

**Sample Outcomes/Objectives from Capstone Syllabi
Senior Capstone Fall Workshop, September 2012**

From Debbie Rutt's and Sherrie Barger's Women's Prison Garden Capstone

Course Objectives (*University Studies Goal Areas*)

1. Develop an understanding of the impact of the incarceration of women on individuals, families and communities. (*Inquiry and Critical Thinking; Social and Ethical Responsibility*)
2. Develop an understanding of the diversity of individuals in correctional facilities; bring some humanity to the idea of "prisoner." (*Diversity; Social and Ethical Responsibility*)
3. Engage in higher level and critical thinking dialogue with colleagues around issues regarding women in prisons. (*Inquiry and Critical Thinking; Communication*)
4. Work collaboratively with fellow students, incarcerated women at Coffee Creek and Department of Corrections employees. (*Diversity/ Communication*)
5. Contribute to the development of a prison garden program that addresses the unique needs of women inmates. (*Inquiry and Critical Thinking*)
6. Engage in work that is meaningful and become an agent of change by making contributions that impact individuals and communities. (*Social and Ethical Responsibility*)
7. Create a presentation that describes the final team project, including background research and process. (*Communication*)

From Deborah Smith Arthur's Juvenile Justice Capstone

COURSE OBJECTIVES

In this Capstone, students will have the opportunity to:

Learn the content of local laws regarding juvenile justice, and examine them critically (UNST goal: critical thinking, ethical and social responsibility)

Make contact with local teens through the juvenile department (UNST goal: communication, ethical and social responsibility, diversity/variety of human experience);

Awaken to and examine underlying and deeply-rooted social issues that lead to delinquent and criminal behavior (UNST goals: ethical and social responsibility, diversity/variety of human experience);

Collaborate in small groups toward a common goal (UNST goal: communication);

Develop and increase advocacy and organizational skills (UNST goal: 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 detention center (diversity/variety of human experience);

Gain theoretical insight and background information on service learning, and learn the value of reflection in the educational process (UNST goal: critical thinking).

From Zapoura Newton-Calvert's Enhancing Youth Literacy

University Studies & Course Goals

□ **Inquiry and Critical Thinking**

- o To learn about local and national issues of education, the achievement gap, desegregation of schools, and the role of community centers to support child and youth achievement.
- o To explore the "achievement gap" as an issue related to larger social inequities and to research support systems that help close this gap.

□ **Communication**

- o To develop mentor skills, critical thinking, and oral communication through hands-on reading and tutoring.

□ **The Diversity of Human Experience**

- o To understand and utilize multiple learning styles (using Howard Gardner's ideas about multiple intelligences) and tools (computer, art, etc.) for effective literacy learning in a diverse population of youth.
- o To consider the special challenges and richness in urban centers and to facilitate learning based on partner needs in a culturally competent manner.

□ **Ethics and Social Responsibility**

- o To consider and understand the role of community members (volunteer and paid) in forming stronger access to services, academic enrichment, and long-term success in school.
- o To gain leadership experience and to develop interpersonal communication skills working with community center staff and volunteers as a community of support for youth.
- o To learn about advocacy for youth in Oregon and to participate in at least one act of advocacy during the term (for example, letter writing).