

Application for Capstone Course for Existing Course

Course Subject and Number SOCW 416 & 481

Course Name 416: Program and Practice Evaluation & 481: Field Practicum II

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For Capstone courses:

Explain how your course or courses will meet the 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.

Explain how your course or courses will meet the required assignments:

- Research assignment
- Faith and vocation assignment
- Comprehensive skills and accomplishments inventory

Attachments:

Attach a course syllabus

- If necessary, attach additional explanatory material that might be helpful to faculty reviewing this course for capstone and writing intensive status, such as assignments or grading rubrics.

**Core Curriculum Implementation Team (CCIT) Recommendation
for the Senior-Year Integrative Capstone**
Approved by UGEC 11.14.2012, UUAC 12.5.2012

“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 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 senior-year integrative capstone.

Students who complete their senior-year integrative capstone 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 senior-year integrative capstone 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 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 assessment 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 include, but are not limited to, a traditional research paper; an evaluative/reflective 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 as it is expressed in a particular discipline met by a course or experience in the students’ degree plan or major.
- A comprehensive skills and accomplishments inventory reflecting the student’s scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.

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The School of Social Work is aiming to convert the courses SOCW 416 and 481 into a capstone experience. In SOCW 481, they will be finishing their 450 hour course practicum. Given the level of interaction they will have with clients, coworkers, and the community, a liberal arts education will be critical. By grasping the core knowledge throughout their education, they will be able to use multiple perspectives and the ability to problem solve and critically think when they are completing their practicum hours. The research course (416) will incorporate not only their knowledge of research methods, but it will incorporate a complete program assessment (capstone assignment). This will force the students to think critically about all aspects of their program as well as their interaction from an ethical, spiritual, and human perspective, as taught throughout the entire liberal arts curriculum.

While the capstone experience will take place over these two courses, the final “product” will be created in SOCW 416. This product will be a program evaluation of the student’s field practicum. During this evaluation, the student will be required to carry out a full review of the literature, as well as do specific research surrounding the effectiveness of their placement in regards to the placement’s specific goals and objectives. This project will require students to incorporate knowledge from each of their social work courses, culminating in a paper and presentation of their findings to the course instructor and agency liaison.

In SOCW 481 the students will be required to reflect on their faith and their vocation in the Faith and Practice Case Study Activity. This is a conversation and topic

that social workers must grapple with throughout their entire career. This activity is meant to begin students thinking about this important topic.

The entire field experience, but especially SOCW 481 is meant to help students inventory their skills and accomplishments as a social work major. The learning contract and final evaluation are meant to summarize this in the form of an assignment.

The coursework in the remainder of the capstone experience will include a series of journal entries, as well as several other assignments (see attached syllabi) that require the student to think critically, globally, and missionally about the field of social work. Specific questions regarding incorporation of faith within the social work concept will be discussed, as well as how students view their role in social work as a Christian.