

FLUENCY, CONTENT MASTERY, AND LIBERAL ARTS SKILLS IN THE CBLI CAPSTONE REQUIREMENT

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Foreign undergraduate language programs often struggle to meld the disparate graduation goals of linguistic and cultural fluency as well as mastery of liberal arts skills. This project seeks to evaluate the implementation of a new capstone requirement in an undergraduate Japanese Studies program at a mid-sized, access mission R1 institution. Beginning in 2017, these new criteria were based on a Content Based Language Instruction (CBLI) model, and replaced a more strictly language-focused capstone project. This project evaluates the effect of these changes on student learning outcomes and on the perceived value to students of the capstone requirement itself. Through the use of anonymous surveys and using the “phenomenography” methodological approach first employed by Emily Adler, this project evaluates the costs and benefits of programmatic changes to the capstone requirements over the course of the first five semesters of this CBLI-based capstone experience.

