**UCC CAPSTONE Designation Form**

| Date |  |
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**Capstone Course Submission for Review**

| Name and title: |  |
| --- | --- |
| Department: |  |
| Email address: |  |
| Phone number: |  |

The capstone project at Heidelberg serves as a formal, university-wide assessment that culminates students’ undergraduate studies and demonstrates students’ ability to recognize and apply diverse and global perspectives to a complex theme/topic/problem within their respective major(s). The capstone experience must be a minimum of 3 credit hours. Departments may choose to meet this requirement through multiple courses.

Students work closely with a faculty mentor or assigned faculty on capstone courses to develop and determine their approach to their capstone that focuses on a complex theme/topic/problem. Each capstone should align to the Integrated Studies Program guidelines, objectives, and rubrics. The capstone has a wide variety of forms and presentation modes that include but are not limited to a multimedia presentation, a film/documentary, a performance, or a paper.

1. A capstone experience reflects on educational experiences during the undergraduate years and synthesizes theory, knowledge and experience.
2. A capstone experience allows students to share their ideas.
3. Each student completes a major research or creative project.
4. Students are encouraged to share their projects during the annual Student Research Conference.
5. Capstone experiences may help students prepare for careers through developing a portfolio, practicing important skills in simulations, writing a resumé, and working cooperatively with the Academic & Career Support Center.
6. Each experience incorporates an emphasis on one or more of the following competencies: writing, speaking, research, technology.
7. Each experience incorporates a component on information literacy to support all seminar projects.
8. The capstone experience generates tools for assessment of the major and of the Integrated Studies Program.

| Course prefix(es) and number(s) |  |
| --- | --- |
| Course Title(s) |  |

A. Provide **catalog description(s)** of all courses contributing to the capstone, including the credit hours associated with each course and course rotation:

B. Culminating Experience in the Major:

Provide a rationale for how the above listed capstone course(s) provides the context for students to focus on a complex theme/topic/problem that is discipline and major specific and incorporates the collecting, compiling, analyzing and evaluating of multiple sources and modes to address the complex theme/topic/problem.

C. Integrated Studies Program Objectives

Below provide a rationale for how the above listed capstone course(s) align to the Level 4 Integrated Studies objectives.

* **Information Literacy:** Collect, compile, analyze, and evaluate information / data across multiple sources for a complex theme/topic/problem **(CAP 1)**

**Assessment**

Please describe the artifact you will use to assess this objective, and in which course(s) students will produce the artifact.

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* **Critical Thinking and Curiosity:**

Apply multiple modes of thinking to pose complex question(s) and articulate answers to complex theme/topic/problem **(CAP 2)**

**Assessment**

Please describe the artifact you will use to assess this objective, and in which course(s) students will produce the artifact.

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* **Creativity and expression**

Use multiple tools and media to communicate a point of view, alternate theme or new perspective relevant to complex theme/topic/problem **(CAP 3)**

**Assessment**

Please describe the artifact you will use to assess this objective, and in which course(s) students will produce the artifact.

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* **Diversity, equity and inclusion**

Recognize and apply diverse cultural and wellness perspectives in their chosen career **(CAP 4)Assessment**

Please describe the artifact you will use to assess this objective, and in which course(s) students will produce the artifact.

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D. Please attach the course syllabus(syllabi) mentioned above that includes assessment(s).

**How to Submit:**

By submitting this form you indicate the support of your Department.

This form should be submitted simultaneously by email to:

Undergraduate Curriculum Committee: [**ucc@heidelberg.edu**](mailto:ucc@heidelberg.edu)

Provost: Bryan Smith at[**bsmith3@heidelberg.edu**](mailto:bsmith4@heidelberg.edu)

Director of the Integrated Studies General Education Program:

Emily Isaacson at **eisaacso@heidelberg.edu**

**Capstone Project Rubric**

| Criteria | Benchmark:  Beginning | Milestones:  Developing | Milestones:  Proficient | Capstone:  Mastery | Notes: |
| --- | --- | --- | --- | --- | --- |
| **Informational Literacy**  Collect, compile, analyze, and evaluate information / data across multiple sources for a complex theme/topic/problem | Brainstorms facts, ideas, concepts and problems to address a specific theme/topic/problem from a specific perspective and mode of thinking | Compares and contrasts modes of thinking by analyzing and evaluating sources specific to a theme/topic/problem | Analyzes the interrelationships and approaches to a theme/topic/problem and develops a model and alternative solution to theme/topic/problem | Applies understanding of a complex theme/topic/problem through the collection, compilation, analysis and evaluation of information/data across multiple sources and modes thinkings |  |
| **Critical Thinking and Curiosity**  Apply multiple modes of thinking to pose complex question(s) and articulate answers to complex theme/topic/problem | Responds to questions posed with application of one mode to questions specific to a theme/topic/problem | Asks simple or surface questions about a question and articulates an answer to a theme/topi /problem | Asks and responds to deeper questions and seeks out answers to a complex theme/topic/problem | Asks complex questions and applies multiple modes of thinking to articulate answers to a complex theme/topic/problem |  |
| **Creativity and Expression**  Use multiple tools and media to communicate a point of view, alternate theme or new perspective relevant to complex theme/topic/problem | Understands and communicates a point of view or perspective relevant to a theme/topic/problem using a variety of tools and/or media | Communicates multiple points of view relevant to a theme/topic/problem using multiple tools and media | Addresses a theme/topic/problem from multiple perspectives and communicates a new approach and/or solution to theme/topic/problem using multiple tools and media | Communicates multiple points of view and/or perspectives relevant to a complex theme/topic/problem using multimodal tools/media |  |
| **Diversity, equity and inclusion**  Recognize and apply diverse cultural and wellness perspectives in their chosen career | Describes the perspective of others through one cultural lens to a particular mode of thinking  Recognize and identify one’s own perspective, cultural rules and biases | Explains and connects two or more diverse and global perspectives to a specific context and theme/topic/problem | Analyzes, recognizes and incorporates connections between diverse and global perspectives and experiences to address a complex problem | Adapts, recognizes and applies multiple diverse and global perspectives, experiences and/or power structures to address a complex theme/topic/problem |  |