

| Steps to the Honors Capstone: HON 490   | Sample timeline                                   |
|---|---|
| 1. Take advantage of opportunities to hear presentations about capstone given by Drs. Tischio or Pierlott. Begin thinking about your own ideas for a project.   | Sophomore or Junior Year                          |
| 2. <b>Acknowledge your passions.</b> Draft a “passion statement.” (What do you value? What are you passionate about? What are you committed to? What motivates you? What resources and skills do you have? ) This piece is to assure that you don’t miss the opportunity of using this course to do something you care about, rather than “something that I can do to meet the requirements.” Please talk about your passions broadly, though, not just about passions that are relevant to whatever project you might have in mind. <i>Print this statement for discussion w/faculty and save it in your capstone reflection journal. This is your first formal assignment for HON490.</i>   | The semester before you take Capstone             |
| 3. <b>Assess community needs.</b> <u><i>You must make an appointment</i></u> to meet with Dr. Victoria Tischio (fall semester capstones) or Dr. Matthew Pierlott (spring semester capstones) to discuss your passion statement and project ideas. Some things to consider when imagining your project: These are leadership and service-learning projects. This project must not be just “putting time in” to an already-existing program or organization, but initiating something new, something that requires management skills and the vision of leadership. It must be something the community <i>actually</i> needs and the community should have some opportunity to shape the project. This assumes that you have some familiarity with the community you would like to work with or that you are willing to become more familiar with that community as you begin designing your project. There must be opportunities for you to learn from the community and from the process of completing the project. Contact Dr. Tischio ( <a href="mailto:vtischio@wcupa.edu">vtischio@wcupa.edu</a> ) or Dr. Pierlott to set up an appointment. They will respond in a timely manner. | The semester before you take capstone.            |
| 4. <b>Start a journal.</b> Start taking field notes and reflecting on your process the moment you embark on it, include background research and initial e-mails, etc. Field notes are matter of fact notes that give the date, amount of time, and description of work completed for the project. You can keep your field notes electronically or in a small notebook. You may complete up to 15 hours on your project the semester or summer before you take the capstone, but no more than that.  | Fall or summer before you take capstone.          |
| 5. <b>Write project proposal.</b> Your proposal is due <i>the first day of class</i> . You will either submit it on paper or turn it in electronically (such as in D2L), depending on the professor’s preference.   | Taking course                                     |
| 6. <b>Set project objectives.</b> As your project progresses, you will set concrete objectives for the project. This will include quantitative, concrete, measurable outcomes as well as qualitative results. You will attend class once per week at a date/time set by the instructor. You will also complete reading and writing assignments for the capstone class.  | Taking the course                                 |
| 7. <b>Complete project.</b> Some students complete their capstone projects within the 15 weeks of a semester. Many students take more than 15 weeks to complete their capstone projects. It depends mostly on the project you design. You will negotiate a timeline with your professor. Under no circumstances is a student to continue their project more than one year.  | Within one semester of taking the capstone class. |
| 8. <b>Write paper.</b> 10-12 pages of reflective writing about your project, talking about what leadership lessons you learned from it, what concepts from the capstone course and core courses you applied to it, and what you might do differently in the future (see additional instructions below).   |   |
| 9. <b>Be a better leader forevermore.</b>   | ...timeless...                                    |

*Note on paired projects:* Two people can work on a project ONLY when there are clear and distinctive skill sets that each is providing that enrich the project. When two people are working on the same project they MUST take the Capstone at the same time.

### **Passion Statement**

Before you meet with Drs. Tischio (fall semester capstone) or Pierlott (spring semester capstone), take 15-20 minutes to “freewrite” on the following:

What...do you value?

...are you passionate about?

...are you committed to?

...motivates you?

...resources and skills do you have?

...resources and skills would you like to have?

**Bring this paper to your appointment with capstone faculty —if you end up writing something you don’t want to share, you can edit it for “public consumption.”**

### **Proposal Instructions**

1. Write a 1-2 page proposal that covers the following points:
  - Describe the project you plan to do and the community that will benefit from it in as much detail as possible. It is especially important to describe the community needs this project will address, whether or not you have sought feedback from the community itself on your project, and what special skills/talents/interests you bring to the project.
  - Discuss how you will fit the time needed for the project (100 service hours, plus the course) into your schedule.
  - Anticipate potential difficulties or challenges for the project and indicate how you might overcome them.

### ***Final Paper Assignment***

Using the framework in *Good to Great in the Social Sectors*, analyze this project as an example of your own performance as a leader, visionary, and change-maker.

The capstone paper is the most formal element of this course. It is the culminating project for your experience in the Honors Program, and as such it should represent what you have gained from the Program both in terms of new disciplinary knowledges and leadership abilities.

Describe your service learning project, briefly, but more importantly, tell the story or stories of what worked to make change, or not; analyze those stories using what you have learned, and talk about why and how you might do it again. Think to the past: how were you prepared, or not, by your coursework in Honors up to and including this course. Think to the future: how might you apply your learning in this situation to intervening in a social situation: at work, in your community, in a group or institution that you belong to or might belong to in the future?

**Launchpad, taking place in September of your senior year is a required portion of capstone. A fee of \$90.00 (in a check made out to SSI 643 D, or exact cash) is due on the first day of HON 490.**