

## Capstone Course Proposal Cover Sheet

(This form MUST be completed and submitted to the UNST Office BEFORE a faculty member proposes a Capstone course)

**Due dates:**

Fall courses due by January 15<sup>th</sup>      Winter courses due by May 1  
 Spring courses due by October 15<sup>th</sup>      Summer courses November 15<sup>th</sup>/ January 15<sup>th</sup> (two review times)

**Proposed Capstone Course Title:** \_\_\_\_\_

**Course Topic:** \_\_\_\_\_

**PSU Department:** \_\_\_\_\_

**Faculty of Record (contact person):** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Highest degree earned by faculty of record (faculty must have a minimum of a Master's Degree)**

- |                                  |  |
|----------------------------------|--|
| <input type="checkbox"/> Masters | <input type="checkbox"/> Doctorate/Terminal Degree |
| <input type="checkbox"/> ABD     | <input type="checkbox"/> Other _____               |

**Initial Offering of Proposed Capstone Course during: Year** \_\_\_\_\_

- |                                       |   |   |                                      |
|---------------------------------------|---|---|--------------------------------------|
| <input type="checkbox"/> Fall Quarter | <input type="checkbox"/> Winter Quarter | <input type="checkbox"/> Spring Quarter | <input type="checkbox"/> Summer Term |
|---------------------------------------|---|---|--------------------------------------|

**Desired on-going course offering format:**

6 credits in one quarter

- |                                       |   |   |                                      |
|---------------------------------------|---|---|--------------------------------------|
| <input type="checkbox"/> Fall Quarter | <input type="checkbox"/> Winter Quarter | <input type="checkbox"/> Spring Quarter | <input type="checkbox"/> Summer Term |
|---------------------------------------|---|---|--------------------------------------|

**Or**

3 credits each for two quarters

- |   |   |
|---|---|
| <input type="checkbox"/> Fall & Winter Quarters | <input type="checkbox"/> Winter & Spring Quarters |
|---|---|

**Type of Course**

- On-campus Course
- Hybrid Course
- On-line Course

**Name/Signatures Required**

Role	Name(Print)	Approve	Reject	Signature	Date of Review
Faculty of Record					
Department Chair					
Director of University Studies					
Capstone Committee Chair					

# CAPSTONE PROPOSAL FORM

## THE SENIOR CAPSTONE

The Senior Capstone is a six-credit community-based learning course. It is the senior-level component of the University Studies general education program at Portland State University. Capstones are interdisciplinary. Students from a variety of majors, under the supervision of a faculty member, work together in collaboration with community partners to address a real community issue. Each Capstone results in a final product that brings closure to the students' experience. Capstone students work in teams to create this product. In addition to the final product, many capstones require a weekly service-learning commitment to the community partner agency. Capstone classes are taught by a PSU faculty member (or an adjunct professor/graduate teaching assistant sponsored by a full-time PSU faculty member).

The University Studies Goals are also a focus for Capstone courses. Although each Capstone is unique, all Capstone courses must address the Goals of the University Studies program. These goals are:

- Ability to engage in Inquiry and Critical Thinking
- Improved Communication
- Appreciation for the Variety of Human Experience
- Ability to act with Ethical and Social Responsibility

## PROPOSAL ELEMENTS

### *Section One: General Capstone Description*

\*Note: As you complete this section of the proposal, please describe the connection between the community needs, the course learning objectives and final products.

1. Title and description of the capstone course (75 words or less to serve as a PSU course listing.)
2. Description of the community issue and/or need that will be addressed by this course.
3. A list of the main learning outcomes for PSU students. Please attach the appropriate University Studies Goals to each of your course learning outcomes. (See exemplary proposal provided.)
4. A list of citations for the main course books and readings that will be assigned to students in this Capstone course. (Please include detailed publication information including publication dates, publishers, journal volume numbers, page numbers, etc.)
5. Description of the final product (i.e., presentations, web sites, videos, brochures, reports, etc.) to be created by Capstone students to address the community need.
6. A list of six academic majors that would benefit from this course and a phrase describing what these students would contribute to the course content and the final product (see sample proposal provided).
7. Description of the relevant aspects of your academic expertise and professional background as they relate to the proposed capstone and development of the final product.
8. Description of the steps you have taken to develop the community partnership.
9. If this is an on-line or hybrid course, please provide a description of the steps you have taken to teach a course in this format. Have you taught an on-line or hybrid course in the past? What training have you received in this area? How will you utilize an on-line format to deliver the course content, build group cohesion, and facilitate reflection on the service experience and the University Studies goals?

## ***Section Two: University Studies Goals***

1. Description of how the Capstone will facilitate student learning in the area of Inquiry and Critical Thinking. Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners. Typical critical thinking objectives include: awareness of connections among specialized areas of knowledge; integration of a variety of meaning or disciplinary perspectives in relation to a community issue or problem; reflection on prior experience in relation to new ideas and information; critical examination of the ways individuals perceive and respond to particular situations, etc.

The Capstone proposal must provide a specific description of how critical thinking will be facilitated through the course project and learning activities.

Example: Students will design the research process and analyze data in order to reach conclusions and recommendations. They will evaluate the success of their project based on community partner feedback and create specific recommendations for future Capstone projects. This will require class sessions on appropriate research methods, as well as regular reflection on students' own assumptions and biases and those of society as they relate to the target populations.

2. Description of how the Capstone will facilitate student learning in the area of Communication. Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies. Capstone classes will provide opportunities for students to grow in their ability to communicate in at least one of these forms. Capstone projects will provide an example useful for evaluating students' communication abilities.

The Capstone proposal must provide a specific description of how communication skills will be facilitated through the course project and learning activities.

Example: Students will be working in teams to make community contacts, They will interview community members for the purpose of conducting needs assessments. They will develop written summaries of their findings, and produce a handbook in collaboration with the community agency. Students will develop and carry out peer assessment of group processes and products. A great deal of time will be spent processing team interactions and dynamics. They will also engage in specific class sessions teaching interviewing skills and will be required to include some assessment of their own audio-taped interview work in their reflection logs. Finally, they will receive and respond to community partner feedback on draft of final product.

3. Description of how the Capstone will facilitate student learning in the area of the Variety of Human Experience (Diversity).

Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability. The Variety of Human Experience has to do with understanding and valuing the role of diverse realities. This understanding and valuing is thought to be enhanced when people examine wider ethnic and cultural perspectives within the US as well as throughout the world.

The Capstone proposal must provide a specific description of how appreciation of diversity and/or the variety of human experience will be facilitated through the course project and learning activities.

Example: Questions of culture, religion, and social class conflict are central to an understanding of the community partner's background. Students will have direct contact with the experiences and needs of people from a wide range of socio-economic backgrounds. Another central component of the course is the communication of technical and specialized information to a variety of general audiences. In addition, students will be working with people different from themselves in their teamwork. Students will engage in a series of self-reflective discussions and writing designed to heighten awareness of personal and institutional bias. Appropriate needs assessments and interventions for different populations will be presented. Finally, group dynamics discussions will include such issues as communicating across disciplines, conflict styles, and other factors relevant to the students involved.

4. Description of how the Capstone will facilitate student learning in the area of Ethical and Social Responsibility.

Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning. Ethical Issues and Social Responsibility includes creating livable communities, examining ethical interactive and organizational challenges of the present era, and exploring the role of diversity in achieving social well-being.

The Capstone proposal must provide a specific description of how ethical and social responsibility will be facilitated through the course project and learning activities.

Example: Appreciation of Social Responsibility: Activities that are woven throughout this course to cultivate this appreciation include: 1) reading assignments that discuss the need for citizen participation in community environmental education programs-these readings connect the social problems faced by communities with the solution found by individuals engagement in efforts for the "common good", these readings frame the role of the scientist as citizen, 2) real-life collaborative service experience with a diverse array of community members addressing environmental crisis and solutions in our local community, 3) observation of role models in our community as activist engaged in environmental education 4) reflection questions and classroom discussions on the roles Capstone students play in helping address community needs. Students will be given structured reflection questions that ask them to examine the impact of their personal life choices on the community at large. These questions relate to the choices they make as consumers, community members, citizens, scientists, scholars, and possibly volunteers in the Portland community. Capstone students will learn first-hand the role they are actually playing (and the impact they are having) on the science literacy of the members of the community they serve.

**CAPSTONE PROPOSAL FORM**  
**Submitted by: Deborah Smith Arthur**  
**debs@pdx.edu**  
**Section One**

**1. Title and description of the capstone course.**

Hope Partnership: This Capstone partners with the “Hope Partnership” at MacLaren Youth Correctional Facility. The Hope Partnership is designed to increase the rate of success among incarcerated juveniles through the arts, life skills, and the establishment of community support networks. Capstone students will develop a booklet that tells the story of the Hope Partnership, and the youth involved, to accompany a benefit CD being created by the youth involved with the Partnership. Class will primarily meet on campus, but we will meet at the MacLaren campus in Woodburn up to four times throughout the term.

**2. Description of the community issue and/or need that will be addressed by this course.**

Incarceration is an increasing problem in the United States, and Oregon’s prison population is among the fastest growing in the nation. Tougher sentencing laws have lead to more people imprisoned for longer periods of time. In Oregon, these long sentences apply to youth age 15 and over who have been automatically remanded to adult criminal court under Ballot Measure 11. However, over 95% of people incarcerated will eventually return to the community. Formerly incarcerated people – and youth in particular – face tremendous barriers to successful reentry into the community. Studies show that restorative justice programs, including arts, education, and life skills programs, help to reduce recidivism and criminal justice costs, and assist with successful community reentry.<sup>1</sup>

The University of Hope Project (now, Hope Partnership) began at MacLaren Youth Correctional Facility in Woodburn, OR, during the summer of 2009, as a collaborative initiative to:

- decrease increasing rates of recidivism among participants
- to decrease facility violence
- to increase collective efficacy in the MacLaren community<sup>2</sup>
- to improve the process if reintegration into the larger community

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<sup>1</sup> Center on Media, Crime and Justice, 2009. *Unlocking America – Why and How to Reduce America’s Prison Population*. [http://www.jjay.cuny.edu/cmcej/pdfs/PrisonsUnlocking\\_Americapaper.pdf](http://www.jjay.cuny.edu/cmcej/pdfs/PrisonsUnlocking_Americapaper.pdf); Washington State Institute for Public Policy, 2006. *Evidence Based Public Policy Options to Reduce Future Prison Construction, Criminal Justice Costs, and Crime Rates*.

<sup>2</sup> Referring to the social state which arises through the attainment of the McMillan-Chevis definition of *sense of community*: “a feeling that members have belonging, a feeling that members matter to one another and to the group, and a shared faith that members needs’ will be met through their commitment to be together. (McMillan and Chevis, 1989).

- to increase community involvement in the rehabilitation process
- to create opportunities that facilitate progression toward self-actualization.<sup>3</sup>

The Hope Partnership Capstone will assist in addressing these same needs and goals as shared with HP itself.

### **3. A list of the main learning outcomes for PSU students.**

By the end of this course, students will be able to:

- Define current trends in juvenile justice laws and policy, with a focus on Oregon (critical thinking, social and ethical responsibility)
- Demonstrate an ability to work collaboratively with youth offenders at MacLaren Youth Correctional Facility (variety of human experience)
- Distinguish among the underlying and deeply-rooted social issues that lead to delinquent and criminal behavior (critical thinking, variety of human experience, social and ethical responsibility)
- Evaluate the efficacy of arts in corrections programming (critical thinking, variety of human experience)
- Develop and strengthen presentation and advocacy skills (communication)
- Build healthy and functional relationships around both differences and likenesses experienced both within the classroom community and with the staff and clients of the MYCF (variety of human experience)

### **4. A list of citations for the main course books and readings that will be assigned to students in this Capstone course.**

Some texts and articles that could serve as a foundation for the course curriculum include:

#### *Required Readings*

- Zehr, Howard The Little Book of Restorative Justice Good Books 2002.
- Ayers, William A Kind and Just Parent : the Children of Juvenile Court Beacon Press, June 1998
- Hillman, G. (2001) A Journey of Discouragement and Hope: An Introduction to Arts and Corrections found at <http://www.communityarts.net>
- Ezell, Mark & Levy, Michelle (2003) An Evaluation of an Arts Program for Incarcerated Juvenile Offenders. *Journal of Correctional Education.*
- Coles, Robert Doing Documentary Work Oxford University Press 1997 (excerpts)

#### *Suggested Readings*

- Davis, Angela Yvonne Are Prisons Obsolete Open Media 2003.
- Hume, Edward No Matter How Loud I Shout: A Year in the Life of Juvenile Court Touchstone, 1996.

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<sup>3</sup> Vargo, Brian E., *A Summary of the University of Hope Project for the Oregon Youth Authority*, October 2009.

- Brown, Elaine The Condemnation of Little B: New Age Racism in America Beacon Press, 2003.
- Salzman, Mark True Notebooks: A Writer's Year at Juvenile Hall Vintage Books, 2004.
- Hubner, John Last Chance in Texas: The Redemption of Criminal Youth Random House, 2005.
- Campaign for Youth Justice *The Consequences Aren't Minor: The Impact of Trying Youth as Adults and Strategies for Reform* Executive Summary March 2007 found at [http://www.campaign4youthjustice.org/Downloads/NationalReportsArticles/JPI014-Consequences\\_exec.pdf](http://www.campaign4youthjustice.org/Downloads/NationalReportsArticles/JPI014-Consequences_exec.pdf)
- Clawson, H. and Coolbaughby, K. (2001) The YouthARTS Development Project *Community Arts Network Reading Room* : <http://www.communityarts.net>

**5. Description of the final product to be created by Capstone students to address the community need.**

The work of this Capstone course will result in two forms of final product:

(1)The creation of a booklet to accompany a benefit CD project featuring musicians incarcerated at MYCF. This booklet will tell the story of the Hope Project through interviews with the youth musicians.

(2) A final presentation to members of the youth corrections community, Portland State University community, and interested community members in general, potentially including policy makers about the experiences of Capstone students working with the Hope Partnership.

**6. A list of six academic majors that would benefit from this course and a phrase describing what these students would contribute to the course content and the final product.**

The focus of the project in this course involves facilitating arts in corrections. Our community partner is the Hope Project, developed in partnership with the Oregon Youth Authority's Office of Minority Services Multicultural Leadership Program. Students from a wide variety of majors and areas of interest could benefit from and contribute in a meaningful way to the course process and the final product, including but not limited to:

- 1) Criminology and Criminal Justice (interest and background in juvenile crime and corrections)
- 2) Community and Public Health (interest and background in community reentry issues)
- 3) Black Studies (interest and background in disproportionate minority confinement)
- 4) Art (interest and background in the use of arts in corrections programming)



- 5) Music (interest and background in the use of arts in corrections programming)
- 6) Social Work (interest and background in juvenile corrections and reentry issues)

**7. Description of the relevant aspects of your academic expertise and professional background as they relate to the proposed capstone and development of the final product.**

I have a M.A. in Black Studies, with a focus on African American Children and Youth, and a J.D., with primary practice in criminal and juvenile defense. I have taught Capstones at Portland State University for the past eight years, at least one Capstone per term, including summer term. I have offered my Juvenile Justice Capstone almost every term that I have been at PSU, which partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Additionally, I am an attorney, and practiced criminal defense law in Portland for a decade before coming to PSU. For the latter half of my law practice, my focus was representing juveniles in adult criminal court under Ballot Measure 11. Last year I also taught a course called Race and Social Justice. Additionally, I have previous experience teaching a course called Social Change Through Music, which connects directly with the proposed project.

**8. Description of the steps you have taken to develop the community partnership.**

To date, I have had several meetings, phone conversations and electronic correspondence with the following people: Kathleen Fullerton, Coordinator of Hope Project at MacLaren; the Leadership Team of Hope Project, consisting of incarcerated youth, other outside volunteers, and Ms. Fullerton); Rev. Craig Cutting, volunteer Coordinator at MacLaren Youth Correctional Facility. These people have been instrumental in defining the final product and have confirmed that the product addresses a real need of the Hope Partnership: completion of the benefit CD project both to raise additional funds for and awareness of Oregon Youth Authority arts programming. Additionally, I have successfully developed and maintained a number of community partnerships while here at PSU, including the Multnomah County Department of Community Justice, Juvenile Services Division, Portland Youth Builders, and Upward Bound, among others, and feel confident in my ability to develop and maintain this one as well.

**9. Course Offering Format**

It is expected that this course would be offered as 6 credits in one quarter, and would be offered summer quarter 2011.

## Section Two: University Studies Goals

1. Inquiry and Critical Thinking: Students in this course will be asked to understand and critically examine current juvenile justice laws in Oregon and examine their effectiveness. Another course objective for this capstone is that students will challenge their own assumptions about crime and delinquency, and awaken to and examine underlying and deeply-rooted social issues that lead to delinquent and criminal behavior. Assigned reading materials and guided reflections will facilitate this goal. Additionally, working on the final product – the booklet to accompany the CD, connecting the arts and life skills - will require students to critically examine the research in terms of evidence based practices that work to meet the HP goals of reducing recidivism and preparing for successful community reentry. Also, students will be offered theoretical insight and background information on service learning, and learn the value of reflection in the educational process – all a part of critical thinking.
2. Communication: In this course, students will be collaborating in small groups toward a common goal, requiring the ability to effectively communicate with a group of others from diverse backgrounds, including PSU colleagues from different majors, incarcerated youth, and juvenile corrections staff. Students will also be writing a number of reflection papers in response to given prompts. Additionally, completion of the final product will require editing, feedback, and revision, making the document ready for the public and for policy makers. Finally, students will be creating and offering a final presentation for a variety of stakeholders: the youth corrections community, the PSU community, and interested members of the larger community, potentially including policy makers. All of this is designed to increase their communication skills.
3. Variety of Human Experience (Diversity): Questions of race and social class are essential to an understanding of criminal and juvenile justice policy, and the impacts of that policy. Students will at times be working directly with incarcerated youth, and thus gain a deeper understanding of the life experiences and social complexities that shape people for prison. Students will have the opportunity to build healthy, appropriate and functional relationships around both differences and likenesses experienced both within the classroom community and with the staff and clients of the MYCF. Students will also be writing a number of reflection papers in response to given prompts around issues of race, class and gender. These papers will from time to time be the basis for class discussion, and for challenging and unpacking assumptions. Required readings will include the issues of disproportionate minority confinement, gender specific programming, and white privilege. All of this is designed to enrich students understanding of the variety of human experience.

4. Ethical and Social Responsibility: By looking closely at Ballot Measure 11, students in this Capstone will have the opportunity to understand the impact of Oregon's initiative process and the importance of being an informed citizen and voter. Through classroom discussions and reflective writing prompts, students will have an opportunity to draw links and connections between their own life experiences and the fiscal and human impact of rising prison populations. Examining deep social and political issues that lead to increased prison populations, and connecting with organizations and activists working on restorative justice solutions will allow and encourage students to become involved in becoming a voice for positive change in criminal and juvenile justice policy.