

Capstone Proposal Review Committees

Purpose of Capstone Proposal Review Committees:

To involve the entire faculty in the process of reviewing and accepting Capstone proposals. In the event that a proposal does not meet standards, the committee will provide written feedback and suggestions for revision so the student may rework and resubmit the photo.

Committee Members:

1. Chair: Senior advisor: duty is to chair the committee and provide a copy of each proposal and completed rubric to the advisory box in the main office. (Note: If highlighter does not photocopy, please put a dot in the bottom right hand corner of each attribute box.) Returns proposal and rubric to advisees.
2. Members: 1 freshman, 1 sophomore, and 1 junior advisor: duty is to assist in reviewing proposals.

Procedure:

1. Review each proposal in light of the expectations and criteria on the rubric.
2. Discuss how well the project affords the opportunities for the student to demonstrate that the standards of the mission statement have been met. Highlight the attributes on the rubric.
3. Accept the proposal with commendations and suggestions. OR Send the proposal back for revision and re-submission with recommendations and suggestions. (It should be made clear to the student what needs to be addressed to make the proposal acceptable.)

Proposal Rubric

	Exceeds	Meets	Partially Meets	Does Not Meet
Project Overview	Describes topic and objectives with details and explains personal relevance.	Describes topic and objectives and explains personal relevance.	Describes topic and objectives in general terms and may not fully explain personal relevance.	Describes a broad topic and unspecific objectives with details. Comments on personal relevance are general or missing.
Desired Outcomes	Richly expresses essential questions and goals of what is to be learned or accomplished.	Adequately expresses essential questions and goals of what is to be learned or accomplished with less detail.	Expresses basic questions and goals without elaboration or detail of what is to be learned or accomplished.	Expressed questions or goals are unclear, generalized or incomplete.
Potential Activities	Aptly anticipates and expresses steps and procedures for achievement of goals.	Adequately anticipates and expresses steps and procedures for achievement of goals.	Expresses steps and procedures with minimal specifics. Does not adequately plan for achievement of goals.	States basic yet unspecific steps and procedures. Does not plan for achievement of goals.
Final Product	Richly expresses and explains final exhibition product.	Adequately expresses and explains final exhibition product.	Basic expression and explanation of final exhibition product.	Broadly expresses and explains final exhibition product.
Connections to Mission Statement	Makes rich and apt connections to all aspects of the academic expectations of Mt. Ararat.	Makes clear connections to most aspects of the Mt. Ararat academic expectations.	Makes brief and unspecific connections to many aspects of the Mt. Ararat academic expectations.	Makes minimal or incomplete connections to the academic expectations of Mt. Ararat.

	Exceeds	Meets	Partially Meets	Does Not Meet
Quality	The proposed project exhibits a high level of engagement and challenge. The student sets exceptional expectations for a highly productive experience. The project amply affords the student to be an effective communicator, quality worker, problem solver, integrative and informed thinker, and a self-directed and life-long learner.	The proposed project exhibits an adequate level of engagement and challenge. The student stretches beyond his/her comfort zone. The project affords the student to be an effective communicator, quality worker, problem solver, integrative and informed thinker, and a self-directed and life-long learner.	The proposed project exhibits a moderate level of engagement and challenge. The student does not adequately push beyond his/her comfort zone. The project does not adequately afford the student to be an effective communicator, quality worker, problem solver, integrative and informed thinker, and a self-directed and life-long learner.	The proposed project exhibits a limited level of engagement and challenge. The student does not push beyond his/her comfort zone. The project does not adequately afford the student to be an effective communicator, quality worker, problem solver, integrative and informed thinker, and a self-directed and life-long learner.

Student Name: _____

Project Topic: _____

Advisor: _____

Committee Members: _____

Accepted

Revise and Resubmit

Comments:

