

Self-Designed Capstone

Purpose: The purpose of a Self-Designed Capstone is to provide students with the opportunity to design a course that is currently not “on the books.” Providing this opportunity recognizes that the University expects students to be responsible for their own education and to think, plan, and select their coursework carefully. Certainly, students often have interests, career goals, and intellectual interests that they want to pursue but are hindered in doing so because no existing Capstone is consistent with the student’s goals. It is expected that the opportunity for students to create their own course will result in greater student intentionality and responsibility for guiding and engaging in their own education.

Requirements:

1. Proposal – As described below, students will submit a detailed proposal outlining their self-designed Capstone. Proposals must be approved in advance of the student enrolling in the course. The Office of Liberal Education will review and the proposal. Final approval of the proposal rests with the University Director of Liberal Education.

2. Faculty Advisor – Students must select a faculty advisor to help them develop their proposal. It is expected that the student and faculty advisor will work closely together in developing the proposal. It is the faculty advisor’s responsibility to oversee the student’s work during the student’s completion the course.

3. Criteria for Approval of Self-Designed Capstone – A proposal for a Self-Designed Capstone should meet the following criteria:

- Proposal is complete as specified below.
- The proposed course shall be of sufficient rigor and depth to provide the student with in-depth knowledge of the subject matter. The proposed course must be at the 400-level.
- There is sufficient evidence in the proposal that the student has and will continue to work with a faculty advisor who will guide the student’s work.
- There is sufficient evidence in the proposal that the coursework proposed addresses the four principles of the Miami Plan.
- In the rationale for the proposal, the student makes a convincing argument that the proposed course relates specifically to the student’s stated career goals, personal interests, and intellectual goals. It should be clear from the rationale that no existing course addresses these issues.
- The student’s learning objectives are of sufficient merit to warrant a self-designed Capstone.

**Proposal for a Self-Designed Capstone
Cover Sheet**

Directions: Complete this cover sheet and attach to your typed proposal narrative. Submit to the Office of Liberal Education, 229 Culler.

Name _____ Date _____

Banner ID _____ Major _____

Expected Date of Graduation _____

e-mail _____

Mailing address _____

Signatures:

1. Student: By submitting this proposal I state that I have read the regulations governing the Self-Designed Capstone and agree to abide by its terms and conditions.

Student Signature _____ Date _____

2. Faculty Advisor for Student's Self-Designed Capstone: I have worked with this student in discussing and planning this sequence and approve of the student's proposal. I agree that I will work with the student over the course of the Capstone as his or her advisor.

Faculty Advisor Signature _____ Date _____

Print Name _____ Department _____

List the course by number you will enroll in for the Capstone (e.g. ENG 499). Include credit hours and the semester and year in which you intend to take the course.

Course No.	Course Title	Cr Hrs	Sem/Yr to enroll

Directions for Completing Proposal

- 1. Describe your goals and objectives for the proposed Capstone. Indicate what you expect to learn and explain how this course will enable you to accomplish your goals and objectives. Specifically relate your comments to your career goals, your intellectual interests, or other pertinent issues. This section must be detailed and specific.**
- 2. Provide a rationale for the course. In doing so, justify why this course – rather than an existing course – is appropriate for your educational goals.**
- 3. Describe how the proposed courses meet the four Miami Plan principles.**
- 4. Include additional information that you feel would be helpful to the committee reviewing your proposal.**

Additionally, include a letter of support from your faculty advisor. The letter should address, from the faculty advisor's perspective, how the proposed course will assist you in accomplishing your educational goals.