

**UCC/UGC/ECCC**

Proposal for Course Change

|  |
| --- |
| **FAST TRACK (Select if this will** **be a fast track item. Refer to**  [***Fast Track Policy***](http://www4.nau.edu/avpaa/UCCPolicy/Agenda_FastTrack_Consent.docx) **for eligibility)** |

# *If the changes included in this proposal are significant, attach copies of original and proposed syllabi in* [*approved university format*](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)*.*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | **BUS 450C** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc).

|  |  |  |  |
| --- | --- | --- | --- |
| 3. College: | University College | 4. Academic Unit: |  |

|  |  |
| --- | --- |
| 5. Current Student Learning Outcomes of the course.   * Demonstrate the intellectual and practical skills of written/oral communication, analytic reasoning/critical thinking, and quantitative reasoning in a final internship report. * Apply knowledge of human cultures, diversity, and global issues to intra/interpersonal situations. * Apply knowledge of the physical/natural world and scientific literacy in appropriate contexts and to situations involving the interaction of any environment. * Demonstrate problem solving and application skills in a real world setting. | Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*   * **~~Demonstrate the intellectual and practical skills of written/oral communication, analytic reasoning/critical thinking, and quantitative reasoning in a final internship report.~~** * **~~Apply knowledge of human cultures, diversity, and global issues to intra/interpersonal situations.~~** * **~~Apply knowledge of the physical/natural world and scientific literacy in appropriate contexts and to situations involving the interaction of any environment.~~** * **~~Demonstrate problem solving and application skills in a real world setting.~~**  1. **Demonstrate the intellectual and practical skills of written/oral communication**    1. **Construct persuasive arguments in increasingly complex contexts**    2. **Articulate and comprehend effectively, using verbal or non-verbal communication suitable to topic, purpose and audience**    3. **Use writing effectively to discover and develop ideas and to articulate positions in contexts of increasing complexity.** 2. **Demonstrate analytic reasoning/critical thinking and quantitative reasoning.**    1. **Recognize, differentiate and effectively employ appropriate and increasingly sophisticated strategies to interpret information**    2. **Successfully integrate disparate concepts and information when interpreting, solving problems, evaluating, creating and making decisions.** 3. **Apply knowledge of human cultures, diversity and global issues to intra/interpersonal situations.**    1. **Examine and evaluate how your own personal, historical and cultural perspectives affect the discovery and generation of knowledge.**    2. **Demonstrate the ability to think critically and creatively about the relationship between local regions and global issues, processes, trends and systems.** 4. **Apply knowledge of the physical/natural world and scientific literary in appropriate contexts and to situations involving the interaction of any environment.**    1. **Relate theories from a variety of disciplines and advance convincing reasons to connect as well as differentiate theories from different domains of knowledge**    2. **Determine the scope of information needed in specific research contexts and successfully identify, locate, evaluate, use and communicate information from various media.** 5. **Demonstrate the problem solving and project management in a real world setting.**    1. **Select and use hardware, software applications, databases and other technologies effectively for both inquiry and communication.**    2. **Develop and timeline for your project or internship.**    3. **Collaborate effectively with others in shared processes of inquiry and problem-solving.** 6. **Synthesize the skills and objectives from the breadth of liberal studies, diversity and two disciplines to apply to novel situations specific to career goals.**    1. **Demonstrate understanding of core concepts within your two minors.**    2. **Articulate how you have met all liberal studies goals in your college experience.** |

|  |  |
| --- | --- |
| 6. Current **title,** **description** and **units**. Cut and paste, in its entirety,from the current on-line academic catalog\* [**http://catalog.nau.edu/Catalog/**](http://catalog.nau.edu/Catalog/).  **BUS 450C CAPSTONE ON INTEGRATIVE LEARNING (3)**  Description: This capstone course is the culminating course for the Bachelor of University Studies designed to link to your cumulative academic experience by offering an internship opportunity, integrating real world experiences with personalized competency development and preparing you to enter the workforce. Letter grade only. Course fee required.  Units: 3  Requirement Designation: Senior Capstone  Prerequisite: Admission to Undergraduate Studies BUS | Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **~~Bold with strikethrough~~**what is being deleted.  **BUS 450C CAPSTONE ON INTEGRATIVE LEARNING (~~3~~ 2)**  Description: This **final ten week, two credit**  **c**apstone course is the culminating **~~course~~** **experience** for the Bachelor of University Studies. **This course is d**esigned to link to your cumulative academic experience by **~~offering an internship opportunity,~~** integrating real world experiences with personalized competency development and preparing you to enter the workforce. **You will complete your capstone project (internship or scholar project) that was designed and approved during BUS 449C.** Letter grade only. Course fee required.  Units: **~~3~~ 2**  Requirement Designation: Senior Capstone  Prerequisite: **~~Admission to Undergraduate Studies BUS~~ BUS 449C with a C or higher, C or higher in Junior Level Writing course.** |

\*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

**This course change proposal is part of the larger BUS degree change proposal that includes the following:**

1. **Requiring 3 credits of BUS capstone of all BUS degree candidates.**
2. **New course proposal – BUS 449C Capstone Proposal (1 credit)**
3. **Course change proposal – BUS 450C Capstone on Integrative Learning (reduced from 3 to 2 credits).**

**The revised BUS 450C is a 10-week 2 credit course during which the student conducts the capstone project/internship that was designed and approved during BUS 449C. The course is designed to allow the instructor to support student progress through the 10 week course in order to remain on track for successful completion of the capstone experience. Presentations of final student capstone experiences will be made at the end of the semester. Students will be evaluated based on demonstrating mastery of the BUS program outcomes through the capstone experience.**

|  |  |
| --- | --- |
| 8. Effective **BEGINNING** of what term and year? | **Fall 2014** |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls). |  |

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

|  |  |
| --- | --- |
| **CURRENT** | **PROPOSED** |
| Current course subject and number: | Proposed course subject and number: |
| Current number of units:  3 | Proposed number of units:  **2** |
| Current short course title: | Proposed short course title (max 30 characters): |
| Current long course title: | Proposed long course title (max 100 characters): |
| Current grading option:  letter grade  pass/fail  or both | Proposed grading option:  letter grade  pass/fail  or both |
| Current repeat for additional units: | Proposed repeat for additional units: |
| Current max number of units: | Proposed max number of units: |
| Current prerequisite:  Admission to Undergraduate Studies BUS | Proposed prerequisite (include rationale in the justification):  **BUS 449C with a C or higher, C or higher in Junior Level Writing course.** |
| Current co-requisite: | Proposed co-requisite (include rationale in the justification): |
| Current co-convene with: | Proposed co-convene with: |
| Current cross list with: | Proposed cross list with: |

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes  No

If yes, describe the impact. If applicable, include evidence of notification to and/or response

from each impacted academic unit.

**Bachelor of University Studies; BUS**

10. Is there a related plan or sub plan change proposal being submitted? Yes  No

If no, explain.

11. Does this course include combined lecture and lab components?                  Yes  No

If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?                    Yes  No         If yes, select all that apply.   Liberal Studies    Diversity    Both

13. Do you want to remove the Liberal Studies or Diversity designation?            Yes  No

If yes, select all that apply.   Liberal Studies    Diversity     Both

14. Is this course listed in the [**Course Equivalency Guide**](https://aztransmac2.asu.edu/cgi-bin/WebObjects/Admin_CEG.woa/wa/ByInst?inst=NAU)?                               Yes  No

15. Is this course a [**Shared Unique Numbering**](https://aztransmac1.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/SUNList?S=X) (SUN) course?                            Yes  No

|  |  |
| --- | --- |
| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **1/23/2014** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  | 1/22/14 |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

|  |  |
| --- | --- |
| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

**CURRENT SYLLABUS (3 UNITS)**



**COURSE SYLLABUS**

**Undergraduate Studies**

**BUS450C**

**Capstone on Integrative Learning**

**Fall 2011**

**3 credit hours**

**Instructor:**

Office:

Office hours:

Email:

Phone:

**Course Prerequisite:** Enrolled in BUS major.

**Capstone Description:**

This capstone course is the culminating course for the Bachelor of University Studies designed to link to your cumulative academic experience by offering an internship opportunity, integrating real world experiences with personalized competency development and preparing you to enter the workforce. Thus, the capstone internship is an opportunity for you to take ownership of your competency development.

Over the course of the semester you will work with a community organization or business. In the process you will be exposed to and hopefully acquire, develop, and refine specialized skills. The capstone internship is designed to increase your awareness of how businesses, organizations, and focused projects operate and to provide an understanding of how your individual experience is connected to the larger social, political, and economic structures.

**Liberal Studies Information:**

**What is a Capstone?** A Capstone is a culminating experience. In the Bachelor of University Studies (BUS) degree, it is an internship opportunity that allows students to demonstrate they have developed an integrated understanding of real world experiences about how businesses, organizations, and focused projects operate.

**Capstone Learning Outcomes:**

* Demonstrate the intellectual and practical skills of written/oral communication, analytic reasoning/critical thinking, and quantitative reasoning in a final internship report.
* Apply knowledge of human cultures, diversity, and global issues to intra/interpersonal situations.
* Apply knowledge of the physical/natural world and scientific literacy in appropriate contexts and to situations involving the interaction of any environment.
* Demonstrate problem solving and application skills in a real world setting.

**NOTE**: All of the above may be included in the final internship report with the instructor’s supervision.

**Capstone Requirements:**

* Students will complete 8-10 hours of work per week at an approved internship site during the semester of enrollment.
* Students will complete an Internship Proposal.
* Students will draft a Resume that includes your internship experience.
* Students will write a final culminating internship/capstone report with intermediate draft deliverables.
* Students will share learning experiences during periodic class sessions.
* Students will take individual initiative to develop competency skills.
* Students will critically consider how this experience relates to your future goals.
* Students will have their internship supervisor complete a culminating internship appraisal.

**Capstone Expectations:**

All participants are expected to:

* Display intellectual curiosity
* Create a learning environment based on respect and encouragement
* Be in class on time
* Submit all assignments on time
* Abide by the Northern Arizona University Code of Academic Integrity

**Capstone Structure:**

The capstone is focused on the time you spend at your internship site. Because the requirements outside the course are extensive, we will only meet for five class sessions in which all enrolled students are required to attend. Also, each student will schedule at least two individualized sessions with the instructor.

**Internship Commitment:**

You are required to complete 8-10 hours per week for 13 weeks at an approved internship site during the semester of enrollment in BUS 450C. You must document the hours worked and could be penalized if you have not met the minimum requirement of 104 internship hours. The instructor and the Gateway Advising Centers are available to help locate opportunities and to offer support so you can complete your commitment on time. The projected number of internship hours must be included in your internship proposal and documented by your internship supervisor in the appraisal.

**Resume:**

During our third class session, we will talk about how to market your capstone experience. Following this session, you will be asked to create or update a resume that references your studies to date. With a partner, you will critique your resume and turn in a final version.

**Final Internship/Capstone Report:**

During your internship experience, you will be drafting your internship/capstone report that is due at the end of the semester. These basic items in your report include:

* Description of site and activity
* Reflection on diversity experience
* Discussion of skills learned
* Discussion of methods used
* Activities you took on as an individual, within a group, or in a leadership role
* Personal learning and application of course knowledge
* A description of one or more problem solving experiences
* Concepts that you applied that relate to area of study
* Use of technical and interactional knowledge expressed in scientific terms
* Analysis and conclusion

**Textbooks and Required Materials:**

*Professionalism is for Everyone: Five Keys to Being a True professional*, The Goals Institute, 11th Printing, 2011.

*Workplace Writing*, S. Gerson and S. Gerson, Prentice Hall, 2010.

**Grading:**

|  |  |
| --- | --- |
| 90%-100% | A |
| 80%-89% | B |
| 70%-79% | C |
| 60%-69% | D |
| <60% | F |

Internship Commitment:

Proposal 100 points

Internship hours 100 points

Supervisor appraisal 100 points

Final Internship/Capstone Report:

30% Deliverable 50 points

70% Deliverable 100 points

Final 100 points

Resume: 50 points

Class Participation, Class Attendance , Individualized Session 70 points

Semester Total 670 points

**Calendar:**

August 29, 2011

Class Meeting: Session 1

Capstone overview, expectations, and internship site review, internship proposal requirements, internship/capstone essay guidelines

September 16, 2011

Class Meeting: Session 2

Internship Proposal due

October 24, 2011

Class Meeting: Session 3

Check-in, marketing the capstone experience, resume creation or update, critique

November 21, 2011

Class Meeting: Session 4

Final resume due and 30% internship/capstone report deliverable due

November 28, 2011

Class Meeting: Session 5

70% internship/capstone report due

December 12, 2011

Final Internship/Capstone Report Due

**Course Policies:**

Attendance

Attendance is expected at all scheduled meetings. Attendance is considered one measure of professional conduct and demonstrates the behavior expected of an NAU students.

Illness

“While class attendance is required per the above stated policy, please be cautious about attending class if you are feeling ill. Please inform your instructor by phone or e-mail if you are feeling unwell: if you are experiencing flu-like symptoms, you should not attend class; please take precautions not to infect others and seek medical attention if your symptoms worsen” (Liz Grobsmith, Provost and Vice President for Academic Affairs).

Statement on Plagiarism and Cheating

The University takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation.

Personal Safety

Be mindful of your personal safety and use common sense precautions no matter where you are. Be aware of your surroundings and take advantage of the safety escort service provided by the NAU Police Department (NAUPD) by calling 523-3611. The campus has "blue phones" or emergency phones with a direct push-button line to the police dispatchers. The NAU Police Department Web site nau.edu/police contains a number of tip sheets on issues from residence hall room safety to identity theft tips. Please take a look at this valuable information.

Computer Safety

Be aware that no one at this university will ever contact you via e-mail and ask you any personal information. Be aware of the inherent risks in Internet use and carefully guard your personal information.

Northern Arizona University

Policy Statements

Safe Environment Policy

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website [http://home.nau.edu/diversity/.](http://home.nau.edu/diversity/) If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

Students with Disabilities

If you have a documented disability, you can arrange for accommodations by contacting

Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu) (e-mail)or 928-523-8747 (fax).Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

Institutional Review Board

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: <http://www.research.nau.edu/vpr/IRB/index.htm>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

Academic Contact Hour Policy

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time…at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

Sensitive Course Materials

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

**PROPOSED SYLLABUS (2 UNITS)**



BUS 450C: Capstone on Integrative Learning

Semester

2 Units/10 Weeks

Instructor:

Office address

Office hours

**Course prerequisites**

BUS 449C with a C or higher, C or higher in Junior Level Writing course.

**Course description**

This final ten week, two credit capstone course is the culminating experience for the bachelor of university studies. This course is designed to link to your cumulative academic experience by integrating real world experiences with personalized competency development and preparing you to enter the workforce. You will complete your capstone project (internship or scholar project) that was designed and approved during BUS 449C.

The capstone project is designed for you to demonstrate having met or exceeded BUS program outcomes.

**Student Learning Expectations/Outcomes for this Course**

1. Demonstrate the intellectual and practical skills of written/oral communication
   1. Construct persuasive arguments in increasingly complex contexts
   2. Articulate and comprehend effectively, using verbal or non-verbal communication suitable to topic, purpose and audience
   3. Use writing effectively to discover and develop ideas and to articulate positions in contexts of increasing complexity.
2. Demonstrate analytic reasoning/critical thinking and quantitative reasoning.
   1. Recognize, differentiate and effectively employ appropriate and increasingly sophisticated strategies to interpret information
   2. Successfully integrate disparate concepts and information when interpreting, solving problems, evaluating, creating and making decisions.
3. Apply knowledge of human cultures, diversity and global issues to intra/interpersonal situations.
   1. Examine and evaluate how your own personal, historical and cultural perspectives affect the discovery and generation of knowledge.
   2. Demonstrate the ability to think critically and creatively about the relationship between local regions and global issues, processes, trends and systems.
4. Apply knowledge of the physical/natural world and scientific literary in appropriate contexts and to situations involving the interaction of any environment.
   1. Relate theories from a variety of disciplines and advance convincing reasons to connect as well as differentiate theories from different domains of knowledge
   2. Determine the scope of information needed in specific research contexts and successfully identify, locate, evaluate, use and communicate information from various media.
5. Demonstrate the problem solving and project management in a real world setting.
   1. Select and use hardware, software applications, databases and other technologies effectively for both inquiry and communication.
   2. Develop and timeline for your project or internship.
   3. Collaborate effectively with others in shared processes of inquiry and problem-solving.
6. Synthesize the skills and objectives from the breadth of liberal studies, diversity and two disciplines to apply to novel situations specific to career goals.
   1. Demonstrate understanding of core concepts within your two minors.
   2. Articulate how you have met all liberal studies goals in your college experience.

**Course Structure/Approach**

This course is structured based on the approved capstone project. All students are to present their final capstone project. Students enrolled in the fall semester capstone course will present their capstone project to their peers with the final ePortfolio due at the scheduled final exam time. Student enrolled in the spring semester capstone course will present their capstone project at the University’s Undergraduate Symposium with the final ePortfolio due at the scheduled final exam time.

The following is expected if you plan an internship for this capstone course:

* ePortfolio that will contain the following:
  + Reflection Papers on course readings
  + Resume (if applicable)
  + Culminating paper and presentation on internship experience

The following is expected if you plan a project for this capstone course:

* Scholar Project
* ePortfolio that will contain the following:
  + Reflection Papers on course readings
  + Resume (if applicable)
  + Culminating paper and presentation on scholar project

It is the responsibility of the student to set up appointments and meet with the instructor to get feedback and to also adhere to the plan of action designed in BUS 449c.

**Required Textbook**

Repko, Allen F.(2014). *Introduction to Interdisciplinary Studies*, Sage, Thousand Oaks, CA. ISBN: 978-1-4522-5660-3.

**Course Outline and Timeline for Assigned Work**

|  |  |  |  |
| --- | --- | --- | --- |
| Part III: Interdisciplinary Research and Writing | | | |
| Week | In Class | Readings | Assigned Work |
| Week #1 | Interdisciplinary Research Road Map and how to manage a research project | Chapter 10 in Repko | Reflection Paper #1 due in ePortfolio |
| Week #2 | Revisit literature review and research support | Chapter 11 in Repko | Complete literature review and add to ePortfolio  Discussion Post #1 on project status in Bb Learn |
| Week #3 | Analyzing and Reflecting on Process | Chapter 12 in Repko | Reflection Paper #2 due in ePortfolio |
| Part II: Thinking Critically About Interdisciplinary Studies | | | |
| Week | In Class | Readings | Assigned Work |
| Week #4 | Disciplinary Perspectives | Chapter 7 in Repko | Discussion Post #2 on project status in Bb Learn |
| Week #5 | Disciplinary Insights | Chapter 8 in Repko |  |
| Week #6 | Integration and Results | Chapter 9 in Repko | Discussion Post #3 on project status in Bb Learn |
| Week #7 | Work on project |  | Reflection Paper #3 due in ePortfolio |
| Week #8 | Work on project |  | Discussion Post #4 on project status in Bb Learn |
| Week #9 | How to write a resume | Presentation by Career Services | Complete resume in ePortfolio (if applicable) |
| Week #10 | Present Project (in class or at undergraduate symposium) |  | Discussion Post #5 on project status in Bb Learn  Final capstone project due in ePortfolio |

**Assessment of Student Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| Assessment of Learning Outcomes | | |
| Students will | Course Topics & Learning Activities | Assessment Activities |
| Demonstrate the intellectual and practical skills of written/oral communication in a final project report. | * Interdisciplinary research and writing using The Broad Model * ePortfolio design | * Completed capstone project based on The Broad Model rubric * ePortfolio rubric |
| Demonstrate analytic reasoning/critical thinking, and quantitative reasoning in a final project report. | * Readings on thinking critically about interdisciplinary studies | * Writing rubric for Reflection Paper #1 |
| Apply knowledge of human cultures, diversity, and global issues to intra/interpersonal situations. | * Capstone project population | * Capstone Proposal and project method * Final capstone project |
| Apply knowledge of the physical/natural world and scientific literacy in appropriate contexts and to situations involving the interaction of any environment. | * Interdisciplinary Research Road Map * Analyzing and Reflecting on the Research Process | * Capstone Proposal and project method * Final capstone project |
| Demonstrate problem solving and project management in a real world setting. | * Project management for your capstone project | * Writing rubric for Reflection Paper #2 * Five discussion posts (one every two weeks) providing project status, noting any challenges or concerns. |
| Synthesize the skills and objectives from the breadth of liberal studies, diversity, and two disciplines to apply to novel situations specific to career goals | * Oral and visual presentation of your capstone project * Class/Symposium Presentation | * ePortfolio rubric for final capstone project * Writing rubric for Reflection Paper #3 * Peer & Instructor Evaluation Form |

**Grading System**

This is a letter-grade course based on successfully completing the internship/project designed in BUS 449c. The capstone project/internship is designed to provide you with experience and evidence for having met or exceeded the BUS degree program outcomes. ALL capstone students are required to present their final project. **Remember:** Students enrolled in the fall semester capstone course will present their capstone project to their peers with the final ePortfolio due at the scheduled final exam time. Student enrolled in the spring semester capstone course will present their capstone project at the University’s Undergraduate Symposium with the final ePortfolio due at the scheduled final exam time. The ePortfolio will be graded using the rubric and students must score either proficient or advanced in all six rubric categories to earn a passing grade.

|  |  |
| --- | --- |
| **Assignment** | **Value** |
| Reflection Papers (5% each) | 15% |
| Discussion Posts (5% each) | 25% |
| Capstone Project & Presentation\* | 60% |
| Total | 100% |

\*Note that you must score at proficient or advanced for all rubric rows in the Capstone Project in order to pass this course.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = <60%

**Course policy**

* Attendance is expected at all scheduled meetings. Attendance is considered one measure of professional conduct and demonstrates the behavior expected of an NAU students.
* Please refer to the university policy on academic integrity.

**University policies**

Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus. See the following document for policy statements: [*http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html*](http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html).