

How are the capstone program and RWC different from traditional courses, internships and CO-OP's?

	Traditional Courses	Internship & Co-Op	Capstone Experience
Goals	Acquiring specific knowledge and mastering skills in particular areas.	Exposure to real world environments, jobs and expectations.	<ul style="list-style-type: none"> - Using real world projects as a tool to boost students' motivation to gain new skills, knowledge and capabilities and use what they previously learned in solving real problems. - Acting as an educational GPS where the real goal is helping students discovering their potentials and increasing their belief in themselves and what they can offer to the world. - Sponsoring students' passions and career-paths and empowering students strategic (any time) and global (any where) capabilities. - Strengthening students' leadership, presentation, social, communication, technical, business and management skills as well as their multidisciplinary understanding and tackling of problems in real world. - Connecting students to community and inspiring them to help making our world a better place.
Format	Lectures.	Individual assignments.	Team-based projects and in-class/ off-class experiences and training.
Method	Learning by instruction.	Individual learning by doing.	Learning by doing through collective & social intelligence and via self- constructing knowledge in a self-regulated fashion.
Focus	Students learning outcomes as perceived by instructor.	Clients' satisfaction is the primary focus. Students benefit from the exposure and the experience alike.	Students learning and satisfaction is the primary focus as perceived by students, clients and instructor. Clients' satisfaction is a result of their true partnership with program and degree of involvement with students.
Scope	Specific areas of knowledge and skills that instructor is interested in.	Specific areas that the client business is interested in.	All physical, emotional, intellectual and spiritual aspects of the human being as well as mastering a broad array of cross disciplinary skills and knowledge.
Options and flexibility	Usually none.	Usually none.	A broad array of choices & tracks to choose from including students proposing project to clients or creating their own business.
Location	On-campus	Client site.	On-campus (mostly) and at client's site.
Role of instructor	The instructor is the center of attention. Instructor is the only authority in class and usually the main source of knowledge in course.	Extremely limited or no role.	The instructor in the capstone is an education architect, a mentor and advisor and a coach for the goals stated above. His/her primary role is designing, leading & facilitating experiences and multiple sources of advisement, mentorship and knowledge for students.

Role of student	Recipient of instruction.	Executing job assignments.	Students are in charge in many aspects of the experience. They select projects, elect their own CEO's, partner with clients, propose and create new solutions, co-design course with instructor, collaborate with other teams and own products.(especially E-teams) .
Role of client or sponsor	None	Assigning jobs, interviewing applicants and evaluating performance.	<ul style="list-style-type: none"> - Proposing projects, interviewing applicants and evaluating performance all on- campus. - Presenting projects to students on campus prior to selection and negotiate requirements and expectations with them. - Attending students' 5-sprint presentations on-campus including the final showcase. - Meeting students at least once every two weeks on-campus. - Mentoring and advising students and facilitating resources for them as their educators. - Understanding and applying the goals, format, structure, schedule and nature of the capstone. - Treating students as partners and not as employees. - Providing financial aid to capstone expenses and supporting cash prizes for students.
Context	Academic environments.	Real world.	Real world.
Process	None.	According to client.	<ul style="list-style-type: none"> - Evolutionary prototyping via 4-5 sprints using SCRUM. - Applying our own MDDDE process: (<i>i.e.: manage, define, design, develop and evaluate</i>)
Textbook	Required.	None.	None in particular is required. However, the use of previous and new resources is highly encouraged and expected.
Homework	Very important	No traditional homework	None
Exams	Very important	None. A Final presentation is usually required.	None. Final assessment, final presentation and multiple cross-semester presentations are required.
Evaluation	By instructor only. Includes: exams, assignments, projects and attendance.	Mainly by client with limited assessment by CDS and advisor.	Complex structure. Includes peer-to-peer assessment, 5-sprint client feedback, panels of judges (from university, industry and community), self-assessment and instructor.
Awards	Course credit and grades.	Paid or non-paid. Course credit for CO-OP.	<ul style="list-style-type: none"> - Course credit and grades. - Performance cash prizes. - In-advance recommendation letters. - Multiple certificates. - Real job opportunities