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Capstone/INCO Pilot

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- ☒ **Project Proposal Form – project scope & outcomes** (*included in this document*)
- ☒ **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- ☒ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer
rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Capstone/INCO Pilot

Project Leadership: Cynthia Robinson/Elliott Gruner

Project Description: This project will engage key elements of cluster education to pilot a capstone/INCO course in spring 2018. The core of the experience will be a capstone/INCO course focused on graphic narrative/sequential art/historical content/communication. The course will focus on an interdisciplinary project offered through open studio. The project for the course will be an exhibition in MWM tentatively titled “The People’s Forest.” The course will aim to attract students from diverse disciplines (Art, English, Theater, History, Communication, Business, Environment, the Sciences) and share work with other courses in those disciplines. The course will also engage partners across NH, including the White Mountain National Forest.

Project Goals and Outcomes:

- 1. Project Goals – Briefly identify and describe the objectives of this project** This project will engage students, faculty, staff, partners, “the public,” and diverse disciplines to pilot a capstone/INCO experience accessible and useful to diverse disciplines.
- 2. Student Learning Outcomes – Outline the expected student learning outcomes**
 - Students will learn to take historical information, present it in graphic form and communicate through that form with the public.
 - Students will research, invent, draw, write, color, layout, format, produce, and display comics as part of a “maker’s” studio.
 - Students will learn narrative: ideas, development, visualization, sequentialization, and timing.
 - Students will learn the essential mix of dialogue, text, and visuals unique to the graphic narrative form.
 - Student will understand the enduring dynamic between physical “text” and electronic screen.
 - Students will understand the history, culture and unique place of graphic narrative in the world of literature, art, and information.
 - Students will produce work that will be incorporated into the WMNF Centennial exhibit in spring 2018.

3. Project Synopsis (objectives & outcomes): This graphic narrative/sequential art project will engage students, faculty, staff, external partners, “the public,” and diverse disciplines to pilot a capstone/INCO experience accessible and useful to diverse disciplines. The focus of the course will be an exhibition in MWM tentatively titled “The People’s Forest.”

Project Documents/Pictures/Videos On-line Archive: post the link to on-line project resources captured in this project, especially, pictures, videos, “Quotable Quotes” and other project documents.

Project Documents/Pictures/Videos On-line Archive: We anticipate many documentable moments and activities associated with this project, not the least of which shall be the exhibition itself.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement: This project is perfectly geared to further the Mission and Vision of PSU, particularly with regard to our new emphasis on “cluster education.” The project has built in opportunities for collaborations across disciplines for all involved, particularly our students. Preliminary survey of discipline engagement includes Art, Environment, English, History, Communication, Geography, Business, and Science. Other opportunities for sharing class work, studio work, and other aspects of the planned course will attract interest from more.

Students will learn to take historical information, present it in graphic form and communicate through that form with the public. The course will be both a hands-on studio experience for

students and a project that will have “legs” well into the future for the students, PSU, the partners involved, and the public.

The “forest” is, arguably, the marquee of NH life, work and play. The identity of the State, and its society and culture, is bound to our forests. A key aspect of that relationship is that much of NH forest belongs to the people in one way or another. And one of the most accessible and popular forms of communicating with those people is graphic narrative and sequential art. This project will leverage the popularity and accessibility of this unique form to showcase new stories and perspectives on the forest and people of NH.

Naturally, this project will engage the community, not just through the exhibition itself (through a popular and newsworthy venue) but also through the work and education that goes into producing the exhibition itself, which will pilot a key aspect of emerging emphasis of PSU General Education—the capstone/INCO course.

This project will also offer a trial for developing an open studio for “makers.” Students will research, invent, draw, write, color, layout, produce, and display comics.

This project will foster relationships with every important group listed above as important to project development: community partners, external institutions, companies, non-profits, schools, government agencies, and the public at large.

Central to this effort is the capstone/INCO course concept, vital to cluster development and its key goal of engaging both disciplines and General Education at PSU. We seek to craft a capstone experience that will meet Gen Ed INCO requirements AND meet the capstone objectives for several disciplines. Developmental work on this project is, therefore, ambitious and very much in progress. We will bring high impact learning and teaching practices (through a new exciting genre, open studio, engaged theme) using cross disciplinary collaboration through student engagement and partnership involvement (unique theme, genre, studio), and real world problem exploration (our forests, their history and sustainment).

If the potential impact of this project isn’t yet clear, we would be surprised. The production and presentation of an exhibition with the key features described above will be a ready showcase for PSU, the Museum, interdisciplinary work, cluster education, our partners, Gen Ed, and the disciplines involved.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Marcia Blaine	MWM Director/Prof	Developer	History	mblaine@plymouth.edu
Cynthia Robinson	MWM Director	Facilitator	Art	ccrobinson@plymouth.edu
Ann McClellan	Chair/Professor	Collaborator	English	akmcclellan@plymouth.edu
Elliott Gruner	Professor	Principal/Executive	English/Cluster Guide	eggruner@plymouth.edu
Jason Swift	Chair/Professor	Collaborator	Art	jaswift2@plymouth.edu
Mary Ann McGarry	Chair/Professor/ Cluster Guide	Facilitator for TESD participation	Environment	mmcgarry@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
Dave Govatski	MWM Advisory Council	Collaborator (for topics, visits)	Forestry	
Marek Bennett	Visiting Artist	Principal instructor, project guide	Art	
Clients of the MWM	MWM	Audience/participants	Community	

Student Participant Profile (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
ENDI 2100	In team taught lessons	Undergraduate	English	25
AR/EN/EV Capstone course	Principle student creating group	Undergraduate	Various	18
Partner classes	Courses who will share work in capstone course at strategic times	Undergraduate	Various (TBD as part of course development in fall 17)	Up to 120

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
 This project DOES require IRB compliance (*complete below*)

IRB Approval Status: Select an Option

IRB Approval Date: [Click here to enter a date.](#)

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: [Click here to enter a date.](#)

Project Complete Date: [Click here to enter a date.](#)

Project Milestone	Milestone Description	Target Completion Date
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Project funding request and projected development launch	Secure funding and other approvals to proceed with preliminary exploration and plan	5/26/2017
Partner commitment	Further develop relationships within key team members and partners for mature course proposal and project connections	8/18/2017
Course concept approvals	Discussions with Gen Ed and Curriculum, participating programs and chairs/deans/cluster guides to determine specifics and approvals for course offering	9/22/2017
Offer and promote course for spring 2018	Course is on the books and adequately promoted by constituent disciplines/programs for fall registration period	10/20/2017
Pre-pilot teaching demonstration	Professors involved and Marek Bennet team teach special topic in ENDI 2100 (fall 2017 course) as proof of concept	11/22/2017
Run AR/EV/EN capstone pilot	Course offered/students enrolled	Spring semester 2018
"Exhibition" credit course	Exhibit prepared and presented work completed and assessed by students	Exhibit dates-late spring
Course Assessment	Experimental course/experience assessment	6/18/2018

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: None at the moment.