

Application for Capstone Course for Existing Course

Course Subject and Number **SPAN 499** _____

Course Name **Spanish Capstone** _____

Contact Person **Paul Roggendorff** _____

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.

For a description of the first course objective and measurements used for this objective, see Section III.2.1 of the New Course Application.

- 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.

For a description of the second course objective and measurements used for this objective, see Section III.2.2 of the New Course Application.

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

For a description of the second course objective and measurements used for this objective, see Section III.2.2 of the New Course Application.

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

- Research assignment
See the section About the Evaluation Methods, part 1) Annotated Bibliography; Research Paper, p 3 of the syllabus; the section About the Grading Criteria, section on Annotated Bibliography and Research Paper Grading Criteria, pp. 5-6; and the section About the Grade, p. 11.
- Faith and vocation assignment

See the section About the Evaluation Methods, part 3) Reflective Essay, p. 4 of the syllabus; the section About the Grading Criteria, section on Reflective Essay, p. 10; and the section About the Grade, p. 11.

- Comprehensive skills and accomplishments inventory

See the section About the Evaluation Methods, part 2) Learning Portfolio, p. 3 of the syllabus; the section About the Grading Criteria, Learning Portfolio, pp. 8-9; and the section About the Grade, p. 11.

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.