

CP191: Capstone Seminar

Course Description

In CP191, students learn the expectations for Capstone projects; generate, evaluate, and refine potential Capstone project ideas; research, identify, and learn from external resources; seek and implement relevant feedback from others; and select and justify their top Capstone project ideas to be further developed in CP192.

The overall aims of the Capstone Seminar courses (CP191 and CP192) are to:

- Provide a framework, which incorporates the “toolkit” of HCs and LOs, that students can use to prepare for and launch their independent Capstone projects during their last year at Minerva,
- Provide a systematic progression of class sessions and work products in which specific tasks are designed to be useful to students regardless of topic, type of project, or stage of project development,
- Align work products and course experiences to leverage other programming and events across Minerva (those offered by, e.g., Coaching and Talent Development, Student Experience, Student Affairs, Counseling and Psychological Services),
- Provide readings and resources to establish a common knowledge base for class activities and discussions,
- Employ productive peer review and feedback, structured so that students learn both from providing feedback and from receiving feedback.

The **Capstone Handbook** [<http://bit.ly/cp20192020>] provides essential information about the Capstone experience.

NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE.

Course Objectives & Learning Outcomes

Identify, evaluate, and justify plausible capstone projects.

#accountability : Demonstrate ownership and stewardship of a self-directed project (e.g., keep commitments, take responsibility for making forward progress, demonstrate resilience in response to challenges, mitigate behaviors that impair effective performance).

#connect : Identify, connect with, and learn from relevant people (e.g., individuals, communities of practice).

#feedback : Evaluate feedback provided by others and implement relevant feedback; provide meaningful, constructive feedback to peers' work products.

#metrics : Create and/or apply appropriate metrics, key performance indicators (KPIs), objectives and key results (OKRs), rubrics, and guidelines to structure and evaluate work products.

#planningarchitecture : Create systems (e.g., timelines, intermediate deadlines, work groups, accountability groups, feedback mechanisms) that facilitate achievement of project goals and deadlines.

#professionalism : Follow established guidelines to present yourself and your work products professionally.

#qualitydeliverables : Submit work products with the scope, depth, and rigor appropriate to the project or setting.

#research : Identify and learn from relevant resources (e.g., curricula, primary and secondary resources).

Prerequisites & Working Knowledge

Assignments

All assignments for students in all sections are due on Saturday, with the exception of the final assignment, which is due on the last Friday of the semester.

Note: Sunday is considered the beginning of the academic week for determining due dates.

ASSIGNMENT TITLE	WEIGHTING	IMPORTANT DATES	
Summary of independent study week 2	1x	Released:	Week 1, Monday
		Due:	Week 2, Saturday
Milestone 1: Project ethics & HSR training	2x	Released:	Week 2, Thursday
		Due:	Week 4, Saturday
Milestone 2: Capstone project ideas	2x	Released:	Week 3, Saturday
		Due:	Week 6, Saturday
Milestone 3: Annotated bibliography & synthesis	4x	Released:	Week 4, Saturday
		Due:	Week 9, Saturday
Milestone 4: Capstone project snapshot	4x	Released:	Week 7, Saturday
		Due:	Week 11, Saturday
Peer feedback	3x	Released:	Week 9, Saturday
		Due:	Week 13, Saturday
Milestone 5 and Fall final assignment: Making the case	8x	Released:	Week 11, Saturday
		Due:	Week 15, Friday

Required Texts

Schedule of Topics and Readings

This course meets for 1 class sessions each week.

Unit 1: Capstone Project Exploration

In the first unit, students learn about the expectations of capstone projects, complete the designated ethics training, and begin to generate and test out potential project ideas. In parallel, students revisit many of the HCs in the context of independent projects, taking advantage of opportunities to deeply apply HCs in novel settings.

Session 1.1 :

What is a Minerva Capstone project?

Learning Outcomes

#qualitydeliverables : Submit work products with the scope, depth, and rigor appropriate to the project or setting.

#professionalism : Follow established guidelines to present yourself and your work products professionally.

#metrics : Create and/or apply appropriate metrics, key performance indicators (KPIs), objectives and key results (OKRs), rubrics, and guidelines to structure and evaluate work products.

#accountability : Demonstrate ownership and stewardship of a self-directed project (e.g., keep commitments, take responsibility for making forward progress, demonstrate resilience in response to challenges, mitigate behaviors that impair effective performance).

HCS

#purpose : Identify and evaluate underlying goals and the values on which they are based, as well as the guiding principles that determine how an individual or group will try to attain these goals. (H) CS

#professionalism : Follow established guidelines to present yourself and your work products professionally. (H) MC


Readings, Videos, and other preparation resources:

CP191 Capstone Seminar syllabus

Minerva Schools at KGI. (2019, August). *Capstone Handbook*.

 <http://bit.ly/cp20192020>

Looser, C. E. (2019, June). *Forum magic*. Minerva Schools at KGI.

 https://course-resources.minerva.kgi.edu/uploaded_files/mke/00121829-8841/forum-magic.pdf

M19 Student / Capstone list [spreadsheet].

 <https://docs.google.com/spreadsheets/d/1zIRsHqivaUy2U61qsMnRYKxlaQ6E949hWWAu84hbuVE/edit#gid=>

Minerva Schools at KGI. (2019, August). *HC succession 2014-2019*.

 <https://drive.google.com/file/d/1qF4SW9gWWKJ6ZeKAtc0zn37G7DSuwkqu/view>

Minerva Schools at KGI. (2019). HC resources.

 <https://hub.minerva.kgi.edu/academics/learning-outcome-resources/>

Session 2.1 :


Independent study (no class) Generate project possibilities

Learning Outcomes

HCS

Readings, Videos, and other preparation resources:

Resources for CP191 week 2 independent study

 <https://docs.google.com/document/d/1yIEuAk4fgSoKwKCGZrbAfYB635hIvQnuoNy739QupXw/edit#>

Read the description for "Summary of independent study week 2", which is due at the end of this week.

Session 3.1 : Ethical considerations

Learning Outcomes

[Continued] #qualitydeliverables : Submit work products with the scope, depth, and rigor appropriate to the project or setting.

[Continued] #professionalism : Follow established guidelines to present yourself and your work products professionally.

#research : Identify and learn from relevant resources (e.g., curricula, primary and secondary resources).

#connect : Identify, connect with, and learn from relevant people (e.g., individuals, communities of practice).

HCS

#professionalism : Follow established guidelines to present yourself and your work products professionally. (H) MC


#ethicalframing : Identify ethical problems, framing them in a way that helps to resolve them. (H) CS

#responsibility : Follow through on commitments, be proactive, and take responsibility. (H) CS


#ethicalconflicts : Resolve conflicts among competing ethical claims and act in a way that best satisfies relevant ethical considerations. (C) CS

Readings, Videos, and other preparation resources:


Wisor, S. (2018, November). Ethics in complex systems. *Minerva Guide 8*.

 https://course-resources.minerva.kgi.edu/uploaded_files/mke/00133490-1394/ethics-in-complex-systems-minerva-guide-8.pdf

Galvez, J., Rose, S. L., Hagemann, J., Aburto, M., & Cho, M. (2018). Students in Research. In: *Human Subjects Research - Students - Basic*. Collaborative Institutional Training Initiative (CITI).

 https://course-resources.minerva.kgi.edu/uploaded_files/mke/00133491-9863/students-in-research-citi.pdf

Minerva Schools at KGI. (2019). Human subjects research at Minerva.

 <https://docs.google.com/document/d/1FiDLmec-aGCAN0-B46zgORjmQW63VftMZJoTauNHKGo/edit#>

Read the description for “Milestone 1: Project ethics & HSR training,” which is due at the end of week 4.

Unit 2: Capstone Project Evaluation

In this unit, students put into practice the principles established in Unit 1 to explore and evaluate project ideas. In conjunction, students further develop their skills of seeking, offering, and incorporating constructive feedback pertaining to project ideation, evaluation, and planning.

Session 4.1 : Possible projects

Learning Outcomes

[Continued] #metrics : Create and/or apply appropriate metrics, key performance indicators (KPIs), objectives and key results (OKRs), rubrics, and guidelines to structure and evaluate work products.

[Continued] #qualitydeliverables : Submit work products with the scope, depth, and rigor appropriate to the project or setting.

[Continued] #professionalism : Follow established guidelines to present yourself and your work products professionally.

[Continued] #research : Identify and learn from relevant resources (e.g., curricula, primary and secondary resources).

HCS

#gapanalysis : Identify and evaluate whether there are suitable existing solutions to a problem or whether a creative new solution is required. (C) EA

#constraints : Identify and apply constraint satisfaction as a way to solve problems. (C) EA

#rightproblem : Characterize the nature of the problem. (H) EA


#utility : Consider different types of costs and benefits for stakeholders. (H) CS

#breakitdown : Organize problems into tractable components and design solutions. (H) EA

#designthinking : Apply iterative design thinking to conceive and refine products or solutions. (H) MC

Readings, Videos, and other preparation resources:

Required readings for 4.1

 <https://docs.google.com/document/d/14WE2sHCBnBzTMfLRVxB3cAkDcFstGXae92iXlIzwAZ0/edit?usp=sharing>

Read the description for “Milestone 2: Capstone project ideas,” which is due at the end of week 6.

Session 5.1 :

Project scope and feasibility

Learning Outcomes

[Continued] #qualitydeliverables : Submit work products with the scope, depth, and rigor appropriate to the project or setting.

[Continued] #research : Identify and learn from relevant resources (e.g., curricula, primary and secondary resources).

[Continued] #metrics : Create and/or apply appropriate metrics, key performance indicators (KPIs), objectives and key results (OKRs), rubrics, and guidelines to structure and evaluate work products.

[Continued] #professionalism : Follow established guidelines to present yourself and your work products professionally.

HCS

#responsibility : Follow through on commitments, be proactive, and take responsibility. (H) CS

#breakitdown : Organize problems into tractable components and design solutions. (H) EA

#evidencebased : Identify and appropriately structure the information needed to support an argument effectively. (H) MC

#constraints : Identify and apply constraint satisfaction as a way to solve problems. (C) EA


#sourcequality : Distinguish between categories and types of information to determine source quality. (H) MC

#scienceoflearning : Evaluate and use effective strategies to learn or teach specific types of material. (H) EA

#professionalism : Follow established guidelines to present yourself and your work products professionally. (H) MC

Readings, Videos, and other preparation resources:

Required readings for 5.1

 <https://docs.google.com/document/d/1WCNR8V-Nyl8iTKJIL749dxznVOxMX59QG7DIw0LHw7c/edit#>

Read the assignment description for “Milestone 3: Annotated bibliography & synthesis,” which is due at the end of week 9.

Purdue Online Writing Lab. (2019). Annotated bibliographies.



https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.

Optional/Recommended: Teller, A. (2017, June 19). The secret to moonshots? Killing our projects.



<https://www.wired.com/2016/02/the-secret-to-moonshots-killing-our-projects/>

Session 6.1 :

Independent study (no class) Generate and evaluate project ideas

Learning Outcomes

HCS

Readings, Videos, and other preparation resources:

Session 7.1 :

Feedback and rubrics + Presentations

Learning Outcomes

[Continued] **#qualitydeliverables** : Submit work products with the scope, depth, and rigor appropriate to the project or setting.

[Continued] **#professionalism** : Follow established guidelines to present yourself and your work products professionally.

#feedback : Evaluate feedback provided by others and implement relevant feedback; provide meaningful, constructive feedback to peers' work products.

[Continued] **#metrics** : Create and/or apply appropriate metrics, key performance indicators (KPIs), objectives and key results (OKRs), rubrics, and guidelines to structure and evaluate work products.

HCS

#gapanalysis : Identify and evaluate whether there are suitable existing solutions to a problem or whether a creative new solution is required. (C) EA

#audience : Tailor oral and written work by considering the situation and perspective of the people receiving it. (H) MC

#conformity : Identify and respond to conformity in group settings. (H) CS

#professionalism : Follow established guidelines to present yourself and your work products professionally. (H) MC

#communicationdesign : Apply principles of perception and cognition in oral and multimedia presentations and in design. (H) MC

#biasmitigation : Identify methods to mitigate the effect of biases and determine when it is appropriate to do so. (H) EA

Readings, Videos, and other preparation resources:

Five levels - WIRED videos. (n.d.).

🔗 <https://video.wired.com/series/5-levels>

University of Queensland. (2018, January). 3MT (Three minute thesis) competitor guide.

🔗 <https://threeminutethesis.uq.edu.au/resources/3mt-competitor-guide>

Kosslyn, S. M., Kievit, R. A., Russell, A. G., & Shephard, J. M. (2012). PowerPoint® presentation flaws and failures: A psychological analysis. *Frontiers in Psychology*, 3. doi: 10.3389/fpsyg.2012.00230

🔗 <https://www.frontiersin.org/articles/10.3389/fpsyg.2012.00230/full>

Session 8.1 : Networks and mentorship

Learning Outcomes

[Continued] **#connect** : Identify, connect with, and learn from relevant people (e.g., individuals, communities of practice).

[Continued] **#professionalism** : Follow established guidelines to present yourself and your work products professionally.

[Continued] **#accountability** : Demonstrate ownership and stewardship of a self-directed project (e.g., keep commitments, take responsibility for making forward progress, demonstrate resilience in response to challenges, mitigate behaviors that impair effective performance).

[Continued] **#metrics** : Create and/or apply appropriate metrics, key performance indicators (KPIs), objectives and key results (OKRs), rubrics, and guidelines to structure and evaluate work products.

HCS

#composition : Communicate with a clear and precise style. (H) MC

#selfawareness : Identify and monitor your strengths and weaknesses; mitigate behaviors and habits that impair effective performance. (H) CS

#differences : Identify and utilize people's different skills, abilities, traits, attitudes and beliefs. (H) CS

#professionalism : Follow established guidelines to present yourself and your work products professionally. (H) MC

#responsibility : Follow through on commitments, be proactive, and take responsibility. (H) CS

#audience : Tailor oral and written work by considering the situation and perspective of the people receiving it. (H) MC

Readings, Videos, and other preparation resources:

Minerva Schools at KGI. (2019). *Network and advisors overview*.

🔗 <http://po.st/networks>

Optional & Recommended: Additional resources pertaining to networks and mentorship.

🔗 <https://docs.google.com/document/d/1SunTZXgOAawVBJ-qpu0cg1MScKIGvOIsBnNSwltvNS4/edit?usp=sharing>

Minerva Schools at KGI. (2018). *Informational interviews: Sample questions*.

🔗 https://docs.google.com/document/d/1lqPNNztngkrkKwuT_wz6hE-u1tKX-JHofUfPvFReoAhk/edit

Minerva Schools at KGI. (2019). *Professional communications rubric*.

🔗 <http://po.st/commsrubric>

Read the description for “Milestone 4: Detailed outline,” which is due at the end of week 11.

Session 9.1 :

Independent study (no class) Pursue potential projects

Learning Outcomes

HCS

Readings, Videos, and other preparation resources:

Information and instructions for CP191 week 9 independent study

🔗 <https://docs.google.com/document/d/1S5BzbZJvC6C5bXhy3QDWQhYzXMaIVhpu6P8IAh8RUxM/edit?usp=sharing>

Unit 3: Capstone Project Refinement and Justification

In this unit, students refine and rigorously justify their most promising project ideas, culminating in the final assignment of the semester.

Session 10.1 :

Project ownership: When to pivot, drop, or stay the course

Learning Outcomes

[Continued] **#metrics** : Create and/or apply appropriate metrics, key performance indicators (KPIs), objectives and key results (OKRs), rubrics, and guidelines to structure and evaluate work products.


[Continued] **#research** : Identify and learn from relevant resources (e.g., curricula, primary and secondary resources).

[Continued] **#feedback** : Evaluate feedback provided by others and implement relevant feedback; provide meaningful, constructive feedback to peers' work products.

HCS

Readings, Videos, and other preparation resources:

Capstone Seminar resources

 <https://docs.google.com/document/d/19iCyPMJ663-awIHSWmyaQmpojF9VP6d5eVezp06Dqy8/edit?usp=sharing>

Read the description for the “Peer feedback” assignment, which is due at the end of week 13.

Session 11.1 :

Lessons from other projects

Learning Outcomes

[Continued] **#research** : Identify and learn from relevant resources (e.g., curricula, primary and secondary resources).

[Continued] **#connect** : Identify, connect with, and learn from relevant people (e.g., individuals, communities of practice).

[Continued] **#metrics** : Create and/or apply appropriate metrics, key performance indicators (KPIs), objectives and key results (OKRs), rubrics, and guidelines to structure and evaluate work products.

HCS

Readings, Videos, and other preparation resources:

Session 12.1 :

Independent study (no class) Work on project(s)

Learning Outcomes

HCS

Readings, Videos, and other preparation resources:

Information and instructions for CP191 week 12 independent study

Session 13.1 :

Independent study (no class) Work on project(s) + Peer feedback

Learning Outcomes

HCS

Readings, Videos, and other preparation resources:

Information and instructions for CP191 week 13 independent study

Session 14.1 :

Presentations + Milestone 5 workshop

Learning Outcomes

[Continued] **#qualitydeliverables** : Submit work products with the scope, depth, and rigor appropriate to the project or setting.

[Continued] **#professionalism** : Follow established guidelines to present yourself and your work products professionally.

[Continued] **#feedback** : Evaluate feedback provided by others and implement relevant feedback; provide meaningful, constructive feedback to peers' work products.

HCS

Readings, Videos, and other preparation resources:

Session 15.1 :

Independent study (no class; optional office hour) Work on Milestone 5

Learning Outcomes

HCs

Readings, Videos, and other preparation resources:

Policies

Professional Behavior

Minerva expects students to follow guidelines of professional behavior. With respect to academics, this means you are required to prepare appropriately for each class and actively participate in all of them. You should read all assigned materials, watch assigned videos, and complete all assigned pre-class work, including solving assigned problems and answering study guide questions. Because all of our classes are seminars, all students must be prepared to be full participants—to shirk on preparation not only short-changes you, it also undermines the experience for the other students. You are also required to adhere to assignment guidelines and deadlines, and to contact the appropriate administrator promptly if you experience major extenuating circumstances. In such cases we will work with you to complete your work when this is possible. Additional information, and consequences for failing to meet requirements are described below.

Absence/Tardiness Policy

Tardiness: You are expected to be logged on to the Forum, ready to participate in class, by the class's stated start time. You should arrive a few minutes early to ensure that you have sufficient time to respond to any potential technical issues (see sections below for policies). You will be considered late if you miss between 2 and 15 minutes of class in total, and absent if you miss 15 minutes or more of the class session. There will be at least 15 minutes between class meeting times to accommodate restroom breaks. Being late to class *two times* will be counted as an absence. A single late arrival (defined as missing between 2 and 15 minutes of class in total) will have no impact on your absence total, and a third late arrival will not affect the absence total beyond the one undocumented absence accrued after the second late arrival, unless a fourth late arrival occurs; being late 4 times = 2 undocumented absences. Late arrivals to class due to verified technical problems will not be counted. Absences resulting from being late twice to class will not require makeup work.

Undocumented Excusable Absences: These absences may be taken at any time and for any reason, without the need to submit documentation of the reason for the absence. Please refer to the table below for the number of undocumented excusable absences allowed based on the type of course. When a student is absent, Forum will record this absence as unexcused. You must submit satisfactory makeup work for each absence for it to become excused (except for an absence due to being late twice as noted above). It is imperative that you do not use up all undocumented absences, as you may need them to cover unforeseen circumstances.

Documented Excusable Absences due to Extenuating Circumstances Students who experience major extenuating circumstances (such as severe illness, injury, family emergency, or personal loss) that could cause them to have more than the allowed undocumented excusable absences may submit supporting documentation using the Documented Absence Request Form, available at registrar.minerva.kgi.edu. Under such circumstances, requests may be submitted whether or not the student has already used their three undocumented excusable absences. Documentation for extenuating circumstances must be from a medical professional, mental health professional (with whom the student has a prior counseling relationship), or other appropriate authority that documents the extenuating circumstance. Student Affairs staff will only provide documentation in instances when they are directly involved in student emergencies and are best-suited to provide it. The Academic Team approver will review and approve or deny the request and, if needed (because of a chronic or major issue), work with you and your instructor(s) to determine the best plan for you to successfully complete your course or courses given your circumstances. All absences approved as eligible to be excused will require makeup work to be submitted by the date designated by the approver.

Minor illnesses and attendance at academic events (such as competitions or conferences) will not be considered extenuating circumstances. For these cases, you must use your undocumented excusable absences and complete the makeup work with the timeframe required.

Maximum number of absences per course: Minerva's active learning model means that a student's learning is significantly impacted by their preparation for and engagement/participation in class. Thus, we have instituted a maximum number of class absences a student can accumulate and remain in the course. Please refer to the table below to obtain the maximum number of absences (typically ~25%). Exceeding the absence limit for any reason (both undocumented absences and documented absences due to extenuating circumstances and Religious Holidays) will result in withdrawal from the course (see Student Handbook).

Students who exceed the number of maximum absences for any reason (undocumented or documented) will automatically receive a notice that they will be dropped from the course. There may be consequences to a student's F-1 visa status if the course withdrawal puts the student below 12 units (see Student Handbook for details).****

Course type	Number of undocumented excusable absences	Maximum total number of absences for any reason
Cornerstone/Core/Concentration	3	6
Capstone Seminar	1	2
Senior Tutorial/Research Methods	2	3

Make-up work policies for absences: Make-up work must be submitted no later than 7 days from the absence (by start of class period) using the Makeup Work Submission Form available at registrar.minerva.kgi.edu. If a student needs additional time to complete the makeup work because of an extenuating circumstance, they will need to submit a request using the Assignment & Makeup Work Extension Form at registrar.minerva.kgi.edu. This form must be submitted NO MORE than 5 days from the missing class session to allow time for the extension request to be examined and responded to by Academic staff. Instructors will not be granting makeup work extensions. ALL absences require satisfactory make-up work to be submitted in order to be excused. If an absence results from being late multiple times, work with your professor to determine the appropriate makeup work.

Instructors will review the submitted make-up work and if adequate will convert the unexcused absence into an excused absence in Forum. They will provide a few sentence response in the google doc submission to provide succinct qualitative feedback on what learning the student did or did not demonstrate in their make-up work submission. Some instructors may choose instead to use a rubric score for feedback, but these are not incorporated into a student's grade for the class. Accumulating unexcused absences past the deadline of 7 days, without official approval of an extension is a policy violation and will result in sanctions ranging from Academic Warning (first time offense), Academic Probation, to Administrative Withdrawal from the course (see Student Handbook). Students will not receive a grade for any course that has outstanding unexcused absences.

The make-up work is:

1. Do all the assigned reading and pre-class work and watch the video recording of the class.
2. Answer the reflection poll question.
3. Submit pre-class work with your submission. (If no pre-class work is required for a missed session, then a screenshot of Forum indicating "no pre-class work" from that session on the Forum should be submitted.
4. As determined by your professor (most often at the end of this syllabus).

In rare cases where the class video is unavailable, the student should explain how the assigned pre-class readings and resources address the HC(s) or LO(s) that are the focus of the session (in addition to submitting the pre-class work, if applicable).

Pre-Class Work Policy

During classes for which there was specific pre-class work to bring to class, students will be asked to show they have done the work by answering a related poll question, submitting their pre-class work (or some portion of it) as a poll response, or adding their pre-class work into a document in the main classroom or breakout notes. If a student has not completed the pre-class work, or has done so grossly inadequately, faculty will mark the student as absent for that class meeting. This will count as an undocumented absence (no makeup work will be required). In addition, evidence of grossly inadequate preparation for class, such as failing to complete the assigned readings as demonstrated in class discussions, may also result in an undocumented absence at the instructor's discretion.

Assignment Submission Policy

Students are allowed four 24-hour personal assignment deadline extensions per course. Multiple 24-hour extensions may be applied to the same assignment, but no more than 4 total are allowed per course. This policy allows students substantial flexibility for cases in which multiple courses have the same or similar major assignment deadlines. Assignment extensions may not be used for final projects, any other assignment due in week 15, or any substantial assignment so designated in the assignment instructions.

Exceeding personal extensions above 4 (four) will result in sanctions of academic standing, and above 8 (eight) will result in administrative withdrawal from this course. Administrative withdrawals may have direct financial or other consequences.

Make sure to allow for enough time to submit the assignment by the deadline, as assignments are time-stamped and one minute late is equivalent to one personal deadline extension. It is recommended to submit assignments at least 15 minutes before a deadline, particularly if you are submitting a large file and/or have potentially reduced internet service.

Assignment Extensions: Students who experience major extenuating circumstances (such as severe illness, injury, family emergency, or personal loss) that cause them to need an extension on assignments must submit the Assignment & Makeup Work Extension Form, available at registrar.minerva.kgi.edu. All requested assignment extensions require submission and approval via the Assignment & Makeup Work Extension Form, including those with disability accommodations. Some assignments are not eligible for extension (i.e. Final projects, etc.), as well as other assignments as designated in your course syllabus.

Note: Students will not receive a passing grade in a course unless ALL work is submitted. Failure to submit the final assignment or any other assignment so designated within the syllabus, without obtaining approval for an Incomplete will result in an F for the course (see Student Handbook). Same policy applies if assignments are not submitted by mutually agreed upon deadline for incomplete submissions.

Academic Standing

If students exceed personal absences, allotted extensions, or submit late makeup work they will be subject to sanctions in academic standing (see Student Handbook).

Religious Holidays

Minerva Schools at KGI uses the CUC Holy Days Calendar as the official source for important religious holidays. Students wishing to miss classes to observe one or more of these holidays on this official listing will need to request such absences a minimum of two weeks in advance of the holiday, using the form at the registrar site, which does not require any additional documentation. The Assignment Extension Form may also be used to request short assignment extensions if observance of the holiday requires that the student not perform work. Make-up work will be required for all absences and must be submitted within the required 7 days after the absence (sooner is better). Students who do not specifically request absences due to religious holidays may use one or more of their undocumented excused absences for such purposes. Absences due to religious holidays will count toward the maximum number of absences allowed per course. This does not pose a problem with Cornerstone, Core, and Concentration courses given that the maximum number of absences (6) allowed exceeds the typical number of holy day observances for the listed religions. Courses such as Capstone Seminar, Tutorials and Research Methods, which meet less often and have fewer maximum absences could present a problem. If this situation arises, the student should immediately contact the registrar. Possible solutions may involve rescheduling a tutorial class session to accommodate the holiday or shifting the student temporarily to a different section of the course that meets at a time that is not in conflict with observance of the religious holiday.

Review by Academic Standards Committee

Students whose cases are referred to the Academic Standards Committee may be subject to the following consequences, depending on the circumstances:

- Academic Warning (first time offense)
- Academic Probation
- Administrative Withdrawal from the course

See the Student Handbook for further details.

Incomplete Petitions

Students with documented extenuating circumstances that may prevent completion of ALL makeup work and assignments by the last day of the semester must petition for an incomplete from the Academic Standards Committee by no later than Friday of week 15 using the Incomplete Petition form, available at registrar.minerva.kgi.edu. Students who are denied an incomplete (or who fail to petition for an Incomplete) and who do not turn in their assignment will receive a No Pass for the course. Further details may be found in the Student Handbook.

Policies for Technology and Network Issues

Laptop Repair

Absences due to a student's failing to repair their personal computer following hardware or software problems will not be eligible for a documented excuse for missing class. As a courtesy, Minerva may provide loaner computers for limited periods of time, which may need to be shared with other students if demand exceeds supply. Absences due to appointments to get a laptop repaired or replaced are not eligible as documented excusable absences.

Students Taking Class at the Residence

Disruptions of class due to widespread technical or network problems at designated Minerva locations (Forum is down, the internet connection at the residence is down, etc.) will not be counted as absences and the product team will work with the academic team to determine any appropriate additional follow-up.

When students are taking class in the residence, they should follow these best practices:

- Restart the computer before class and close unnecessary apps and tabs
- Use the Forum app (as opposed to Chrome)
- Connect via ethernet (turn wifi off)
- Consult tech support immediately for any problems, via live chat if possible, or via email to helpdesk@minerva.kgi.edu in the worst case.

If a student is marked late, makeup work is not required. If they are marked absent, the makeup work will be due within a week (see policy detailed above). A student who has followed best practices but was unable to participate in all or part of class may submit an excusable absence request via the Technical Excuse Request Form, available on the registrar site, registrar.minerva.kgi.edu. Requests must be submitted no later than 24 hours after the class in which the student experienced problems.

Students Taking Class Outside the Residence

Part of the Minerva experience is that the city is our campus and students can take class from a variety of locations. Because we cannot monitor or guarantee the quality of network connections outside the residence, students must perform due diligence when taking class from these locations. There is a larger risk of problems when taking classes

on non-Minerva networks; our goal is to set an acceptable level of risk, balancing our interest in students being able to explore the city with our requirement of students being present for and participating in class.

When taking class outside the residence:

- Students must run the A/V connection test while logged in at least 10 minutes prior to class to determine the suitability of the connection. These connection test results are recorded in the database. If the A/V test indicated that the network is high bandwidth, but something goes wrong during class that prevents the student from attending, this absence will not count toward the students 3 undocumented excusable absences. The student must complete make-up for this absence to be excused and it will count toward the maximum number of absences allowed in the course.
- This type of absence excuse will only be accepted once per student per outside location.
- If a student has repeated problems that interfere with academic performance and class participation due to taking class outside the residence, the product or academic team may notify the student that no further documented excuses will be granted when taking class outside of the residence. Further problems will result in an undocumented absence.

A student who has followed best practices but was unable to participate in all or part of class may submit a Technical Excuse Request Form, available on the registrar site, registrar.minerva.kgi.edu. Requests must be submitted no later than 24 hours after the class in which the student experienced problems.

Audio-Only Policy

Technical support staff, the professor, and the Forum system will have the ability to place a student on audio-only mode during class, should the student's bandwidth not be high enough to be on video.

Honor Code

The Minerva Honor Code rests on four pillars: honesty, integrity, mutual respect, and personal responsibility. Minerva students are expected to conduct themselves with the highest levels of these qualities both inside and outside the classroom. Each student serves as an ambassador to the community for Minerva. When one student exhibits inappropriate behavior outside the university, it reflects badly on every student and the institution as a whole (the public tends not to differentiate between individuals in these situations, and attributes bad behavior to the entire student body).

Minerva students are citizens of an academic community whose members are expected to challenge themselves and one another to achieve greatness with honesty, integrity, mutual respect, and personal responsibility. Each individual who joins the Minerva community accepts this commitment in an effort to sustain and enhance personal, professional and institutional reputations.

Principles inherent in this Honor Code include:

- Students shall treat all members of the community with respect and without malicious intent to ensure that all students share equal opportunities.
- Students shall conduct themselves in a manner that upholds the principles for honesty and integrity in order to promote an environment of trust.

To assist students in understanding their responsibilities under the Honor Code, the following is a list of conduct pertaining to academic matters that violate the Honor Code. A more detailed guide for avoiding these violations can be found [here](#).

Prohibited conduct includes, but is not limited to the following:

Plagiarism

- Knowingly appropriating another's words, ideas, data or code and representing them as one's own
- Use of another's words, ideas, data or code without acknowledging the source
- Paraphrasing the words and ideas of another without clear acknowledgment of the source
- Modifying the code of another without clear acknowledgment of the source
- Falsification or fabrication of a bibliography

Cheating

- Unauthorized collaboration on assignments
- Use of unauthorized resources during class and on coursework
- Use of previously submitted coursework for alternate purposes without prior approval
- Falsification of data for a class session or assignment

Obstruction of Honor Code

- Making false statements to an Honor Code investigator

Falsification of Information

- Knowingly making false statements or submitting misleading information related to academic matters to Minerva faculty or staff
- Fabrication of data on assignments
- Submission of falsified documents, such as transcripts, applications, petitions, etc.

It is not a defense to charges of violating this Honor Code for students to claim that they have not received, read or understood this Code, or are otherwise ignorant of its provisions. A student is held to have notice of this Honor Code by enrolling at Minerva. Students must fully cooperate with investigations into potential violations of the Honor Code.

Collaboration policy

We strongly encourage students to discuss the ideas they learn in class with their classmates. Learning in groups is always beneficial. However, although discussing pre-class work or assignments is acceptable, students must produce the work products they submit on their own unless otherwise indicated in the assignment instructions. For essay assignments and research papers, students must always draft their work products independently. Unless otherwise instructed, it is acceptable to give and receive peer feedback on assignments if drafts have been completed by all parties involved in producing and reviewing the work. For all other types of assignments, students may neither look at others' work products, nor share work products with any students who are not acting in an official Minerva capacity as a peer tutor or teaching assistant unless indicated in the assignment instructions. For example, while it is acceptable to discuss different approaches to a coding assignment, it is not acceptable to look at another student's code or to share code with a student who is not acting as a peer tutor for the course. In addition to violating the Honor Code, if a student submits an assignment that is not the student's own work, it misrepresents the student's understanding of the concepts, and prevents faculty from giving beneficial feedback.

Students with Disabilities

Students with documented disabilities who would like to request accommodations are asked to submit an Accommodations for Disabilities Request form. The policy, guidelines, request form and other needed documents are found in Prepare at the beginning of each year, and on the Hub in the Student Center under Student Services. Students may request accommodations at any time during the year. The request and documentation are reviewed by our learning disability specialist, who determines whether accommodations are warranted, and contacts the student and assigned faculty members to facilitate all necessary arrangements. Please see the Student Handbook for more details.

If accommodations are granted, it is the student's responsibility to adhere to all form submissions and required deadlines.

Video Recording Policies

In order to provide formative assessment of classroom discussion contributions in context, each Minerva class session will be video recorded. These recordings will be made available to students enrolled in the recorded class section so that students can view the personalized feedback/assessments written by the professor and later review the class discussion. These recordings are not to be shared/distributed by students without the explicit written permission of the course faculty member and college dean overseeing the course.

The video recording of a class section will be made available to the students enrolled in that section shortly after the class, and will remain accessible to the students until the first day of the following academic year. Access to a

recording from previous academic years can be requested for the purpose of appealing a grade or selecting video clips to include in a personal academic portfolio. Requests will be reviewed by the dean of the associated college. The Video Access Request Form is available on the registrar site, registrar.minerva.kgi.edu.

Assessment

Assessing Learning Outcomes

Determination of Pass versus No Pass based entirely on outcome scores (LOs for Capstone Seminar) assigned using the mastery rubric template:

1-(Lacks knowledge) Does not recall or use the skill or concept when prompted or does so mostly or entirely inaccurately.

2-(Superficial knowledge) Recalls or uses the skill or concept only somewhat accurately or uses the skill or concept in a way that fails to address the relevant problems or goals.

3-(Knowledge) Accurately or effectively uses the skill or concept in a way that addresses the relevant problems or goals.

4-(Deep knowledge) Accurately or effectively uses the skill or concept in a way that addresses the relevant problems or goals and demonstrates a deep grasp of the skill or concept by analyzing, explaining, or justifying the application in a way appropriate to the given context.

5-(Profound knowledge) Uses the skill or concept in a creative and effective way, relying on a novel perspective.

Students will receive HC/LO scores for in-class verbal contributions, preparatory assessment poll responses at the beginning of each class, and for reflection poll responses at the end of each class. Preparatory assessment polls test understanding of pre-class readings and other assigned materials. Reflection polls provide students with the opportunity to synthesize the in-class activities and summarize a major take-away they learned from class. Students will typically receive at least one score per class session on either one of the polls or activities. All in-class scores will have a weight of 1x. HC/LO scores for assignments will typically have a higher weighting, as specified in the Schedule of Assignments.

Grades

Final grades in all upper-level courses are based on a student's overall performance on Course Objectives (COs), of which Capstone Seminar has only one. Student performance on the CO is a mean of the weighted Learning Outcome (LO) scores falling under the CO.

Final Course Grades will be determined according to the following scale:

Pass: 2.5 or greater

No Pass: below 2.5

Students who do not earn a passing score of 2.5 or above for CP191 will receive a "No Pass" grade, and will be placed on Academic Probation for the following semester. Students have the opportunity in the following semester to raise their LO scores to 2.5 or higher in CP192. Students who pass CP192 will retroactively pass CP191, and the grade for CP191 will change to "Pass". Students who do not pass both semesters will need to petition to the Academic Standards Committee in order to remain a student at Minerva; if approved the student will be on a second semester of academic probation, they must retake CP191 and CP192, and will join the following class cohort. Students who pass CP191, but fail to pass CP192, will be placed on academic probation, and must pass CP193 in order to continue as a student with Minerva. If CP193 is passed (requires that the combined weighted average of HCs and LOs is 2.5 or greater), then the CP192 grade would be retroactively changed to "Pass". Students who do not pass both CP192 and CP193 are subject to withdrawal from Minerva.

In addition to the score-based requirements for passing CP191 and CP192, students must submit an approved Capstone project proposal at the end of CP192 in order to pass CP192 and to be enrolled in CP193 in the fall of the following academic year. Students who do not have a passing proposal at the end of CP192 will have until July 31 to submit a new proposal. If the new proposal is considered passing, the CP192 grade will be changed to "Pass" and the student will be enrolled in CP193. If the student also had an LO average below 2.5 in CP192, the conditions outlined above (i.e., academic probation) still apply and the student will not receive a Pass for CP192 until they receive a Passing score (2.5 or higher) in CP193. If the new proposal does not satisfy the expectations of a passable proposal, the student will not be enrolled in CP193 that year, delaying graduation by at least one year. This delay may have direct ramifications for visa eligibility, financial aid, and overall education costs associated with completing the degree program.

The make-up work for CP191 is:

1. Do all the assigned reading and pre-class work and watch the video recording of the class. Be sure to note any announcements at the beginning and end of the class.
2. Answer the reflection poll question.
3. Submit pre-class work with your submission, if applicable.
4. Submit a document that encompasses one of the options listed below according to whether there were student presentations or not.
 1. On days in which students present to one another: Write your feedback to two students (approximately 200-250 words each) based on what they presented in class. This feedback should be emailed to the two students and also submitted through the make-up work form.
 2. On days without presentations: Explain how the class session influenced your thinking about your Capstone ideas and write down the next steps you should take based on these developments (approximately 300-400 words).

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