

# Course Proposals

List of all proposals

Course Name: Capstone Project

Course Prefix: MSRT

Course Number: 6700

Submitted by (Name & E-Mail): Paul Eberle, peberle@weber.edu

Current Date: 10/31/2012

College: Health Professions

Department: Respiratory Therapy

From Term: Spring 2014

Substantive

new Current Course Subject N/A  
Current Course Number

### New/Revised Course Information:

Check all that apply:

Subject:

*This is for courses already approved for gen ed.*

*Use a different form for proposing a new gen ed designation.*

Course Number: 6700

- DV  CA  HU  LS  PS  SS
- EN  AI  QL  TA  TB  TC  TD  TE

Course Title: Capstone Project

Abbreviated Course Title: Capstone Project

Course Type: LEC

Credit Hours: 6 or if variable hours: to

Contact Hours: Lecture 90 Lab Other

Repeat Information: Limit 0 Max Hrs 0

Grading Mode: standard

This course is/will be:

- a required course in a major program
- a required course in a minor program
- a required course in a 1- or 2- year program
- elective

Prerequisites/Co-requisites:

Acceptance into MSRT program.

Course description (exactly as it will appear in the catalog, including prerequisites):

This course is designed to be a self-directed, faculty supervised culminating project specific to the educational track that the student has chosen within the MSRT program (Education, Research or Health Administration). The student will demonstrate their firm grasp of their educational track and their mastery of professional/scientific writing through the development of a research paper. This course requires that the student develop a research question, prepare a learning contract that outlines their approach to the research question, and complete 40 hours of documented time

with a mentor(s) who have a minimum of a Masters degree in a related area or in performing original research. The student will also assemble a formative committee to act as a resource as the student develops the research project and summative committee to evaluate and validate the student's research. The formative and summative committees each consist of three professionals with a minimum of a Masters degree. The student will complete a Masters level research paper that is a minimum of 40-50 pages in APA format.

**Justification** for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

Designed as an original research monograph culminating in an original research question that emphasizes the student's professional clinical track or course of study.

**INFORMATION PAGE**  
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No, this course is an advanced course specific to respiratory therapists above the entry-level practitioner offered at the baccalaureate level.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

No similar offerings at the institutional level and no perceived overlap.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

**Please mail a signed approval page to the Faculty Senate Office, MA 210J, MC 1003.**

**COURSE SYLLABUS: Capstone Project**  
**MSRT 6700**  
**Spring Semester 2014**

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***Instructor:*** Lisa Trujillo, DHSc, RRT  
***e-mail:*** ltrujillo@weber.edu  
***Office:*** MH 309  
***Phone:*** (801) 626-6834  
***Schedule:*** TBA  
***Location:*** Online

**REQUIRED TEXT:** Publication Manual of the American Psychological Association (2010) (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.  
ISBN 10: 1-4338-0561-8 (soft cover).

**PURPOSE:** The purpose of this course is to provide the student an opportunity to develop a culminating project specific to their selected educational emphasis within the MSRT program (Education, Research or Health Administration). This project will allow the student to demonstrate their mastery of professional/scientific writing and their firm grasp of the concepts within their educational tract culminating as a MSRT program graduate.

**RATIONAL:** At the completion of this masters level program, it is important for the student to demonstrate the skills, competencies and knowledge they have gained throughout the program. This course will require that the student draw from their learning experiences throughout the MSRT program in order to complete this capstone project.

**OBJECTIVES:** Upon completion of this course, the student will be able to demonstrate the following:

- 1) Firm grasp of their specific educational track within the MSRT program and the mastery of professional/scientific writing.
- 2) Explore and capture information from professionally reviewed literature to support the development of their capstone project research question.
- 3) Apply refined APA Style skills in the creation of their learning contract, project drafts, and the final capstone project.
- 4) Establish a professional working relationship with their formative and summative committee members.
- 5) Completed project publication using style guide and three copies are required at the completion of the course.

**ASSIGNMENTS:** Students will be required to successfully complete at 80% or higher the following assignments:

- 1) Prepare a learning contract that outlines a research question, formative and summative committee members, and how the student will accumulate 40 hours of mentoring associated with the project.
- 2) Submit a brief evaluation by each formative and summative committee member in relation to the development of the project and the validation of the project respectively.
- 3) Complete a rough draft of the final capstone project, including all required components and a brief evaluation by each summative committee member.
- 4) Complete and submit the final capstone project, including all required components, for grading.

**\*\*See ASSIGNMENT DESCRIPTIONS below for more details.**

**GRADING:** Your grade will be determined by the percentage of possible points accrued during the quarter as follows:

Learning contract	200 pts
Evaluations from committee members	150 pts (total of 6 evals @ 25 pts each)
Log of mentored hours	100 pts
Capstone project draft	200 pts
Capstone final submission	200 pts
Presentation of research	<u>150 pts</u>
Final:	1000 pts

$$\text{Your grade} = \frac{\text{Your Points}}{\text{Total Possible Points}} = \% \text{ Grade}$$

93.0 - 100 = A	81.0 - 83.9 = B-
90.0 - 92.9 = A-	78.0 - 80.9 = C+
87.0 - 89.9 = B+	75.0 - 77.9 = C
84.0 - 86.9 = B	< 75 = C-

**All late assignments will be subject to a 5% penalty per day and will not be accepted after one week from the due date.**

**An 80% or better is required on each component to the capstone project course.** Failure to achieve 80% on any component by its original due date will require remediation and a repeat of the assignment within one week. Less than 80% on any component after remediation and repeat of the assignment will result in a 'not passing' grade, which will require that the course be repeated.

**STUDENTS WITH DISABILITIES:** Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

**EXTRA CREDIT:** Extra credit is not available in this course.

**ASSIGNMENT DESCRIPTIONS:**

**Learning contract:** The learning contract will consist of a proposed research question, how the student will complete the assigned 40 hours with a mentor(s) who has a minimum of a Masters degree in a related area or in performing original research, and a list of formative and summative committee members with credentials. Attached to the learning contract must be a brief letter from each committee member confirming his/her willingness to participate in the student's project. There must also be an attached letter from the mentor(s) with whom the student will spend their 40 hours of mentoring.

A **formative committee** member should be a professional with experience in the student's area of focus for the project with a minimum of a Masters degree. This individual is responsible for being a resource for the student during the development or formation of their research question and throughout the process of writing the capstone project. These individuals are encouraged to provide guidance, suggestions and comments related to the project formation.

A **summative committee** member should be a professional with experience in the student's area of focus for the project with a minimum of a Masters degree. This individual is responsible for validating and reviewing the student's capstone first draft prior to submission for grading. These individuals is encouraged provide suggestions and comments related to the capstone project.

**Evaluations from committee members:** Prior to submitting the capstone project draft, the student should collect a brief letter from each committee member (formative and summative) that includes the student's interaction with the committee member throughout the capstone project assignment. The committee member is encouraged to share their thoughts related to this assignment, the student's dedication to the project, and any other pertinent information.

**Log of mentored hours:** The student must provide a detailed log of hours and activities totaling 40 hours as an attachment to the capstone draft and the final project. The student should clearly outline how the hours were spent and the learning that occurred as a result of these hours. The student will also comment as to how these mentored hours have assisted in their development and completion of their capstone project. As part of the log of hours, the student must provide an evaluation form that the mentor(s) has completed regarding their experience with the student, or they may provide a letter from the mentor(s) evaluating their experience with the student.

**Capstone project draft:** The capstone project draft is as important as the final capstone project paper. It should contain correct grammar and punctuation, and precise APA format per the APA 6<sup>th</sup> edition text. Be sure to write the paper in 3<sup>rd</sup> person past tense. The body of the capstone project is a minimum is 30 pages excluding the cover page, table of content, references and appendixes. With these items you should expect a final product of approximately 40-50 pgs.

**The capstone draft should include all of the following components:**

**Title Page**

**Abstract** – this should be limited to 300 words and should provide a clear outline of all aspects of the final document. Do not include anything that is not specifically mentioned in the body of the document.

**Table of Content** – please use chapters per APA formatting.

**Chapter 1** – Introduction

**Chapter 2** – Review of Literature (this should be a minimum of 10 pgs)

**Chapter 3** – Methodology and Procedures

This should include subheadings for methodology, procedures, assumptions and limitations of your project.

**Chapter 4** – Results

Include your research question in this portion and describe how your research and mentoring has answered your original question.

**Chapter 5** – Discussion, Conclusions, Implications, and Recommendations

Each section in this chapter must be at least 1 page in length.

**References** – All references must be from professional peer reviewed sources that may include journals, websites, textbooks, lectures, etc. All referencing must be in APA format throughout the body of the text and within the reference section of the document.

**Appendixes** – There will be a minimum of 3 in this section

**Appendix A** – Log of mentored hours including all required detail and an evaluation or letter of evaluation from the mentor(s)

**Appendix B** – Formative Committee list including each member's place of employment, their position, all credentials, and a brief letter from each committee member as outlined above.

**Appendix C** – Summative Committee list including each member's place of employment, their position, all credentials, and a brief letter from each committee member as outlined above.

**\*\*Prior to submitting the Capstone Project draft, each student must submit his/her paper to the WSU Writing Center for assistance with APA formatting and editing. The student will need to provide proof of this activity with the submission of their draft.**

**Capstone project final paper:** The final capstone project document must be pristine. The draft will be edited and returned to the student with comments and suggestions. It is up to the student to make all necessary edits and additions to the document before resubmitting it for a final grade. Students will also be required to present their research paper in an open forum setting where faculty and students will be invited to attend. This will be arranged during the last week of the semester.

**\*\*Keep in mind that all assignments must be written at a Masters degree level. As mentioned previously, APA format is strictly required on all assignments. Please refer to the APA manual frequently throughout this course to ensure you are using proper formatting techniques.**