
The CAPSTONE CAPSULE 2013-2014

A fact sheet for students on the Senior Capstone Program at Portland State University

What is a Capstone?

The Capstone is the culminating general education course at Portland State University. The Capstone course has three primary objectives:

- allow students to apply their area(s) of expertise to real issues and problems;
- to give students experience working in an interdisciplinary team context;
- to empower students to become actively engaged in their community.

Capstone courses are designed to build cooperative learning communities among students and contribute to student success. Students are required to engage in their type of community-based learning in order to enhance their ability to communicate and interact with diverse populations, as well as to further their capacity to think critically about the social, cultural, economic and environmental issues facing our society. Placement sites vary significantly, including educational institutions (a wide range of school systems), environmental organizations, for-profit businesses, on-campus organizations, and government and social service agencies.

A University Studies Capstone consists of a course or course series totaling 6 credit hours. Each Capstone team of students develops a strategy to address a problem or concern in the community and implements this strategy over one, two or three quarters of work. Each Capstone experience will be designed in accordance with the educational objective of the course and the community issue being addressed.

Do I Need to Take a Capstone?

If you choose to follow the General Education curriculum, you will be required to complete a Senior Capstone. See an advisor in your major/program, to discuss your options and to choose the plan which best suits your educational needs. If you are uncertain who your academic advisor is, visit <http://www.pdx.edu/advising>. If you have been accepted into the University Honors Program, you will not be required to take a Capstone course.

How Do I Register for a Capstone?

You can register for a majority of the Senior Capstone as you would for any other PSU course with a Course Registration Number (CRN) listed in the PSU Class Schedule. Please read the description of the Capstone carefully. You may be asked to e-mail the professor for permission to register or be directed to contact PSU Distance Learning for other Capstones with an online component. **PLEASE NOTE: Students who miss the first class session and fail to notify the instructor before class may be dropped from the course.**

Where Do I Go for More Information?

The Capstone Office is located in 117 Cramer Hall (also University Studies).

The office is open Monday – Friday from 8:00 am – 5:00 pm.

You may phone us at (503) 725-5890 or askunst@pdx.edu.

Each Capstone has an e-Portfolio site with more information about the course: <http://capstone.unst.pdx.edu/>



University Studies, 1721 SW Broadway Street, PO Box 751, Portland, Oregon 97201

The Capstone Capsule will provide a general description of each Capstone and an estimate of the term the Capstone is offered. Course details and scheduling are subject to change due to University and Community Partner resources. **Students should always consult the PSU Class Schedule prior to registration, contact the instructor directly, or contact the Capstone Office regarding the availability of the Capstone if additional planning is required.**

Capstone Title	Summer	Fall	Winter *	Spring*
Access For Education		F	W	SP
Action Research For Youth				SP
Addressing the Food Gap Rosehaven		F		
Animal Grants: Unwanted Pets		F		SP
Animal Grants: Wildlife Conservation				SP
Are We too Violent				SP
Art and Community Mapping				SP
Art and Social Change	SUM		W	SP
Asset Mapping and GIS	SUM			SP
Bilingual Education (2 term)		F		
Build Community Build Peace		F		
Collaborations: Boys and Girls Club	SUM	F	W	SP
Communication Education NUHS	SUM	F	W	SP
Community Greenworks	SUM			
Community Psychology (2 term)			W	
Costa Rica	SUM			
Creative Industries	SUM			
Creative Reuse				SP
Current Issues Pregnancy and Birth		F	W	
Documenting Sustainable Development				SP
Ecodistricts	SUM			SP
Edit/Design Donor Outreach	SUM			
Educational Equity	SUM		W	SP
Effecting Change	SUM			
Effective Change Agent		F	W	SP
Enhancing Youth Literacy	SUM	F	W	SP
Environmental Education through Nat Am Lenses	SUM	F		
Equal Access to Justice				SP
Evaluating Criminal Justice Interventions			W	
Fund Raising For Diverse Communities		F	W	SP
GirlPower!	SUM	F	W	SP
Girls Rock Camp	SUM			
Global PDX: African Children		F	W	SP
Grantwriting: The College Of Arts	SUM			
Grantwriting: Environmental Advocacy				SP
Grantwriting: Nonprofits				SP
Grantwriting: Sustainability	SUM	F		
Health and Migration: Oaxaca, Mexico	SUM			
Hunger in the City		F		
Immigration and the Workforce	SUM	F	W	SP
Inside/Out Prison Exchange			W	
Japan/Chinese Language Program for ESL Students (2T)			W	
Juvenile Justice	SUM	F	W	SP
Leadership and Mentoring		F	W	SP

Learning From Persons with Disabilities: Kiwanis Camp	SUM			SP
Learning Gardens and Civic Affairs	SUM			
LGBTQ History			W	SP
LGBT Seniors		F		
Linking the Generations	SUM	F		
Living Beyond War			W	SP
Learning Gardens & Civic Affairs	SUM			
Marketing for Non-Profits	SUM	F		SP
Media Literacy	SUM	F	W	SP
Meditation for Global Healing	SUM	F	W	SP
Migrant Children	SUM			
Mobilizing Hope		F		
Monumental Women			W	
Multimedia Production	SUM	F	W	SP
Museum of the City	SUM			
Music in the Schools	SUM	F	W	SP
Narratives for Social Change				SP
Native American Gardens & Food Justice	SUM			
Native American Grantwriting	SUM	F	W	SP
Natural Food Industry	SUM			
Outdoor and Environmental Education		F		SP
Performing Arts Advocacy	SUM	F		SP
Portland's Water	SUM	F	W	SP
Positive Engagement Youth and Community	SUM			
Promoting Sustainable Living		F	W	
Reclaiming the Commons			W	
Reporting Live		F		SP
Research and Society	SUM			
Research Experience for Science Majors	SUM			
Science Inquiry Outdoor Classroom		F		SP
Sexual and Gender Minority Youth	SUM	F	W	SP
Sexual Assault on the College Campus	SUM	F	W	
Skills Effective Collaborator	SUM			
Story, Video, and Civic Action	SUM			SP
Strategic Communication Non-Profit PR				SP
Student Debt Policy and Advocacy			W	
Summer Youth Enrichment	SUM			
Sustainability Outdoors	SUM			
Sustainable Food Systems and Educational Farms	SUM	F		SP
Sustainable Watersheds and Communities				SP
Tutoring Adult ESL	SUM	F	W	SP
Tutoring and Mentoring Native American Youth	SUM	F	W	SP
Urban Agriculture				SP
Volunteer Stream Monitoring	SUM	F		SP
Women's Prison Gardens	SUM	F	W	SP
XplOregon	SUM			
Youth In Transition				SP

* Subject To Change

ACCESS FOR EDUCATION (*F, W, SP*)
Creating Access to College for Low-Income Youth

Leah Cronn, cronn@pdx.edu

This Capstone explores a variety of issues related to equal access to education, including language barriers, bilingual education, No Child Left Behind, school funding, standardized testing, curriculum choices, cultural differences, and lack of health care, among others.

The community partner for this course is Marathon Education Partners, (www.marathoneducationpartners.org) a Portland based non-profit organization, founded in 2002, that brings together over 100 low-income children (Scholars) with over 200 adults (Partners) in the community who are committed to helping these Scholars reach their goal of a college education. Scholars are selected for the program through a rigorous process of teacher/principal/community and parent recommendations, interviews, grades, and a need for financial aid. Scholars enter the program in the fourth grade and remain in the program, paired with Partner, for 10 years. Most of the Scholars are minorities, immigrants and refugees. PSU students in this Capstone will play an integral part in the growth and development of Marathon Education Partners. Students may be involved in 1) working directly with Scholars in their Title I schools in the Portland metropolitan area, 2) doing projects directly for Marathon Education Partners to assist with program development and 3) working directly with other community partners to grow Portland area non-profits by working together and enhancing cross-organization programs. Please contact Leah Cronn at cronn@comcast.net for more information.

ACTION RESEARCH FOR YOUTH (*SP*)

Lisa Bates, lkbates@pdx.edu

PSU students will engage with the Multnomah Youth Commission's Youth Against Violence Policy Action Plan. Youth are investigating youth experiences and perceptions of violence in the community, in schools, in the home, and in relationships. PSU students will support Action Plan efforts through participatory action research, a method for collaborative production of knowledge that gives voice to a community's experiences. The project will feed into the

implementation of anti-violence programs by and for youth.

ADDRESS FOOD GAP ROSEHAVEN (*F*)
Addressing the Food Gap at Rosehaven

Sarah Dougher, sarahdougher@gmail.com

Rose Haven serves women and children experiencing the trauma of abuse, loss of home and other disruptive life challenges. Rose Haven's mission is to maintain a safe, respectful community while providing guests with support and services to assist them in regaining stability in their lives. This capstone engages students in scholarship about food cultures and social justice, responding and partnering with Rose Haven to support their work.

ANIMAL GRANTS: CONSERVATION (*SP*)
Animal Aid: Grantwriting for Wildlife Conservation in Africa

Kimberly Mukobi, kmukobi@pdx.edu

Students in this Capstone will partner with the Kasese Wildlife Conservation Awareness Organization (<http://www.kasesewildlife.org>) to further its goals of creating wildlife awareness and increasing conservation efforts in Uganda (East Africa) through the education of Ugandan communities. Students will participate in the various aspects of grant writing; including locating appropriate funders and ascertaining the needs of the community partner, as well as writing and reviewing grant proposals. Class discussions will involve some critical issues in preserving wildlife. The end project will be a presentation and portfolio of grant proposals addressing the current needs of the Kasese Wildlife Conservation Awareness Organization. Please contact Kimberly Mukobi, kmukobi@pdx.edu, for more information.

ANIMAL GRANTS: UNWANTED PETS (*F, SP*)

Aiding Unwanted Pets Through Grant Writing

Kimberly Mukobi, kmukobi@pdx.edu

Every day in this country, 30,000 to 40,000 pets are euthanized. Of those, at least 80-90% are adoptable. This capstone allows students to explore the social/cultural dynamics of pet overpopulation, the ethical dilemmas presented by

it and the rise of the no kill revolution in the United States. Participants will work with a no kill nonprofit animal shelter to assist them in acquiring grant monies to address the needs of the shelter and support the shelter's operations. Students will also participate in the various aspects of grant writing; including locating appropriate funders and ascertaining the needs of the community partner, as well as writing and reviewing grant proposals. The end project will be a presentation and portfolio of grant proposals addressing the current needs of the shelter.

ARE WE TOO VIOLENT? (SP)

Are We Too Violent?

DeEtte Beghtol Waleed, deettebw@gmail.com
Students will research causes of violence and learn strategies to overcome violence. Teams will interview individuals in the US and developing countries affected by wars and violence. You will work to plan and create a public education event with a local program working to end crimes against humanity.

We are surrounded by violence in many areas of our lives – crime, TV, wars, domestic violence and much more. The class seeks to understand why our culture is violent. We will interview leaders working to overcome violence in the US and other countries to learn how change is possible. The interconnections between violence and poverty will be explored and analyzed in order to learn new strategies to combat violence in the US and globally.

We will work the Never Again Coalition to plan and present an event educating the public about the effects of genocide and other crimes against humanity.

Topics include: Why are we violent? Violence in Sudan, in Haiti; Factors leading to violence in cities in the US; Effects of violence on soldiers; Relationships between poverty and violence; Comparing strategies to overcome violence in the US and the developing world.

ART & COMMUNITY MAPPING (SP)

Art and Community Mapping

Sabina Haque, szhac@hotmail.com
Scott SUN and Portland State University (PSU) coordinate this "Art & Community Mapping" after-school program. PSU fine arts professor Sabina Haque leads the class of 20 Scott students (gr. 4-8) and 20 volunteers from her PSU capstone

class. PSU and Scott students are matched for individual mentorship. Psu students will learn about local and national issues in Arts education, and the role of community based Art to support child and youth achievement. The class meets once a week at school site and will culminate in a community mural. Scott families will be invited to an arts night to inspire mural images. The SUN class will create identity symbols and write about their community and dreams for the future. The drawings will be transferred onto wood panels which will be put together to form a mural. Students will use their art and writing to create a 1 minute audio visual story. Sabina and the PSU mentors will facilitate students painting the mural and creating their digital story. A final exhibit will showcase the preliminary work, finished panels, and screen the digital stories. The project will serve 20 youth and directly impact the 500 students at Scott School. Project Funded by RAAC Arts in Schools grant, Neighborhood grant & National PTA grant.

ART AND SOCIAL CHANGE (SUM, W, SP)

Art and Social Change

Conrad Schumacher, cschumac@pdx.edu
The working Thesis for this class is that for Art, or indeed anything/anyone, to effect change in a society the work/ideas must be palatable to the majority, real and tangible in terms of outcomes and sustainable over time. We never get far when we try to change using hate, anger, force or such "clubs."

This course is open to anyone intrigued with the questions raised by public Art (and possibilities of Art) in our society. This capstone should be of particular value and interest to students who have a desire to teach, create, work collaboratively and inspire. Students will develop Art Literacy lessons to teach/be taught in underprivileged public schools. A web site of these lessons will be created and published as a teacher resource. This course will require some flexibility on the part of the student when/if it comes to the scheduling of the Art Literacy lesson-teaching component.

ASSET MAPPING AND GIS (SP, SUM)

Empowering Communities with Asset Mapping and GIS

Meg Merrick, dkmm@pdx.edu
Asset mapping methods combined with geographic information systems (GIS) technology

have proven to be an effective way to help citizens and organizations identify, analyze, describe, and mobilize around assets and issues of concern to them.

The Community Geography Project of the Institute of Portland Metropolitan Studies trains community groups and middle and high school students in GIS technology to enable them to ask new questions and better strategize and promote their agendas.

In addition to asset mapping and GIS, this Capstone course will incorporate the PhotoVoice methodology (<http://www.photovoice.com/method/index.html>) to help community members explore some of the obstacles to healthy eating and active living in the Portsmouth and St. John's neighborhoods in North Portland.

We will be working closely with Sonia Manhas, manager of the Chronic Disease Prevention Program of Multnomah County, who has been working with community members on a Healthy Eating/Active Living project over the last two years. We will also be working with Angie, a graduate student of Heather Hartley, professor of sociology at PSU. Angie is fluent in Spanish and will act as the translator at the four community meetings that are integral to our project. In addition, we will be working with Suzanne Briggs of Collaboration and is a consultant with Kaiser Permanente on their Healthy Eating Initiative.

BILINGUAL EDUCATION (F)

Raven Chakerian, raven@pdx.edu

This Capstone is spread out over two terms (3 credits each in Fall and Winter) and centers on two community-service components. First, students will volunteer as tutors/classroom aides in a bilingual Spanish/English dual immersion program at a local elementary school. In addition, students will design a classroom activity for a website which serves as a resource for teachers in need of interactive activities in Spanish (<http://www.sca.pdx.edu/>).

During the course, students will read and discuss material that complements their volunteer experience. Students will also keep reflective diaries (one entry per week) summarizing and analyzing their experiences as classroom aids. Each student will write a critical summary on two articles per term dealing with issues related to bilingual education. The summaries may be

written in English or Spanish. All Capstone participants must be able to demonstrate oral proficiency in Spanish at the 300 level. Please contact Raven Chakerian, raven@pdx.edu, for more information.

BUILD COMM BUILD PEACE (F)

Building Community/Building Peace

Debbie Kaufman, kaufmand@pdx.edu

Based on the study series by Beyond War, students will be challenged to examine their assumptions about war and to become part of building peace through building community. Following the Beyond War Core Practice: I will work with others to build a world beyond war, students will explore the role of community in building peace from the personal to the international levels through their own work and interactions with Returned Peace Corps Volunteers. The course will include theoretical readings and discussions, practical experiences and skill-building, and hands-on community-building work. Regular attendance and openness to diverse views are important for success in this class, as well as a solutions orientation and the willingness to genuinely participate.

COLLABORATIONS (F, W, SP, SUM)

Collaborations: Boys and Girls Club

Heather Petzold, petzoldh@pdx.edu

This course focuses on the importance of service learning in our community. As a class, we will have the opportunity to discover, evaluate, and reflect on the needs of our community by creating and facilitating educational workshops, mentoring, and exploring fundraising opportunities for the Boys and Girls Club. Students will learn respect for themselves and others as part of a community and will promote teamwork, leadership and problem solving skills. Community issues to be addressed include: listening, intercultural communication, leadership, mediation, and cooperative learning skills. Each student will have the opportunity to mentor at the club site (Meyers Boys and Girls Club). As we are working with youth, students will need to pass a background check in order to fulfill the requirements of the course (to be completed on the first day of class).

COMM EDUCATION NUHS (*F, W, SP, SUM*)

Communication Education NUHS

Gloria Totten, totteng@pdx.edu

Students in Communication Education NUHS explore basic skills in lesson plan development and practice in areas such as: liberal arts, math, science, and art (topics vary from term to term). Students work as an interdisciplinary team, researching information, practicing and presenting course material to peers and in a high school setting (11 and 12 grade students). New Urban High School is our community partner. This course requires a one full day commitment outside of classroom hours. There is no special permission is required to enroll in this course.

COMMUNITY GREENWORKS (*SUM*)

Community Greenworks

Cynthia Gomez, gomezc@pdx.edu

This Capstone offers students an analysis of social justice; a framework that promotes successful civic engagement; and an application of these principles in community settings. Students choose from several projects that best fit interests, expertise and schedules, and complete team projects with community partners addressing a pre-determined need and promoting lasting change in the community. Projects will focus on the three areas of sustainability: social equity, the economy and the environment. Please contact Cynthia Gomez for additional information: gomezc@pdx.edu.

COMMUNITY PSYCHOLOGY (*W*)

Eric Mankowski & Keith Kaufman
kaufmank@pdx.edu

This two term Capstone (winter and spring) focuses on applications of basic psychological knowledge and methods to community problems. Students join a work team providing consultation to a community organization or agency. Students have an opportunity to choose from a number of field projects in cooperation with community agencies engaged in social service in the fields of health, education, corrections, welfare, and others. Projects result in products of value to community agencies such as program evaluations, climate studies or volunteer recruitment videos. Students develop consultation and group skills, work collaboratively with community partners, and learn about the field of community psychology.

COSTA RICA (*SUM*)

Jenna Padbury, padburyj@pdx.edu

This Capstone provides an opportunity to learn about Costa Rica and immerse yourself in the culture. The course includes a 2 week service-learning experience in the city of Turrialba, Costa Rica. In Turrialba, you will conduct daily service in a community-based setting such as a school, national park, or social service organization. Evenings will be spent studying Spanish and learning about social, political, economic and environmental issues in Costa Rica. Educational field trips to other parts of Costa Rica will be scheduled during the weekends. Please contact Jenna Padbury, padburyj@pdx.edu, for more information.

CREATIVE INDUSTRIES (*SUM*)

Creative Industries

Anmarie Trimble, atrimble@pdx.edu

What is a "creative industry"? From the sciences to the arts, any industry needs creative thinkers. The capstone explores the nature of creativity in the professional world, specifically the field of marketing. For this hybrid course, students will work together (online and in the classroom) to develop a public outreach marketing campaign for a not-for-profit organization, Fair Trade Music (www.fairtrademusicpdx.org), a grassroots campaign working to improve the music industry in Portland. To create the campaign, students explore the nature of creative work, consider ways to enhance the process, as well as learn the basics about research, skills, and methodologies needed to develop a marketing campaign. Students have the opportunity to immerse themselves in understanding the client's needs and work as a team-based think-tank with Portland creatives, account executives, and strategic planners from the advertising and marketing industries. As the field of marketing is comprised of individuals from diverse fields and interests, students from any major are welcome.

CREATIVE REUSE (*SP*)

Creative Reuse: Sustainable Practices in Afterschool Art Programs and Art

Amy Steels, asteel@pdx.edu

Students will learn to use a variety of research methods to understand and develop the justification for their task with Artleta. Students will reflect on the process of learning, working

cooperatively, writing, discussing, creating using documentation methods and inquiry methods developed by Reggio Emilia Schools.

Assignments and activities will include field trips to SCRAP, Helen Gordon, The Rebuilding Center, The Childrens Museum, The IPRC and the PSU Reuse Center, reading websites/ articles (about reuse, environmental education, learning centers, teaching.), facilitating an after school art activity in Arleta Elementary's Sun Program, respond to class and readings through discussion, working with neighborhood schools, creating documentation posters about the classes working processes, researching an artist that creates sustainable art, and creating 2 sustainable art works. Please contact Sarah Morgan, sarahnellmorgan@gmail.com, for more information.

CURR ISSUES PREG & BIRTH (*F,W*)

Current Issues Pregnancy & Birth

Carrie Cohen, mayfly77@gmail.com

This winter, 2013, we will begin a partnership with Insights Teen Parent Program. In addition to exploring pregnancy, birth and parenting from the unique perspective of teen parents, we will be assisting Insights with the Fatherhood Project. In our work, we will address such questions as:

How do we identify and engage teen fathers, and fathers of children born to teen mothers, in parent programs?

What does fatherhood involvement look like for different families during adolescence and beyond?

How do school programs encourage and support parental involvement by fathers?

What current mentoring programs exist nationally and how have they formed successful relationships with teen fathers?

DOCUMNT SUSTAIN DVLOPMNT (*SP*)

Documenting Sustainable Development in the Pacific Northwest

Josh Binus, jdbinus@bpa.gov

The Pacific Northwest has earned an international reputation for innovative environmental policies, from land-use planning to organic farming to solid waste recycling and more. Oregon's business leaders, non-profit organizations, and elected officials have been working to build on this historical legacy in order to position the state as a global leader in sustainable development.

Through this capstone project, since 2006,

students have developed what is now referred to as the Sustainability History Project, a centralized repository of historical evidence documenting contemporary efforts to address the sustainability challenge (from various perspectives). During the Spring term, the class will address three main tasks: 1) Document the Hood River Conservation Project (an internationally groundbreaking project that proved it was cheaper to support people's efforts to use less energy than it was to build new coal, gas, or nuclear power plants); 2) Document efforts in local schools to inculcate students with a sustainability ethic; and 3) to work with the PSU Special Collections Library to organize a press event to highlight the completion of the Sustainability History Project's new website and the accessibility of the project's collections to the general public.

ECODISTRICTS (*F, SUM*)

Building Ecodistricts

Barry Messer, messerw@pdx.edu

This course is designed to give students an opportunity to learn about and become involved in the development of the Portland Metro EcoDistrict Pilot Program. This class will focus on providing students with the history and present-day state of the work on EcoDistricts in Portland, as well as real and powerful ways to engage with the development of an EcoDistrict. Students will be introduced to basic concepts and practices related to EcoDistrict in general and then specifically work to develop an important initiative within one of the five pilot EcoDistricts in the city. Students will directly participate in an EcoDistrict project that will provide a base of experience for furthering the learning and appreciation for the work that goes into to developing the EcoDistrict concept. By the end of the class students will have worked within groups on a place-based sustainability project, gained a strong understanding urban sustainability practices within a district concept, gained experience working with leading sustainable urban development professionals, and also increased their literacy around sustainability and systems thinking.

EDIT/DESIGN DLNW OUTREACH (SUM)**Edit/Design DLNW Documents for Organ Donor Outreach**

Patrice Hudson, pihudson@pdx.edu

Students will learn basic editing practices and expand their understanding of small document design to think more critically about design decisions and the basic principles of layout, typography, color usage, and space. Participants will learn about Donate Life Northwest (DLNW). Students will work with this nonprofit agency, while learning about their mission to save/enhance lives through the promotion of organ, eye, and tissue donation. Students will design/edit promotional documents by integrating knowledge from their own field of study, familiarity with today's popular culture, and the community partner's mission to increase registration of the organ donors in the Pacific Northwest.

EDUCATIONAL EQUITY (SUM, W, SP)

Deborah Arthur, debs@pdx.edu

Educational Equity explores a variety of issues related to educational equity, including segregation, school funding, standardized testing, curriculum choices, language and bilingual education, among others. Through community-based learning opportunities, students will gain first-hand knowledge of the problems and successes of public education.

EFFECTING CHANGE (SUM)

Vicki Reitenauer, vicr@pdx.edu

In this Capstone course, students explore what it means to work for community change by engaging in a committed community service experience of at least 3 hours per week with a community partner of their choice and exploring the meaning that work has for individuals and for the community through reflection, dialogue, readings, activities, and collaborative projects. This course is intended to allow both students with longstanding volunteer commitments to continue those commitments in fulfillment of their Capstone requirement and students new to community service to explore how they might become effective agents for positive change in their communities. Registration in the course requires instructor approval; contact Vicki Reitenauer at 503-725-5847 or vicr@pdx.edu for more information or to begin the registration process.

EFFECTIVE CHANGE AGENT (F, W, SP)

Heather Petzold, petzoldh@pdx.edu

Each of you will have the opportunity to create meaningful relationships with your specific community organization/partner and effect positive change within their working environment. Through class discussions, practices, reading, and self-observations, we will explore the meaning your work has for both yourself and for the community. During the course, you will be supported and challenged to develop skills in speaking, listening, building relationships, and coordinating action. As a class, we will take the time to recognize and explore the four University Studies Goals (communication, critical thinking, appreciation and diversity, and social responsibility) and make meaning of how they apply to your community relationships and your everyday lives.

ENHANCING YOUTH LITERACY (F, W, SP)**Enhancing Youth Literacy: Service in K-12 Settings**

Zapoura Newton-Calvert, zapoura@pdx.edu

The Enhancing Youth Literacy Capstone has been partnering with local schools and educational organizations since Fall 2002 to support literacy learning in Title I schools (K-8) and alternative school settings (grades 9-12) in the forms of math, science, reading, and critical thinking. The course is a forum for student learning on social responsibility and ethical reasoning in the context of the public education system (local and national) and the intersection between child development and social structures, social justice, and public policy (local and national).

ENHANCING YOUTH LITERACY (SUM)**Enhancing Youth Literacy: Summer Support**

Zapoura Newton-Calvert, zapoura@pdx.edu

The Summer Youth Enrichment Capstone has spent the last three summers working with programs designed to help bridge the summer achievement gap. Since the implementation of the No Child Left Behind Act in 2001, the "achievement gap" has been at the forefront of discussions about school equity. A significant contributor to the achievement gap is the summer learning gap. According to researchers on the subject: "Achievement gaps by family socioeconomic status (SES) and race/ethnicity

widen more during the summer months than during the school year” (Alexander, Entwisle, and Olson 1). This is often due to the lack of academic enrichment activities available to students in these demographics. A recent (2007) study by the Nellie Mae Foundation indicates that building on existing networks, for example the Capstone service learning network, is one of the best ways to support summer learning programs and to close this gap (Miller 28).

ENVIRON PROB SOLVING (F)

Case Studies in Environmental Problem Solving

Marion Dresner, dresnerm@pdx.edu

This class will involve students in monitoring the ecological impacts of backyard habitats that are near Portland parks. Students will work in teams in particular targeted neighborhoods. They will monitor some of the following: native and non-native plants, birds, and insects. They will learn about the ecology behind backyard restoration, the procedure for establishing backyard habitats, and assist as residents implement new habitats. They will develop presentations about benefits of restoration and promote the results of this work at neighborhood association meetings, at tables in Farmer’s markets and other venues to disseminate the information about the value of these habitats.

ENVIRONMENTAL EDUCATION

NATIVE AMERICAN LENS (F, SUM)

Environmental Education through Native American Lenses

Judy BlueHorse Skelton, judyblue@pdx.edu

What are Native American perspectives and how can they affect/inform environmental education? How does environment shape our lives and our relationships? How does your own heritage impact who you are today?

Environmental education in schools has focused primarily on scientific analysis and social policy. Neglected in this education is recognition of deeper cultural transformations that may need to accompany a shift to a more bio-culturally sustainable world. During our time spent in class and outdoors in natural areas, we will explore relationship-building, creative place-based projects, and analysis of current issues facing environmental education and Native American communities. Using all our senses, we will taste, feel, smell, see and express our relationship to the

world around us. We will also contemplate our choices for interacting with the world around us in the future. Students will further develop their own skills and understanding for incorporating into a final class project and in their everyday lives.

EQUAL ACCESS TO JUSTICE (SP)

Equal Access to Justice

M. Khalil Zonoozy, zonoozym@pdx.edu

This Capstone explores the barriers to justice for people of color. Special attention is given to the U.S. institutional structure and the justice system. Utilizing a progressive approach, students acquire a deeper understanding, awareness and appreciation of existing disparities, leading to design and formulation of proactive solutions. There will be a community partnership with Understanding Racism Foundation (URF), a non-profit organization committed to reduce prejudice and discrimination in our communities through study and personal examination. Created in response to issues identified by the Oregon state Task Force on Racial Ethnic Issues in the Judicial System (Instructor served as the vice chair of that task force), offers numerous dynamic courses to raise the level of awareness concerning racial discrimination. In addition to the regular weekly class meetings, students become engaged in one of URF classes, six weeks long, 90 minutes, once a week.

EVALUATING CRIMINAL JUSTICE INTERVENTIONS (W)

Don Trapp, don.trapp@multco.us

Project 57 is multi-agency, multi-faceted program to manage what have been identified as chronic offenders in Multnomah County, Oregon. The purpose of this Capstone is to develop and undertake an evaluation of this program from both a process and outcome perspective. Students will work with all stakeholders in this program at various sites in the community. The final product will be a summary, presented orally and in writing, of the research findings.

FUND RAISE DIVERSE COMM (F, W, SP)

Fundraising For Diverse Communities

Kristin Teigen, kmteig@comcast.net

This Capstone partners with organizations serving communities of color. Students learn the history of diverse communities in Portland while engaging in creating and implementing a

fundraising/development program, based upon an anti-oppression model. Students will thus ensure that local organizations can increase their capacity to advocate for local communities of color.

This Capstone will help students develop expertise in fundraising, which is a vital skill necessary if pursuing a career in the nonprofit realm.

GIRLPOWER! (*F, W, SP, SUM*)

Women's Oral Narratives

Sally Eck, ecks@pdx.edu

In this course, we will be working with our community partner, the local non-profit organization; the IPRC, Independent Publishing Resource Center. Our project is to coordinate a series of *rap sessions* with local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project -- where they will write, edit, and publish a grassroots, mini-magazine with our class. In preparation for this project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.

GIRLS ROCK CAMP (*SUM*)

Girls Rock Camp

Molly Gray, mcg@pdx.edu

The Rock & Roll Camp for Girls is a local non-profit organization that works to build girls' self-esteem through musical & performance mentorship as well as empowers/prepares young women of diverse backgrounds for leadership roles within their communities. Students in this Capstone will examine contemporary social issues related to the lives of girls today, as well as participate in Rock Camp programming & the creation of a final communication plan to secure on-going community support & sustainability for the camp. Please contact Molly Gray, mcg@pdx.edu, for more information.

GLOBAL PDX: AFRICAN CHILDREN (*F, W, SP*)

Sam Gioia, gioia@pdx.edu

Through community experience and classroom, education capstone students will learn about the academic needs and cultural adjustment of African refugee youth. Students will either support the children in a classroom setting 3-4 hours per week, or lead an after school homework club from 3-5:15 either Mondays and Wednesdays or

Tuesdays and Thursdays starting the second week of class. PSU classroom education will address the historical and cultural dynamics of African refugees, contemporary issues around refugee resettlement, and the academic challenges that English learners face. This class will be taught in a hybrid format meeting only on Monday mornings. Students will utilize PSU's Desire (D2L) to Learn online program to engage in discussion of the tutoring and readings. This class provides an especially rich experience for pre-education, Social Work, Child and Family Studies, and International Studies majors. Attendance the first week of class is required in order to be part of this capstone. Topics will include: immigration, cultural orientation to various African countries, and basic practices for effective tutoring with English learners.

GRANTWRITING (*SUM*)

Grantwriting for Non Profits: The College of the Arts

Judith Patton, pattonj@pdx.edu

Students in this Capstone will partner with Portland State's The College of the Arts, COTA, (<http://www.pdx.edu/the-arts/>). Class uses an experiential approach: that is, students learn to write compelling grants by engaging in the process of writing actual proposals to be used by COTA in its pursuit of funding.

Under the leadership of Dean Barbara A. Sestak, the College of the Arts includes the four schools: Architecture, Art & Design, Music, and Theatre & Film. The College is home to more than 200 teaching faculty, staff and instructors, and to more than 2750 gifted young artists and designers, film makers, musicians, performers and students of architecture. Rich collaborations with the city's major arts institutions and businesses provide an environment in which students flourish. Students may be involved in writing grants for projects in any of the four Schools. Specific projects will be determined as part of the course.

GRANTWRITING (*F, SUM*)

Grantwriting: Sustainability

Tracy Dillon, dillont@pdx.edu

A grant is a proposal that seeks funds to solve a problem and normally is directed by a nonprofit organization [IRS 501(c)(3) designation] to a federal, state, or local government agency, a foundation, or a corporation.

This term, we have three partners, each with multiple grant writing needs. You will be writing grants on behalf of Willamina High School, Depave, or Ooligan Press. Specifics about these partners and their funding needs are provided in the Course Learning Modules on the Home Page. Read the brief description of the partners and their projects, and work with me to choose one. You can work independently on a single project, or you can team up--two person "teams" will be the ideal (three to a team will be too crowded). You should expect to gain valuable experience with the grant writing process. Grant writing involves several steps including preparing or revising a business plan for your partner, identifying potential grant sources for the projects available, and finalizing a grant that follows protocol required by the funding source. Because grant writing is a dynamic process that does not follow "academic" timelines, we can expect the need for a little flexibility regarding which of these tasks will require the most attention. Some of the projects available to us this term will emphasize research, for example, rather than drafting final text or identifying funding sources. The important outcome is that you, as a participant in the class, will have a chance to learn the fundamentals of grant writing and to help produce a "living" grant that you can showcase as part of your professional portfolio.

GRANTWRITING: ENVIRONMENTAL ADVOCACY (SP)

Grantwriting for Environmental Advocacy

Celine Fitzmaurice, celine@pdx.edu

Grant writing skills are critical to the survival of many non-profit environmental organizations. In this course you will learn grant writing skills by developing real proposals for a local environmental non-profit organization. The rich history of citizen-based environmental advocacy in the US will play a central role in class discussions, presentations and reflective writing assignments throughout the term.

GRANTWRITING NONPROFITS (SP)

Grantwriting for Nonprofits

Linda Golaszewski, lagola@pdx.edu

Nonprofit organizations hold an important place in our society by providing services of all kinds. Organizations must have adequate resources from diverse sources to be effective and to make a

difference. This course partners with City Repair Project to expose students to issues related to nonprofit effectiveness and to develop personal skills in research and grantwriting. Students will examine the role of nonprofit organizations in bringing about social change and responding to community needs by learning about and working closely with this community partner.

HEALTH & MIGRATION: OAXACA, MEXICO (SUM)

Health and Migration in Oaxaca, Mexico

Jack Corbet / Sam Gioia, corbettj@pdx.edu, gioia@pdx.edu

Increasingly, migrant workers in Oregon and other western states are arriving from southern Mexico, especially from the indigenous communities in the southern state of Oaxaca. Migration impacts the health of this population in complex ways, and challenges health care systems on both sides of the border. This Capstone course takes students to Oaxaca, Mexico to study the cultural, economic and social forces that impact health in both sending and receiving communities. We focus particular attention on diabetes and other chronic illnesses related to changes in diet and activity patterns among this translational population, but students will also have the opportunity to learn about the relationship between migration and HIV, and to visit with organizations that work on prevention in this area. Please contact Jack Corbett, corbettj@pdx.edu, or Sam Gioia, gioia@pdx.edu, for more information.

HUNGER IN THE CITY (F)

Hunger in the City

Celine Fitzmaurice, celine@pdx.edu

Community food security is a condition in which all community residents obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system that maximizes community self-reliance and social justice. (Hamm and Bellows, 2003) This course will explore the concept of food security with a particular focus on youth. In addition, we will discuss ways to build a sustainable food system which takes into account the social, environmental, and economic dimensions of food.

The course will partner with the Sauvie Island Center (sauvieislandcenter.org) to provide farm-based field trips for elementary age youth from low-income schools. Capstone students will lead

one field trip each week from 8:30am-2pm on either Wed., Thurs, or Fri. We will meet in the classroom on Tuesdays for weekly exploration of the course themes.

IMMIGRATION & THE WORKFORCE (*F, W, SP, SUM*)

Immigration & the Workforce

Andrew Reed, areed@pdc.us

Classroom topics will include immigration, socio cultural behavior, and workforce development. Students will assist a non-profit workforce development or social services agency. Outside of class, students will tutor or teach ESL for immigrants as they transition to life in the U.S, or complete other projects related to immigration. Students will learn the following: how to write a successful resume; an understanding of the political, social, and economic implications of immigration in the United States; the understanding and ability to participate in cross-cultural communication; and how to think critically about social responsibility as it pertains to living in a culturally diverse world. Please contact Andy Reed, areed@pdx.edu, for more information.

INSIDE/OUT PRISON EXCHANGE (*W*)

Prison Exchange: Creating Understanding from the Inside-Out

Amy Spring, springa@pdx.edu

This Capstone course provides an opportunity for a small group of students from PSU and a group of residents from Coffee Creek Correctional facility to exchange perceptions about crime, justice, and the ways in which marginalized communities are affected by public policy. It is a chance for participants to gain a deeper understanding of how income, communities of color are affected by incarceration policies in Oregon and the US. This will be accomplished by marrying theoretical knowledge and practical experiences in weekly meetings extended throughout the term. This course will be held at Coffee Creek located 20 minutes from PSU (carpooling available). The class will complete a project with inmates that will help enhance the lives of those who live at Coffee Creek. Participation requires all students to pass a background check.

The Inside-Out Capstone course you are in provides an opportunity for a small group of

students from Portland State University and a group of residents from Coffee Creek Correctional facility to exchange perceptions about crime, justice, and how societal structures and culture define crime, justice. We also will explore how food and food choices are similarly shaped by societal structure and culture. This class is a chance for participants to gain a deeper understanding of how limitations to healthy food choices can be disproportionately limited in low income and communities of color.

JPN/CHN LANG FOR YOUTH (*W*)

Japan/Chinese Language Program for ESL Students

Suwako Watanabe, watanabes@pdx.edu

In this Capstone course, students will work with elementary school programs that offer Japanese or Chinese in the Portland area, by assisting a classroom teacher and developing teaching materials. Students will also work on promotion of foreign language education at the elementary level. The class will address various issues pertaining to foreign language learning and teaching, including US language policy, multiple intelligences, Japanese/Chinese language/culture, and diversity. At least Second Year level of language proficiency is recommended, but not a requirement. More information can be found at <http://www.jpncapstone.unst.pdx.edu/>. Please contact Suwako Watanabe, suwako@pdx.edu, for more information.

JUVENILE JUSTICE (*F, W, SP, SUM*)

Juvenile Justice: The Beat Within

Deborah Arthur, debs@pdx.edu

This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Students work together to facilitate a writing/art workshop in juvenile detention. Through your work in the detention facility, as well as through supportive academic activities, you will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks and Department approval are required for participation in this Capstone.

LEADERSHIP & MENTORING (*F, W, SP*)

Leadership & Mentoring

Sarah Bunton, sbunton@pdx.edu

This course explores education as a key influence on an individual's social and economic future and existing opportunities to contribute to the educational process in a leadership capacity.

Through course material, students are exposed to leadership development, theory, and skills.

During service activities like tutoring at mentoring at Jefferson High School and LEP High (the community partners for the course), PSU students will be challenged to use and develop communication, relationship-building, and leadership skills. Each student will mentor at one of the schools for 20 hours over the course of the term and we will use those experiences as a foundation for discussion and reflection in class. Attendance on the first day of class is required.

LEARNING FROM PERSONS WITH DISABILITIES (*SP, SUM*)

Mt. Hood Camp Kiwanis

Ann Fullerton, mhkc@pdx.edu

Human diversity includes the variety of abilities and disabilities we all experience. In this capstone, students learn how the lives of persons with significant disabilities are similar and different than their own.

They examine the challenges and needs of persons with disabilities and their families in society. While working as student-counselors in a residential camp located near Mt Hood, students expand their awareness, knowledge, and skills for interacting with and supporting persons with a variety of disabilities. Working in smaller groups and under the supervision of qualified staff, students use teamwork and communication skills to support each other and campers in a range of outdoor recreation activities. The two-week practicum portion of the course enables students to strengthen their personal and professional development. Go to the course webpage to see a video of the program, and link to the course facebook and blog where former student-counselors share their experiences in the course. <http://capstone.unst.pdx.edu/courses/learning-from-persons-with-disabilities-mt-hood-camp-kiwanis>

LRN GARDEN & CIVIC AFFAIRS (*SUM*)

Learning Gardens and Civic Action

Denissia Withers, denissiae@gmail.com

Capstone students in Learning Gardens and Civic Affairs either explore food culture and values or explore global issues in the food system.

Instruction is designed so that students will be able to practice the skills needed to serve the Learning Gardens Laboratory, the community partner, and to participate in civic affairs, such as interpersonal communication, critical thinking, resource identification, organization, research, creativity, and collaboration.

LGBTQ HISTORY (*W, SP*)

Pat Young, younghst@spiritone.com

Learn about local queer history from the folks who paved the way and help preserve their stories. This course introduces methods of collecting and preserving lesbian, gay, bisexual, transgender and queer history. Our community partner is the Gay and Lesbian Archives of the Pacific Northwest (GLAPN).

Students will do an oral history and help process an archival collection. Students will also learn about local queer history including the anti-gay ballot initiatives, early gay-rights groups and social groups.

LGBT SENIORS (*F*)

LGBT Seniors

Molly Gray, mcg@pdx.edu

Older Americans have been witness to great social and political changes in the lives and acceptance of LGBT people in American society. As the Stonewall generation of boomers near their later life, is estimated that as many as 7 million older adults will identify as LGBT by 2030. These seniors face unique challenges in accessing the care and rights that enable them to age with dignity and stability. For many LGBT seniors, recent research has marked a disconcerting trend of going "back into the closet" for fear of intolerance and survival in senior housing, assistance and care facilities. This capstone will examine those issues related to aging, homophobia, and social justice academically and in service learning with local organization Gay & Grey, a program of Friendly House in NW Portland.

LINK GENERATN: COMM & AGING (*F, SUM*)

Linking the Generations Community and Aging

Cindy Koonz, palmerc@pdx.edu

Students will engage with older adults to complete a variety of life history projects. Students will address their assumptions and stereotypes toward the aging population and will reflect upon personal barriers and successes in the intergenerational communication process.

Communication issues will be addressed in the areas of intrapersonal, interpersonal, and intercultural communication. In addition to the community work, the course will focus on interdisciplinary discussions, lectures, and activities to increase awareness of the older population. This is an evening course with travel to off campus site and a background check required. Fingerprinting also may be required. Contact instructor (teachin16@hotmail.com) upon registration to complete paperwork prior to start date. Processing can delay work in the community.

LIVING BEYOND WAR (*W, SP*)

Living Beyond War: Challenge to Change Our Thinking About War

Deborah Kaufman, kaufmand@pdx.edu

Students will be challenged to examine their assumptions about war and to become part of building a world beyond war --personally, in our community, and in the world. This course will introduce students to the foundational ideas of Beyond War (www.beyondwar.org) and the projects of the Earth Wisdom Alliance (www.earthwisdomalliance.org), and give them opportunities to participate in both. Students will practice and process the ideas through reading, writing, dialogue and participation in other class activities, and will support the Earth Wisdom Alliance in presenting a symposium called "Generation Waking Up" at the end of the term. Regular attendance and openness to diverse views are important for success in this class, as well as a solutions-orientation and the willingness to genuinely participate. Community Partners: Beyond War; Earth Wisdom Alliance.

MARKETING-NON-PROFITS (*F, SP*)

JoAnn Siebe, siebefj@pdx.edu

In this Capstone, students will work with the Community Partner as a marketing resource team. Students will expand their understanding of customer-centered marketing and the "Eight P's" of Non Profit Organization (NPO) marketing. Participants will bring knowledge from their own field of study, integrate marketing principles, and support our Community Partner's goals and objectives.

MARKETING-NON-PROFITS (SUMMER THEME) (*SUM*)

Marketing For Non-Profits: International Center for Traditional Childbearing

JoAnn Siebe, siebefj@pdx.edu

The Summer 2013 Community Partner is Constructing Hope. Constructing Hope provides young men and women skills to begin a career in a trade's apprenticeship: to empower these individuals to make a clean start as productive, self-sufficient members of the community. Mission: Constructing Hope means that we are in the business of rebuilding the lives of people in our community. Our mission is to serve the economic and community needs of the greater Portland Metropolitan Area through the following goals:

Encourage self-sufficiency through a skills training and education program for young first-time offenders coming out of jail, the prison system and low-income individuals 17 and older.

Facilitate permanent job placement for program graduates to increase economic stability for families and the community.

Provide qualified workers with real world work experience and skills training as graduates complete our training program.

Engage in community development projects that promote families and home ownership as a long-term goal.

In this Capstone, students will work with the Community Partner as a marketing resource team. Students will expand their understanding of customer-centered marketing and the "Eight P's" of Non Profit Organization (NPO) marketing. Participants will bring knowledge from their own field of study, integrate marketing principles, and support our Community Partner's goals and objectives.

MEDIA LITERACY (*F, W, SP, SUM*)

Mark Oldani, oldani@pdx.edu

Popular media and advertising have a profound impact on society. Marketing and media scholars believe the values and knowledge held and presented by popular media and advertising rival those of other important institutions in US Society. Navigating in a media saturated society presents many challenges and opportunities for middle and high school students. Students in the Media Literacy Capstone will investigate popular media and advertising; including the effect they have on individuals, their relationships, and their environments, & learn and practice effective presentation methods in preparation for presentations to middle and high school students. Students will work directly with high school or middle school teachers and professionals to prepare and complete presentations to high school and middle school students on popular media and advertising in daily life, and create a final project that describes their presentation, reflects on their community based learning experience, addresses the key components of University Studies, and describes what they learned about themselves and those served in their community based learning experience. The final project and other materials are included on the Media Literacy Capstone website is distributed to teachers and parents around the country.

MEDITATION GLOBAL HEALING (*SUM, F, W, SP*)

Meditation for Global Healing

Julie Porter, jporter@pdx.edu

Qigong is an ancient Chinese meditative healing practice that encompasses a philosophy of living with a quiet mind, open heart, and in service to others. This Capstone provides an opportunity to explore the personal and community implications of this healing practice and its underlying philosophy. You will learn meditation forms and explore the concept of personal awareness and social responsibility. Working with a community partner gives you the chance to be of service to others and learn about their needs in the context of the course material.

MIGRANT CHILDREN (*SUM*)

Sam Gioia, gioia@pdx.edu

This capstone supports a summer academic program sponsored by Beaverton School District.

Capstone students will assist in a classroom one day a week (M-Th) between June 27 and July 28 from 8:30am to 2pm. They will work with certified teachers on classes for English Language Development and credit recovery for high school aged youth from migrant families. The PSU class meetings will be once a week with extensive use of online discussion boards. Our class time will address historical, cultural, academic, and linguistic issues affecting Latino youth. Students must attend a pre-service orientation on June 24 and be prepared to tutor through the end of July. This capstone does not require Spanish language proficiency. It is excellent preparation for pre-education students as well as students studying social work, child and family studies, psychology, sociology and other majors. Contact the instructor, Sam Gioia MSW (gioia@pdx.edu or 503-725-8470) for further information on this Capstone.

MOBILIZING HOPE (*F, W, SP*)

Deb Arthur, debs@pdx.edu

This course asks each participant to examine and discuss their own spiritual beliefs, and use that reflection as a spring board for social justice activism on an issue of their choosing. All students are welcome - those with a solid faith tradition, and those with none - and anywhere in between. Each student will develop their own partnership; each partnership and project must be approved by the Instructor. Students will have the opportunity to create meaningful relationships with their chosen community organization/partner, further explore their own spiritual belief system as related to social justice, become familiar with a variety of faith traditions, and affect positive social change. The Instructor is available to suggest possible community partners, and to support and facilitate development of partnerships. Instructor approval is required prior to registration. The class portion of this Capstone is fully online; students will determine the nature of their community based learning with their community partner.

MONUMENTAL WOMEN (*W*)

Monumental Women: Portland History on the Web & on the Ground

Jan Dilg, dilgj@pdx.edu

Monumental Women Senior Capstone students explore and document the ways that women are

memorialized and remembered for their contributions to the cultural, educational, economic, and civic development of the city of Portland. Encompassing the entire history of Portland, students have the opportunity to research and write about a historical or contemporary woman, women's organization, or develop ways to expand the educational potential of this web site to the broader community. During the term, students are introduced to historical research and writing that culminates in a final class public history program.

The 2013 Monumental Women Senior Capstone focuses on significant African American women and women's organizations. Using materials from the PSU Special Collections, Oregon Historical Society, and other archives, students will create a heritage site map that will allow anyone to take a self-guided tour. The tour will include biographical information about the women who made important civic and cultural contributions to their community, the city of Portland, and the state of Oregon.

Student's completed projects are posted on the this webpage and our community partner's website, the Walk of the Heroines. The Walk of the Heroines is dedicated to honoring women in a cultural park on the Portland State University campus.

MULTIMEDIA PRODUCTION (*F, W, SP, SUM*)

Robert Bremmer, bremmer@pdx.edu

The Multimedia Production Online Capstone addresses community issues and needs by developing educational interactive online media. Continuously taught since 1999, the class has undergone adjustment to the changes in technology - from output on CD-ROMs and video, to web pages and blogs developed entirely by teams of students working completely online and working remotely, from around the world! Each term students attend the class online, and learn new skills to combine to their existing skills while building a separate website and blog for a specific community issue. Since the community issue must be addressable and useful in communities where the students live - which may be anywhere, and has been as far as Germany and China and South America - we focus on sustainability - with emphasis on the balance between Economic and Ecological activity.

We serve four distinct levels of community - The community of students in the class who are influenced by the work; the community of influence each student has with their family, friends, culture and geographic location; the community of like-minded groups we reach out to as a class to align our efforts with their own; and the global community of readers interested in our topics, which we can track with web analytics to show level of interest.

MUSEUM OF THE CITY (*SUM*)

Chet Orloff, chetorloff@msn.com

We will create an interesting and always-accessible museum-without-walls that explores and explains the universal story of the city, civilization's greatest living legacy. Our work is to provide citizens worldwide with the history, experience, and cumulative knowledge—the cornerstones of vision—needed to sustain great cities. If we succeed in our work, we will encourage citizens to engage in preserving, building, and restoring the kinds of places we can confidently leave for future generations. The Museum of the City is a web-based “museum-without-walls” that creates and presents exhibits about cities worldwide – their past, present, and future; their design and development; and the lives of the people—more than half the world's population—who call cities home. The Museum of the City is working with Portland State University students, faculty, and staff to create the Museum's website and its exhibits program.

MUSIC IN THE SCHOOLS (*F, W, SP*)

Sue Booth-Larson, susanblarson@gmail.com

Help with the decline in music education programs in area elementary schools by developing and teaching lessons dealing with music: for example, "The Science of Music", the "History of Music", "Music around the World", or lessons dealing with rhythm, notation, and other musical specifics.

MUSIC IN THE SCHOOLS (SUMMER THEME) (*F, SUM*)

Susan Booth Larson, susanblarson@gmail.com

The Music in the Schools capstone introduces elementary aged children involved in SUN (Schools Uniting Neighborhoods) programs to musical games, concepts, instruments, and songs from various cultures around the world. Basic

educational teaching strategies, child development concepts, and pedagogical techniques are developed and then translated by PSU students into fun, interactive lessons that, hopefully, will inspire the children, themselves representing various cultures, to go further into learning about music. The AM class works at the SUN program based at Alice Ott Middle School and the PM class works at the SUN program based at Grout Elementary School. Some additional time outside of class hours will be scheduled according to the PSU students' schedules and individual areas of interest.

NARRATIVES FOR SOCIAL CHANGE (*SP*) **Social Movements, Narratives and Social Change**

David Osborn, dosborn@pdx.edu

Social movements have shaped the world we live in and are one of the most important sources of social change. They often organize to address issues of inequity, oppression or prejudice in local, regional, national and transnational spheres. They arise to address factual situations: the number of people without health care, levels of air pollution, racial profiling, unemployment or deaths in war. However, facts alone are not sufficient to create social change. Narratives are needed to provide the stories that inspire, give meaning and unite motivation, strategy and action. Course participants will investigate understandings of social movements, organizing models and the role of narratives in these efforts. Students will work with the Coalition for a Livable Future to record oral histories of local social movements in a way that creates narratives that connect past and present, and which furthers their equity-based regional work.

NATIVE AMERICAN GARDENS AND FOOD JUSTICE (*F, SUM*)

Judy Bluehorse Skelton, judyblue@pdx.edu

In this Capstone, we will work with several community partners, including collaborating with the "Let's Build It Cully Park!" initiative, Portland Parks & Rec, NAYA (Native American Youth & Family Assn.) and Latino organizations Hacienda and Verde. Class time will focus on issues of food security, significance of cultural/traditional foods, and community involvement in civic affairs. We will examine impacts of colonization on the physical, mental, emotional and spiritual health of

the indigenous people of North America; we'll look at land management policies and the re-emergence of Indigenous practices with land, water, and food systems management for urban and reservation Native communities. We will explore food systems and their role in addressing community health and social justice. Students will participate in hands-on gardening activities and develop materials or conduct research to assist in the design, promotion, understanding and management of urban gardens, including the 20,000 sq. ft. Tribal Gathering Garden slated for Cully Park in northeast Portland. Permaculture principles and indigenous land ethics will guide our process. Students will explore relationship-building, creative place-based projects, and analysis of current issues facing Native American communities. Some scheduled class meetings take place off campus, so please schedule accordingly. Some outdoor work and additional service time outside of class is required.

NATIVE AMERICAN GRANTWRITING (*F, W, SP, SUM*)

Beth LePensee, elizabethlapensee@gmail.com

In the online Capstone course Indigenous Grant Writing, students work collaboratively in teams to research and write grants, and to understand the issues of Indigenous communities. Students gain an understanding of collaborative work and the importance of equal participation from every team member. Students examine the role of non-profit organizations in addressing social, ethical, and political issues. They also consider the role of funding and philanthropy as it relates to non-profits, gaining a better understanding of why organizations rely on funders and donations to function. Finally, students consider the impact of colonization on Indigenous communities. Through discussions on current issues and exposure to media that reinforces Indigenous culture, students are challenged to consider their own relationship to Indigenous cultural sustainability.

Among a number of other grants, capstone students have successfully helped Wisdom of the Elders acquire the Multnomah County Community Cable Access grant (at \$22,000 for equipment) and the United Way grant (\$152,000 each year for three years) for the Discovering Our Story project. Other community partners include

Red Lodge Transition Services and the Native Wellness Institute.

NATURAL FOOD INDUSTRY (SUM)

Natural Food Industry

Pedro Ferbel-Azcarate, pedro@pdx.edu
Natural Food Industry and Cooperative Business Model This Capstone investigates sustainable food systems from producer to consumer, with a focus on the business practices of food cooperatives. We will work with our community partner People's Food Cooperative on projects related to health and nutrition, farmers markets, local and equitable food distribution, food justice and ethical business practices.

OUTDOOR ENVIRONMENTAL ED (F, SP)

Outdoor and Environmental Education

Matthew Collins, matthew@tryonfriends.org
This community-based learning class is designed to ignite question, wonder, and reflection related to the ways we educate ourselves and the next generations as stewards of this planet. Through lived experiences, classroom exercises, relevant readings, and group projects, students will gain a wider and deeper appreciation of ecological, sustainability, and science education. Service in this class will focus on the Friends' Nature Explorations for School Groups field trip program. Capstone students will have the opportunity to serve as Nature Guides for small groups of kindergarten and elementary aged students visiting the park. As our population has become more urbanized and technology oriented, children have fewer and fewer opportunities to interact with the natural world. We are all dependent on healthy ecosystems to support life on our planet, including our own, and we are increasingly asked to examine issues involving the environment. In order to make informed decisions about our personal role in supporting the environment, the Friends of Tryon Creek feel it is important to experience the natural world directly. The programs offered at the Park are oriented toward helping individuals develop personal connections to the living earth and begin learning science in a participatory way. It will be the role of Capstone students to assist children in their explorations of the Park and help them develop a comfort with our natural systems.

PERFORM ARTS ADVOCACY (F, SP, SUM)

Performing Arts Advocacy

Suzanne Savaria, savaria@pdx.edu
Advocating for the performing arts is possible for everyone. This course gives students a general working knowledge and insight into local music, theater and dance organizations who bring the performing arts to life. In addition, students will learn about the business of putting on a performance, arts education and outreach, and advocacy roles in our communities while actively participating in support of a local artistic organization. Through volunteering, presentations, interviews, reflection and research, students will develop a clear idea of their unique and important role in advocating for the performing arts.

PORTLAND'S WATER (F, W, SP, SUM)

Catherine Howells, chowells@pdx.edu
This course is designed to give students an opportunity to learn about tap water and create community outreach products for the Portland Water Bureau. Our community partner for this class is the Portland Water Bureau. This class will focus on the Bull Run watershed (the source of Portland's drinking water) and the work of the Portland Water Bureau -- how they deliver our water to our taps. We will learn about the history of the water system, the delivery system, water quality, regulations, current issues, and other topics that peak our interest during the term. The class will work with the Water Bureau to develop community outreach products to inform our fellow citizens about our water system.

POSITIVE ENGAGEMENT OF YOUTH AND COMMUNITY (SUM)

Jean Lasater, lasater@pdx.edu
This Capstone provides an intensive learning experience in which students work with programs that serving young people experiencing social distress, disconnectivity, and/or homelessness. Classroom and field experience combine to provide a unique opportunity to work in partnership with service professionals, youth, and young adults on aspects of service delivery, community supports, advocacy, and policy development.

PROMOTING SUSTAINABLE LIVING (F, W)

Amy Minato, aminato@pdx.edu

In light of looming environmental crises, what can individuals do to change direction? In this course we collectively examine our society to determine which cultural and personal values support, and which inhibit, sustainability. Students facilitate lifestyle discussion groups and develop a sustainability discussion course tailored to youth for Northwest Earth Institute (NWEI) a local non-profit organization that empowers individuals and organizations to transform culture toward a sustainable and enriching future.

RECLAIMING THE COMMONS (W)

Encouraging the Stewardship of our Shared Resources

Celine Fitzmaurice, celine@pdx.edu

This course will focus on the concept of "the commons" - those resources that humans share and depend on to thrive and survive. Examples of the commons include clean air and water, shared scientific knowledge, or publicly funded resources such as parks, libraries and schools. Increasingly, many aspects of the commons are controlled by the market or private interests. Students in this course will partner with the "Oregon Commons" project (<http://theoregoncommons.org>) to raise public awareness of the commons and encourage stewardship of our shared resources.

REPORTING LIVE (F, SP)

Reporting Live

Kate Kangas, kangask@pdx.edu

Reporting Live connects 6th and 7th grade classrooms in Portland with PSU study abroad students while they're overseas. Through a rich exchange of email, blog posts, photography, video, and Skype conversations, the study abroad student will "report live" to their classroom using peace journalism practices, and together as learners, they will engage a new place and people in a connected and interactive way.

This six credit course is available to any student who is participating in a Fall term study abroad program through PSU's Education Abroad Office.

RESEARCH & SOCIETY (SUM)

Mitch Cruzan, cruzan@pdx.edu

The objectives of Research and Society are: Community service with an emphasis on the sciences and your research interests; Learning to communicate scientific material in various media to professional and lay audiences; Higher level thinking about questions about scientific processes & ethics—synthesizing knowledge; and, Preparation to complete undergrad work and enter grad school and the workforce.

RESEARCH EXPER SCI (SUM)

Research Experience for Science Majors

This Capstone takes place over the winter and spring terms. Students enrolled in Research Experience for Science Majors will develop an understanding and appreciation for scientific, societal, economic, political, and ethical dimensions of physics. This will be accomplished through the initial weekly readings and subsequent discussions of overarching publications on the subject of the role of science.

SCIENCE INQUIRY OUTDOORS (F, SP)

Science Inquiry in the Outdoor Classroom

Rick Hugo, hugo@pdx.edu

Science Inquiry in the Outdoor Classroom brings 4th-12th grade students out of the classroom and into the field to perform hands-on, small-group, inquiry-oriented science investigations. Capstone participants will volunteer alongside natural resource professionals as Science Mentors for the non-profit science education organization, Wolfree Inc. Focusing on underserved schools, Wolfree's student-centered teaching method gives young learners a chance to explore freely, ask questions, and design their own investigations. Science Inquiry in the Outdoor Classroom trains participants in the process of Science Inquiry and the Socratic Dialogue. During this course, Capstones engage in their own process of inquiry - teaching themselves how to teach. Because Portland State students come from a variety of different backgrounds, each student is expected to actively contribute their unique skills and perspectives to the community of science educators.

Wolfree's watershed ecology programs are offered at several field sites in NW Oregon as well as in school classrooms. Whether in the field or in the classroom, Capstone volunteer days will be

challenging and rewarding, and each Capstone should come away from the class with a sense of just how much he or she can impact the life of a young learner in a short time.

SEXUAL ASSAULT COLLEGE CAMPUS (SUMMER THEME) (SUM)

Eden Isenstein, eni@pdx.edu

Students in this class will work with the Portland State University Women's Resource Center and their community partners to work towards ending sexual assault. The class will work in teams on projects such as, research, awareness raising/prevention, and fundraising. By the end of the term students will be able to articulate the definitions and dynamics of sexual violence as well as current issues in the field. Students will also have gained experience and understanding in what it takes to respond to and prevent sexual assault. Please contact Eden Isenstein at eni@pdx.edu for further information.

This Capstone course is designed to engage our learning community in meaningful action with various learning communities within Portland State University through our collaboration with the Women's Resource Center.

SEXUAL ASSAULT THEATER (SUM, F, W) Sexual Assault Education Theater

Eden Isenstein, eni@pdx.edu

In this class, students will learn about the dynamics of sexual assault as they practice using theater as a tool for social change. Students will develop a short play about sexual assault and its prevention based on classroom readings, discussions, prior learning, and lived experiences. This play will then be performed for various campus audiences based on the Theatre of the Oppressed Open Forum model, in which audience members are invited to stop and shift the action by joining the play, thereby practicing strategies for facing challenging situations and "rehearsing for the future."

This Capstone course is designed to engage our learning community in meaningful action with various learning communities within Portland State University through our collaboration with the Women's Resource Center. Please contact Eden Isenstein at eni@pdx.edu for further information.

SEXUAL MINORITY YTH (SUM, F, W, SP)

Sexual and Gender Minority Youth

Molly Gray, mcg@pdx.edu

It is estimated that 1 in 10 individuals identify as a sexual minority. Often an already challenging stage in identity development, gay, lesbian, bisexual, transgender & questioning (LGBTQ) youth face a set of issues unique to their daily lives. We examine the paths sexual and gender minority youth navigate in society, exploring such questions as: What challenges do LGBTQ youth encounter? How do they cope, survive, find understanding & celebrate themselves amidst homophobia and intolerance? How do LGBTQ experiences vary across difference such as race, ethnicity, class, religion, gender and expression? Has the growing strength of political mobilization and visibility of LGBTQ issues affected and/or included the needs of youth? How can youth needs be brokered by social services, families, and the community at large? Our community partner will be the Sexual Minority Youth Resource Center (SMYRC).

SKILL EFFECTIVE COLLABORATOR (SUM)

Skills For Being an Effective Collaborator

Laurel Singer, laurels@pdx.edu

Mari Saint-Pierre, msaint2@pdx.edu

The ability to collaborate is increasingly recognized as an essential professional and personal skill. In addition, solutions to some of the most critical and pressing issues confronting our communities are only possible when diverse stakeholders are able to come to together to collaborate. Students will have the chance to further deepen their knowledge and enhance their skills in collaboration as they work in teams to study a specific case where a collaborative approach was used to solve a community problem. This term, students will take a field trip to southern Oregon to interview stakeholders involved in a multi-sector collaborative project facilitated by the National Policy Consensus Center at Portland State University to develop an alternate energy source (a biomass facility) for the region.

Mari Saint-Pierre, msaintpierre@clear.net

SOCIAL MOVEMENTS

Social Movements

David Osborn, dosborn@pdx.edu

Social movements have shaped the world we live in and are one of the most important sources of social change. They often organize to address issues of inequity, oppression or prejudice in local, regional, national and transnational spheres. They arise to address factual situations: the number of people without health care, levels of air pollution, racial profiling, unemployment or deaths in war. However, facts alone are not sufficient to create social change. Narratives are needed to provide the stories that inspire, give meaning and unite motivation, strategy and action. Course participants will investigate understandings of social movements, organizing models and the role of narratives in these efforts. Students will work with the Coalition for a Livable Future to record oral histories of local social movements in a way that creates narratives that connect past and present, and which furthers their equity-based regional work.

STORY, VIDEO, AND CIVIC ACTION (SP, SUM)

Katherine Kangas, kangask@pdx.edu

This online course explores how civic action, along with the process of story finding and telling play an integral role in effecting change in our community and around the world. Each student is expected to volunteer thirty hours with an organization of their choice over the duration of the term. With the support of PSU TV, we will be producing videos around stories gleaned from these volunteer experiences to be shared with the Senior Inquiry High School program.

STRATEGIC COMM PR (SP)

Strategic Communication Non-Profit PR Creating a Public Relations Program for a Non-Profit

Courtney Dillard, cdillard@pdx.edu

In this Capstone we will apply public relations concepts to assist the Archimedes Movement in expanding their outreach efforts. Specifically, we will work to develop a greater online presence via social networking websites and online media through the creation and dissemination of a viral marketing campaign.

Over the course of the term, students will be actively involved in researching, developing, and

testing preliminary online promotional material. In the process every student will learn how to conduct audience and contextual analysis, develop effective messages, choose appropriate channels, and engage in best practices for grassroots message dissemination through online channels. Feel free to email me directly with any questions: cdillard@pdx.edu

STUDENT DEBT (W)

Student Debt Policy and Advocacy

Barbara Dudley & David Osborn,
dudleyb@pdx.edu, dosborn@pdx.edu

This course provides an overview of the economic and social context and impacts of student debt in the U.S., examining parallels with developing nation debt, mortgage debt and credit card debt, investigating policy options and studying grass-roots advocacy strategies for policy change in partnership with Jubilee Oregon and the Working Families Organization. Working collaboratively with faculty, community members and each other, students will pursue projects that may include research, education, peer organizing and/or legislative advocacy, depending on student interest.

SUMMER YOUTH ENRICHMENT (SUM)

Summer Youth Enrichment

Zapoura Newton-Calvert, zapoura@pdx.edu

This summer, we will be working as tutors/mentors with the 6-week summer program of Upward Bound on the P.S.U. campus. We will be part of the summer session of this college preparatory program offering assistance to approximately 90 low-income and first generation high school students. 98% of participants ultimately graduate from high school, 95% of participants enter college after high school graduation, and 80% of our high school graduates since 200 are still in college or have graduated.

SUSTAINABILITY OUTDOORS (SUM)

Sustainability Outdoors

Matthew Collins, matthew@tryonfriends.org
Spend your summer at Tryon Creek State Park, located just 15 minutes from PSU. Learn to effectively educate for sustainability through non-formal, outdoor experiences. Students will examine current practices in education for sustainability and outdoor and environmental education. Students will then use this information

to create informative, engaging programs for Nature Day Camp participants. Student learning will benefit from discussion, team work, outdoor experiences, and practical application. This class meets Tuesday and Thursday afternoons from 1:00 – 4:00 pm at the Tryon Creek State Park Nature Center. More information is available at www.tryonfriends.org or by contacting the course instructor, Matthew Collins, at matthew@tryonfriends.org.

SUS FOOD AND ED FARM (*SUM, F*)
Sustainable Food Systems and Educational Farms

Megan Hubbs, greenfarmmama@gmail.com
The time is ripe to be part of the growing sustainable food movement! This class addresses the current food issues that face urban citizens by holistically engaging students in the many layers of Portland's local food and farm culture. Students will critically analyze the state of our current food systems while being engaged in positive solutions to agricultural-related issues. The community partner and classroom is the Learning Gardens Lab, where students will gain hands-on farming experience, experientially explore their personal connection to food and the land, participate in the Learning Garden programs, and positively contribute to food security in our greater community. Students will also build relationships within the local food network through experiences at Ecotrust, Zenger Farm and the Oregon Food Bank.

Due to the nature of this course, it will be held at Learning Gardens Lab (SE 60th Ave & Duke) with the exception of the first class, which will be held at the designated PSU classroom.

SUSTAINABLE WATERSHEDS AND COMMUNITIES (*SP*)

Thad Miller, trm2@pdx.edu

This course is designed to give students an opportunity to learn about and become involved in improving watersheds in urban communities. Students will be introduced to basic concepts and practices related to urban watershed protection and conservation. Students will then directly participate in a community watershed project that will provide a base of experience for furthering the learning and appreciation for the work that goes into maintaining urban watershed health. This Capstone is part of the Community

Watershed Stewardship Program, a partnership between PSU and the Bureau of Environmental Services, City of Portland.

TUTORING ADULT ESL (*F, W, SP, SUM*)
Tutoring Adult ESL at Portland Community College

Michelle Culley, mculley@pdx.edu

Capstone students will tutor small groups of adult English as a Second Language learners for 2.5 to three hours a week at local community colleges (locations and times vary) Capstone students must be proficient speakers of English. Coursework involves strategies for tutoring ESL/ABE, intercultural communications, and issues pertaining to immigration. Students must contact Michelle Culley, mculley@pdx.edu, prior to registration.

TUTOR/MENTOR NAT AM YOUTH
(*SUM, F, W, SP*)

Tutoring and Mentoring Native American Youth

Anmarie Trimble, atrimble@pdx.edu

According to the most recent census, Native American students have the highest school drop-out rate--19.6 percent each year as compared with the general population of 6.3 percent. To help address this issue, the Native American Youth Association (NAYA), <http://www.nayapdx.org/>, provides culturally-specific programming and education resources for Native American youth and families in the Portland Metro area.

This Capstone gives PSU students the opportunity to learn and practice tutoring and mentoring to middle school and high school students in various academic disciplines and in diverse programs with the aim of helping NAYA fulfill its mission of empowering youth via education, community involvement, and cultural programming by creating positive learning experiences.

URBN AGRICULTURE (*SP*)

Urban Agriculture

Nathan McClintock, n.mcclintock@pdx.edu

In this Capstone, we will critically examine the limits and possibilities of urban agriculture's contribution to the food system through a twin lens of social science and agroecology. Our community partner is the Urban Farm Collective (UFC), an organization establishing urban gardens in N and NE Portland. The interdisciplinary final

Capstone project will combine mapping, interviews, and other data collection with research of best practices to develop a toolkit for the UFC that both evaluates the organization's contribution to the food system and lays out a framework for its expansion to other parts of PDX. The course is both reading-intensive/discussion-driven and hands-on. The course will meet twice a week (M/W, 2 to 4). All but five meetings will be on campus. The other five meetings will be held at one of the UFC sites. Mondays are generally site visit or workshop days to work on the Capstone project work in one of the UFC gardens. On Wednesdays students will discuss scholarly readings and hear from guest speakers involved in Portland's urban agriculture movement.

VOLUNTEER STREAM MONITOR (*F, SP, SUM*)

Quality Assurance for Volunteer Stream Monitoring

Mary Ann Schmidt, maryanns@pdx.edu
Students will coordinate and implement all aspects of the quality assurance project plan (QAPP) for the Student Watershed Research Project (SWRP)'s volunteer monitoring program. Students will work as a team to ensure data quality for the 15 high school groups involved in SWRP. Non-science majors are encouraged to become "citizen scientists" through their participation in this capstone.

This project requires training, classroom, and field support. This course will integrate chemical, biological and physical watershed analysis skills. In addition students will be responsible for performing field/lab analysis of duplicate water quality samples, and determining whether the accuracy and precision goals of the QAPP are being met. Students will also be responsible for data management, auditing of student data, providing feedback to data collectors, and evaluating the impact of SWRP on participating students. Spring Capstone Students will support the Annual Student Watershed Summit, where the high school students give both oral and poster presentations on their research projects. Potential students for my capstone should be aware that due to the field schedule, they should not schedule a class to begin right after our class session on Tuesdays 8-10:20AM.

WOMEN'S PRISON GARDENS (*SUM, F, W, SP*)

Women's Prison Gardens

Debbie Rutt, debrutt@pdx.edu

Students in this Capstone will review, research and reflect on the impact of the incarceration of women, the unique needs of female inmates and the diversity of individuals in correctional facilities through structured activities, required readings, video, dialogue and reflective writing. Through the study of existing prison garden programs, students will develop a model for a garden program at Coffee Creek Correctional Facility and identify available resources and potential community partners. Working in teams, students will create a presentation on one aspect of a prison garden program.

Students will have the option of working in the prison garden to meet the community service requirement of this course. The facility is 20 minutes from Portland and carpooling will be available. Any student wishing to work in the garden will be required to fill out a form for a Department of Corrections background check during the first week of class. Students choosing not to work in the prison garden will be asked to complete other service work related to the class topic.

XPLOREGON (*SUM*)

Vicki Reitenauer, vicr@pdx.edu

In this Capstone course, PSU students will serve as trip leaders and mentors to Oregon high school students in Camp Fire Columbia's XploreOregon program, a summer "road trip" that engages teens in a 12-day youth-led adventure. This intensive, immersive experience helps high school students broaden their academic and personal horizons, build leadership skills, and promote active civic engagement through service projects at various sites along their route, and requires PSU Capstone students to intentionally interact with younger persons to facilitate and catalyze these possibilities for growth in them. Registration in the course requires instructor approval; contact Vicki Reitenauer at 503-725-5847 or vicr@pdx.edu for more information or to begin the registration process.

YOUTH IN TRANSITION *(SP)*

Youth in Transition

Carol Holdt, holdtc@pdx.edu

The transition from childhood to adolescence is challenging, to say the least. How can we help Portland-area kids stay in school and focused on their futures? In this spring-term capstone course we will work with students and staff at the "I Have a Dream" Foundation - Oregon. The foundation provides supportive services and enrichment programs for "Dreamers" to help them graduate from high school and pursue either college or vocational education. Please visit <http://www.ihaveadreamoregon.org> for information about the organization.

This year, capstone students will tutor 6th-grade Dreamers at Rigler School in NE Portland. In addition, student workgroups will design and conduct projects to support the foundation's efforts. Previous projects have included theme-based enrichment activities, a "Field Day" event, survey research, and life-skills workshops.