

Application for Capstone Course for Existing Course

Course Subject and Number SOCI 415 _____

Course Name Social Research Methods _____

Contact Person Suzie Macaluso _____

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.

SOCI 415 gives students the opportunity to choose a question and apply social research methods to investigate that question. Students must utilize knowledge that they have acquired throughout their experience to come up with a suitable topic and to think critically about that topic.

- 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.

In SOCI 415 students not only select a research topic but they must work through the logistics of carrying out a research project. They must review and analyze academic literature, pick an appropriate research method and sample, complete and application to the IRB and think about the ethical implications of their research.

- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

Students are asked to think about how they will act as ethical social scientists and to also think about the social significance and scientific relevance of their research. Thinking globally means choosing a topic that is going to have an impact on society and expand our knowledge of the social world. Students are asked to think about how their Christian faith informs the kinds of questions that they ask and their commitment to ethical practices, paying special attention to the needs of protected populations and thinking about why those populations can so easily be abused.

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

- Research assignment

Students complete a traditional research proposal from question formulation through research methodology including a mock IRB application. Students also present their research in class as they would in a conference setting.

- Faith and vocation assignment

Students write an essay that also fits the writing intensive requirements that asks them to reflect on this topic.

- Comprehensive skills and accomplishments inventory

Students submit a CV to help them understand all of their academic accomplishments.

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.