

BACHELOR OF GENERAL STUDIES - Capstone

To better gauge students' progress towards achieving professional and person goals (stated in rationale in Area of Concentration) and to better assess the BGS program, we are requiring a completion of the Capstone for students.

This will include the following:

- Rationale from Area of Concentration
- Artifact
 - This is a graded paper from one of the interdisciplinary courses of the student's choosing, which is a direct representation of understating historical, social, or cultural perspectives and its relation to contemporary society.
- One-page reflective narrative
- Copy of Syllabus from their selected interdisciplinary course

Organizing and Creating 1-Page Reflective Narrative

1. Students are required to turn in a one page, typed, and 12-point Time New Roman font reflective narrative paper.
2. The reflective narrative will be a paper that describes the experience of the interdisciplinary course and what you achieved in the course and the artifact (please see above for artifact detail).
3. The artifact must be a representation of understanding historical, social, or cultural perspective and its relation to contemporary society.

Synthesis Measurement Rubric

Student's 1 page reflective narrative will be assessed with the following rubric:

	5-MASTERY	3-PARTIAL MASTERY	1-NON-MASTERY
Focus, Purpose, & Thesis (Controlling Idea)	Engaging and full development of a clear thesis as appropriate to assignment purpose	Mostly intelligible ideas; thesis is weak, unclear, too broad, or only indirectly supported	Shows complete confusion about the topic or inability to grasp it; thus conspicuous absence of thesis and lack of purpose
Ideas, Support, & Development (Evidence)	Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific	Main points and ideas are only indirectly supported; support isn't sufficient or specific, but is loosely relevant to main points	Clear absence of support for main points.
Understanding – historical, social, & cultural in relation to contemporary society	Demonstrate how the course has had a historical, social, & cultural impact with their view in contemporary society	Somewhat demonstrates how the course has had a historical, social, or cultural impact with their view in contemporary society	Does not demonstrate any relation on how the course assisted them in contemporary society. Went completely off topic
Analysis	Demonstrates analysis by breaking information into parts by identifying motives or causes; making interference and finding	Shows some analysis knowledge by showing some evident to support generalizations	Has little to no analytical demonstration of course findings or obtained knowledge.

	evidence to support generalizations		
Comprehension	Shows understanding finding information from the course. Demonstrates basic understanding of facts and ideas	Shows some facts and ideas of course with some understanding	Demonstrates little to no comprehension of course facts and/or ideas
Application	Began implementing, using, or executing course knowledge or solving problems by applying acquired knowledge, facts, techniques, and rules in a different way	Shows some application or problem solving of knowledge obtain from course	No application or problem solving skills that might have been acquired shown
Knowledge	Demonstrates a recollection of facts from course. Exhibits previously learned materials by recalling facts, terms, basic concepts and answers.	Shows some recollection of materials and/or facts from course	Does not exhibit recollection from course materials, facts, or terms