to identify a problem in their chosen area (library and information science, informatics, etc.) and to propose a project intended to address that problem. The project can focus on professional-level work in an information organization, on work with a chosen user group in a professional context, or on academic research. At the end of the term, each student will submit a written project report and present an oral presentation of the work to the class, either online via a mediated communication platform (for online classes) or face-to-face (for face-to-face classes). Additional project details will be distributed in class. More details are provided on the Capstone Project Proposal Form, which is appended to the end of this syllabus.

CLASS DISCUSSIONS

There will be class discussions during most weeks in the terms. Discussions will serve as an avenue for student reflection on the capstone experiences and to create a community for shared learning and reflection. The weekly discussion questions are listed on the course schedule (below).

MID-TERM REFLECTION PAPER

Refer to the Assignments section of Blackboard for detailed assignment instructions.

END-OF-TERM REFLECTION PAPER AND ORAL PRESENTATION

Refer to the Assignments section of Blackboard for detailed assignment instructions.

COURSE SCHEDULE

Week 1: September 24 – September 30

ASSIGNMENT DUE: Capstone Project Proposal Form

DISCUSSION: Course Introductions

Refer to the BlackBoard description of this week's discussion board for information on your initial post this week.

Week 2: October 1 – October 7

DISCUSSION: Initial Impressions

Address these questions in your initial discussion post this week:

- What are your thoughts and feelings about your project now that you have been working on it for at least a week?
- What uncertainties do you currently have about your project?
- What aspects of your project are you the most excited about?

Week 3: October 8 - 14

DISCUSSION: Communicating with Users, Professionals Peers, and Others

Address these questions in your initial discussion post this week:

- How does communication play a role in your project?
- Who comprise the different audiences with whom I need to communicate as I work on the project?
- What communication issues have arisen in your project so far?
- As professionals, how do we best communicate with diverse audiences?

Week 4: October 15 – October 21

DISCUSSION: Making Connections between Research and Practice

Address these questions in your initial discussion post this week:

- How has your master's degree work helped prepare you for your capstone work?
- What theories/concepts from your graduate work have you applied to your project so far?
- More generally, what is the connection between guiding theories/concepts of your field and your capstone project?

Week 5: October 22 – October 28

DISCUSSION: Collaboration is All Around

Address these questions in your initial discussion post this week:

- Who are the major people involved in your project, and what roles have they played in your capstone work so far?
- What have been the major positive and negative aspects of collaboration on this project?
- What lessons have you learned about collaboration from this project?
- How can you apply what you have learned about working with others to your future work in the field?

Week 6: October 29 – November 4

ASSIGNMENT DUE: Mid-Term Reflection Paper

(See assignment description on Blackboard.)

Week 7: November 5 - November 11

ASSIGNMENT DUE: Your Resume

As a professional, it's important to keep your resume up-to-date, both for job-hunting and to keep it ready when necessary to communicate your professional experience and qualifications. In lieu of a discussion this week, create an updated professional resume (pdf or Word) and email it to me. Grading for this mini-assignment will be pass/fail—pass if you submit via email a completed, up-to-date resume by the due date.

Week 8: November 12 - November 18

ASSIGNMENT: Preparing the Final Project Report and Oral Presentation

There's nothing written due this week and no discussion. Use the extra time to work on your final project report and oral presentation.

Week 9: November 19 - November 25

DISCUSSION: (Nearly Final) Project Reflections

Address these questions in your initial discussion post this week:

- What important lessons did you learn over the term?
- In what areas or topics that did your capstone experience enhance the learning from your master's courses? That is, what master's course topics or areas did the capstone help you to understand better?
- What do you still hope to learn from the remainder of your capstone project and from your future work that will build on your work to date?
- What do you most hope others can learn from your project? How can you communicate your findings to others (community members, colleagues, etc.)?
- How do you plan to apply what you learned to your future professional work?

Week 10: November 26 – December 2

DISCUSSION: Oral Presentation for the End-of-Term Reflection Assignment

(See End-of-Term Reflection Paper and Oral Presentation assignment description on Blackboard.)

Finals Week: December 3 - December 9

ASSIGNMENT DUE: End-of-Term Reflection Paper

(See End-of-Term Reflection Paper and Oral Presentation assignment description on Blackboard.)

COURSE POLICIES

Academic Dishonesty

The College of Computing & Informatics takes the issues of academic honesty and integrity very seriously. Regardless of the decision of the Judicial Affairs Office in such matters, and depending on the severity of the infraction, a graduate student may not be re-admitted to the College after his/her first offense of academic dishonesty. Please take time to review Drexel University's [Academic Dishonesty Policy](http://www.drexel.edu/provost/policies/academic_dishonesty.asp) (http://www.drexel.edu/provost/policies/academic_dishonesty.asp).

Academic dishonesty violations include plagiarism, which involves representing the words or ideas of another as your own. This includes quotes without attribution, copying material from the Web, etc. It also includes assisting another student in committing plagiarism. You may not work with any other person in any way that results in similar documents being handed in. Joint effort is not an excuse for plagiarism unless the assignment specifically states that you may work together AND the names of all participants appear on the completed work. Under University policy, **students found guilty of plagiarism may fail the assignment and the course**. Evidence of plagiarism or other infractions of academic honesty will be dealt with severely: **you will fail this course**.

Visit <http://www.plagiarism.org/> to learn more. Software, such as Turnitin, might be used to check students' papers for plagiarism when needed.

Students with Disabilities

Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (ODS). For additional information, contact ODS at 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104, 215.895.1401 (V), or 215.895.2299 (TTY), or see <http://www.drexel.edu/oed/disabilityResources/students/>.

Course Drop Policy

In accordance with Drexel's course drop policy, located at https://www.drexel.edu/provost/policies/course_drop.asp, students may only drop this course during the "drop period" lasting from the beginning of the enrollment period through the end of the second week of the quarter. Dropping the course will result in the course being removed from the student's academic record without the course or a grade of "W" appearing on the transcript.

Incomplete Policy

Incomplete grades are contingent upon instructor approval and will only be considered in extenuating circumstances beyond the student's control. The instructor is under no obligation to offer an incomplete grade. At least 80% of the graded coursework must have already been completed in order for an incomplete grade to be considered (per the recommendation of the Provost's Office). An incomplete contract with an instructor-determined due date for delivery of the completed work must be completed by the student and the instructor. It can be found here: <http://www.drexel.edu/provost/policies/pdf/forms/incomplete.pdf>.

Syllabus or Course Changes

The professor may, at his/her discretion, change any part of the course during the term, including the syllabus,

assignments, due-dates, and the course schedule. Such changes will be communicated to students via Blackboard, email, and/or in-class announcements.

Grading Policy

Students should not expect to get an A just for completing assigned work. Language, writing skills, and critical analysis are also important grading factors, as is demonstration of achievement of course learning outcomes. Grading rubrics will be provided for each assignment.

Additional Academic Policies

This course follows university, college, and department policies, including but not limited to:

- Academic Honesty: http://www.drexel.edu/provost/policies/academic_dishonesty.asp
 - Student Life Honesty Policy from Judicial Affairs: <http://www.drexel.edu/studentlife/judicial/honesty.html>
 - Students with Disability Statement: <http://drexel.edu/oed/disabilityResources/faculty/SyllabusStatement/>
 - Course Drop Policy: http://www.drexel.edu/provost/policies/course_drop.asp
 - Drexel Student Learning Priorities: <http://www.drexel.edu/provost/learningpriorities/>
 - Office of Disability Resources: http://www.drexel.edu/ods/student_reg.html
- The instructor(s) may, at his/her/their discretion, change any part of the course before or during the term, including assignments, grade breakdowns, due dates, and schedule. Such changes will be communicated to students via the course web site. This web site should be checked regularly and frequently for such changes and announcements.

Assessment

Weekly Discussions:	30%
Project Proposal Form (written):	20%
Mid-Term Reflection Paper (written):	20%
Your Resume (written):	5%
Final Project Report (written and oral):	25%



INFO890: Capstone Course

Capstone Project Approval Form Instructions

This form must be completed and signed by your proposed project supervisor before submitting it your INFO890 instructor. Work for your capstone project can begin after the instructor has reviewed, approved, and signed the completed form. The following information about the course should help you in completing this capstone project proposal form:

Course Description

The capstone course is intended as a culminating experience to bring together all that students have learned in their degree programs and to enable them to apply what they have learned to work or research in their intended professional fields. Projects will be individualized to enable students to design work closely aligned with their own learning and professional goals.

Course Purpose

This course is a required core course for the MSLIS program in the College of Computing & Informatics, Information Science Department. With this course, students are expected to integrate domain knowledge with communication, organization, research synthesis, and other professional skills. In accordance with Drexel University expectations for graduate courses, students are expected to spend an average of 12 hours per week working on this course for each of the ten weeks of the term.

Pre-Requisites/Position in Degree Program

This course should be taken during the final term of the student's academic program. The following courses must be completed with a minimum grade of C before students will be enrolled in this course:

- INFO505: Information Professions and Professionals
 - INFO506: Users, Services, and Sources
 - INFO507: Leading and Managing Information Organizations*
-

In reviewing completed forms for approval of proposed capstone projects, the course instructor will consider the following questions:

- Does the proposed project clearly relate to the proposed project learning objectives (see the form, below, for details), and to the MSLIS program learning objectives (available at <http://drexel.edu/ccj/academics/programs/graduate-programs/ms-in-library-and-information-science/program-assessment/>)?
- Is it likely that successful completion of the proposed capstone project will lead to achievement of the proposed project learning objectives?
- Has a qualified project supervisor been identified at the location of the proposed project, and has the project supervisor agreed to oversee the project by signing the proposal form?
- Have at least two appropriate project milestones been identified?
- Based on the information provided on the form, does it seem likely that the student will be able to successfully complete the project during the course of the term, working on the project 10 hours per week for each of the 10 weeks of the academic term?



INFO890: Capstone Course Capstone Project Approval Form

Your name:

Your Drexel email address:

Name and address of the organization with which you will complete the project (library, museum, company, government agency, etc.):

Name and title of the person who will oversee the proposed project:

Email address of the person who will oversee the proposed project:

A description (about half a page) of the proposed project. Be sure to describe the work that you will do; whether it will be done face-to-face, virtually, or partly face-to-face and partly virtually; and how the project will help you to strengthen your professional resume and prospects for a successful future career in your chosen field:

Draft two or three proposed learning objectives that describe what you expect to learn from the project. For help in writing learning objectives, see:

<https://www.ursinus.edu/live/files/114-writing-learning-objectives>.

Note: You will want to discuss these learning objectives with your project supervisor to make sure that your proposed capstone work will benefit not just you but the organization you work with as well.

Learning objective #1:

Learning objective #2:

Learning objective #3:

For each proposed learning objective, write a measurable goal that will determine whether or not you achieve the objective by the end of the term. Examples of success metrics include: a set number of people served through a program that you work on, such as “25 adults will use the new Health Literacy Referral System”; written approval of a web interface design by a project supervisor; a target number of items digitized and entered into the public-access website; etc.

Note: You will need to discuss these success metrics with your project supervisor.

Success metric for learning objective #1:

Success metric for learning objective #2:

Success metric for learning objective #3:

List three or four project milestones for the term, including expected dates of completion. Here’s an example set of project milestones:

Sample milestone #1: completion of community needs assessment, end of Week 4

Sample milestone #2: program design approved by project supervisor, end of Week 7

Sample milestone #3: completion of program delivery, end of Week 10

Note: You will need to discuss these milestones with your project site supervisor.

Milestone #1:

Milestone #2:

Milestone #3:

Milestone #4:

APPROVAL SIGNATURES

I certify that I will, to the best of my ability, follow the project plan laid out in this document, including working the required numbers of hours per week. I will stay in contact with my project supervisor and course instructor and classmates (via the Blackboard course) throughout the term to report on my progress and discuss issues as they arise:

Student: _____

Date: _____

I certify that I will supervise the student as he/she/they works on the project plan laid out in this document. I will email the course instructor if any questions or issues arise.

Project supervisor: _____

Date: _____

I approve the capstone project laid out in this document.

Capstone course instructor: _____

Date: _____

NOTE: If possible, submit this completed, signed form to your course instructor at least two weeks prior to the beginning of the term. If you are unable to complete and submit it before the term begins, you will need to do so within the first week of the term to enable you to complete the required 10 hours of work per week for 10 weeks during the academic term.

Capstone Project Proposal Form Grading Matrix

Assignment components ⁱ ⁱⁱ	Grade A Work (work exceeds expectations)	Grade B Work (work falls below expectations)	Grade C Work (work falls below expectations)	Student Grade
Project description (10% of overall grade)	Clearly written overview of the project that describes the organization and the work you will do, including several clear, meaningful connections to your future professional practice.	The overview of the project is mostly clear, and a few meaningful connections to future professional practice are made.	The project overview lacks clarity and/or provides little meaningful connection to your future professional work.	
Learning objectives (30% of overall grade)	The learning objectives are clearly written, describe meaningful and impactful learning, and are very likely to result from the proposed project.	The learning objectives are mostly clearly written, describe somewhat meaningful and impactful learning, and are somewhat likely to result from the proposed project.	The learning objectives are confusing or vague; describe learning that is of limited meaning or impact; and/or are unrealistic within the context of the proposal project.	
Success metrics (30% of overall grade)	The success metrics are very clearly written and very closely tied to the learning objectives.	The success metrics are somewhat clearly written and somewhat closely tied to the learning objectives.	The success metrics are confusing or vague, and/or lack close connection to the learning objectives.	
Project milestones (30% of overall grade)	The project milestones are very clearly written and very closely tied to the learning objectives.	The project milestones are somewhat clearly written and somewhat closely tied to the learning objectives.	The project milestones are confusing or vague, and/or lack close connection to the learning objectives.	
Overall Grade				

ⁱ If the component is missing entirely from the assignment, the student will receive an F.

ⁱⁱ Work falling between levels will receive mid-level grades, such as A-, B+, B-, etc.