

Core Curriculum Implementation Team (CCIT) Recommendation for the Senior-Year Integrative Capstone Experience

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“In addition to other discipline-related course goals, the senior-year integrative capstone experience will challenge the student to critically analyze, reflect, and write about the major discipline from the perspective of Christian Worldview” (Liberal Arts Core Curriculum at ACU, p. 6.).

While it is understood that the senior-year integrative capstone experience will vary widely across the disciplines including a specific course or cluster of courses, it is important that there be some common elements across major fields of study. Each department will submit to the UGEC its plan for implementing the Capstone experience.

Students who complete their senior-year capstone integrative experience should have demonstrated the following student learning outcomes:

- Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.
- Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.
- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

The student learning outcomes for the upper level integrative capstone experience may be accomplished using a wide variety of assignments, projects, internships, research, performances, presentations, or other products; however, the following products are required of each senior-year integrative capstone experience and will contribute to the calculation of grades:

- A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the grade for the course in which it is included. This paper provides an opportunity for a summative assessment of the student's information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research. Options to satisfy this prompt could include a traditional research paper that might expand word count and cited sources; a evaluative essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process; or a business plan that incorporates market research and analysis with the proposal of a specific entrepreneurial venture.
- An assignment that demonstrates the student's ability to think critically about faith and vocation A) as it is expressed in a particular discipline (met by a course or experience in the students' degree plan or major) or B) as it is expressed in living a Christ-centered life (met by BCOR).
- An annotated resume reflecting the student's accomplishments, co-curricular activities, service, leadership, and scholarship (research and creative activities). The resume will include reflections on the significance of these activities and how the student's involvement has shaped his/her career path.
- Option—The Writing Intensive requirement can be included in the capstone experience or it can be in a different course in the major designated as WI.