

Application for Capstone Course for Existing Course

Course Subject and Number --NURS 464 _____

Course Name --Nursing Leadership and Management _____

Contact Person Becky Hammack _____

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. Student learning objective #5.

Objective #5 As a novice to advanced beginner, apply professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing

— activities associated - Written reflective assignments (Grading Rubrics in syllabus).

- 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. Student Learning Objective #6 and leadership management project

Guidelines for the project and grading rubric are found in the syllabus .

Objective #6 As novice to advanced beginner, plans the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient advocacy, and participation in professional student nursing organizations.

-- activities associated with this objective-- Written assignments, in class assignments (Grading Rubrics in syllabus).

- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline. Student Learning Objectives #5 & #7.

Objective #5 As a novice to advanced beginner, apply professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing

Objective # 7-- As a novice to advanced beginner, engages in self-care and reflection to prepare for clinical demands, plans growth to professional competence, and understands the need to participate in life long career and professional development.

--activities associated with this objectives Exams, concept maps, case studies, written reflection papers, (grading rubrics in syllabus .

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

- Research assignment—Leadership/Management Project and paper (criteria and grading assessment in syllabus). Highlighted in yellow in syllabus

Faith and vocation assignment—Student learning objective #5 with reflective writings (objective #5 found above—rubric for grading in syllabus). (Highlighted in pink in syllabus)

- Comprehensive skills and accomplishments inventory—Student learning objective #7 plus resume, cover letter for resume, and reflective writings. (Highlighted in blue)

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.