

Senior Capstone Faculty Handbook: A resource guide for PSU University Studies Capstone faculty

*Developed in collaboration by the
Office of University Studies and the
Center for Academic Excellence/
Community-Based Learning*

- ◆ What is the Senior Capstone?
- ◆ Teaching the Capstone course: Most commonly asked questions
- ◆ Combining service and learning: Essential elements
- ◆ The Community Partner's role in Capstone
- ◆ Clarifying service and learning goals: The use of learning agreements
- ◆ Legal issues in community-based courses
- ◆ Student safety in community-based learning
- ◆ Student responsibility in community-based learning
- ◆ Dealing with unacceptable student behavior
- ◆ Strategies for student support
- ◆ References and resources

This handbook is also online at <http://www.cae.pdx.edu/capst-fac.pdf>.

What is the Senior Capstone?

The Senior Capstone course is taken during the fourth or senior year of PSU students' general education program. Capstone is often confused with internships or other forms of community service. However, the combined goals of meeting community needs, identifying learning objectives, and intentional reflection on what is being learned distinguishes Capstone from community service, internships, volunteerism, and experiential education.

Capstone service experiences are purposefully integrated into the academic curriculum selected by each faculty member. To facilitate the connection between service and readings, faculty should provide structured opportunities for students to reflect critically on their experiences through writing, reading, speaking, listening, and group discussions.

The academic content of Capstone is organized with the goal of addressing community need as defined by the community partners, faculty, and course participants.

Capstone uses community service as a vehicle for students to reach their academic goals and objectives by integrating course objectives with community needs.

Program expectations

- ◆ Faculty will provide students with a course syllabus that outlines course assignments, clear grading criteria and instructor expectations, deadlines, community project information, faculty and community partner expectations regarding the community project, approximate hours students should expect to spend in the community, and other relevant information.
- ◆ Faculty will provide (or work with students to develop) specific objectives for improvement in students' abilities to communicate effectively, think critically, work in a diverse society, and act in socially responsible ways.
- ◆ Students will have the opportunity to meet regularly (meeting frequency and length vary between Capstones) with faculty and peers to address any challenges, questions, or concerns related to the community project.
- ◆ Students will have the opportunity to apply concepts and ideas from their disciplines to the community project, to understand how other disciplinary perspectives relate to the project, and to create final product(s) that reflect the contributions of various disciplinary perspectives. See "Most commonly asked questions" for ideas on different models of interdisciplinary work.
- ◆ Faculty will provide opportunities for students to connect course content to the community experience. This can be facilitated using guided/structured class discussion, journals/learning logs, meetings with faculty and/or community partners, regular feedback from faculty, community or peers, periodic assessment of progress, and so forth.

Questions or comments? Please contact Seanna Kerrigan at 503-725-8392 or Janelle Voegele at 503-725-8341

Teaching the Capstone course: Most commonly asked questions

What are my options for assigning grades in Capstone?

Grades are entered online using the information system in the Faculty Web Center, which can be accessed from the PSU homepage (<http://www.pdx.edu>).

Directions for accessing Online Grade Sheet

1. Access the PSU homepage (www.pdx.edu)
2. Click on "Faculty/Staff"
3. Click on "Faculty Web Center"
4. Click on "PSU Information System"
5. Enter your PSU ID (normally your Social Security number) and PIN (normally your birth date, month, and year; for example, 010855 for January 8, 1955).

If you are the person who will assign grades for your Capstone course, this information has been entered for you. You can change your PIN number at any time by clicking on "Personal Information." If your access code does not work, call 503-725-HELP to talk to information technicians who can assist you in setting up your access code.

6. Click on faculty services. From here, you can access your class roster, wait lists, and enter final grades.

Capstone faculty have the option of either assigning letter grades, or the "IP" (in-progress) grade to students for Capstone courses lasting two or more quarters. The "IP" grade is an option only for Capstone courses (UnSt 421) and will not be processed for any other undergraduate course. Once students complete the entire Capstone sequence, the "IP" grade on their transcript records will be replaced with the final assigned grade for the entire course sequence. Other grading options are A-F, "W" (withdraw) and "I" (incomplete). The grade of "X" (no basis for grade) will be assigned automatically if you do not choose any of the above options. The PSU *Schedule of Classes* contains detailed information about these options, including criteria for use.

University Studies (503-725-5890) can answer additional questions regarding grade processing (supplemental grade sheets, paperwork, and processing, etc.). You can also contact Katherine Barich (503-725-5895) in University Studies to confirm the days, times, and Capstone course descriptions.

Janelle Voegele (503-725-8341) is available to discuss teaching and learning issues involving grading (clarification of grading options, use of various grading systems or rubrics, and so forth).

Since most undergraduates in your Capstone courses will not have had previous experience with the "IP" grade, you may want to clarify the process with them if you decide to use the "IP" option. The Capstone student handbook and orientation materials also contain information about the IP grade.

Students participating in special programs with "minimum course load per term" requirements may have concerns about whether the "IP" grade will affect their financial aid or eligibility status. Although the "IP" grade for Capstone has been approved at all levels of the registration process, students with concerns about financial aid or other programs should inquire directly at the appropriate office (Financial Aid, Student

Scholarships, etc.) to make certain that the “IP” grade will not impact their eligibility status.

My Capstone continues for two quarters, and one graduating senior has already contacted me about completing all six credits in one quarter. How can that be arranged?

For some Capstone courses, this may not be an option for a variety of reasons (community partner needs to count on a certain number of students over two quarters, course format does not lend itself to this option, and so forth). In other courses, it can be a good option for extra work that may need to be accomplished during the first quarter. *If you wish to allow this option for students in your Capstone, you must first contact Seanna Kerrigan, Capstone coordinator, 503-725-8392. Then contact University Studies (503-725-5890) for assistance completing an additional “Course Maintenance Sheet.”* The course maintenance sheet will be sent to the registrar requesting an additional section with a 6 credit option. Your course will then contain two sections (meeting at the same time and location) with two CRN numbers. For example, one section might be listed as 3 credits continuing for two terms, while the additional section lists 6 credits for one term only.

What if a student requests to drop out after the first quarter of the Capstone and asks to receive a letter grade for the first three credits only?

Students can receive a letter grade for the first 3 credits only as long as they understand that to complete the Capstone requirement for graduation, they need to complete 6 credits within the same Capstone course. Students with further questions should speak with their departmental adviser or contact Seanna Kerrigan, Capstone coordinator.

My students need to do a lot of individual work as part of their final Capstone project. How can the structure of this project better support the interdisciplinary nature of Capstone?

While it's true that some tasks in Capstone depend more on individual than team effort, there are a variety of options for bringing various perspectives to bear on the task. Establish the expectation early in the term that all students will contribute ideas toward addressing challenges that arise in any one individual project. Ask the question, “When thinking about this issue, what might be important to consider from the perspective of (each student's discipline)?” Students can compare and contrast course material to concepts and issues they may have encountered in their own disciplines. Journal or learning log questions could be structured so that students are regularly tracking what they are learning by actively considering issues from various perspectives/disciplines. Several faculty have found the use of classroom assessment to be valuable as well. For example, students can respond anonymously to questions such as “List one thing you learned by discussing your project with the group that you would not have learned by working alone” and “List one thing that you think the group learned from you that they may not have learned otherwise.”

My students are working in teams but seem to have difficulty identifying what they can bring from their major and working across disciplines to achieve that. How can I encourage them to work as an interdisciplinary team?

Most students do not enter Capstone courses with a clear understanding of how they are going to apply their particular major to various community issues. More often this understanding emerges as students begin to grapple with the course material and with the concrete issues that arise within the community project. Like most other aspects of effective group process, working across disciplines is a skill that must be practiced. The use of strategies such as those listed above will help students practice these skills. When Capstone tasks are almost entirely team-oriented, strategies that improve general group process and dynamics will almost certainly improve more specific issues (such as working across disciplines) as well. We have included a few ideas for facilitating group process (see Capstone Handbook: Additional Ideas for Faculty at www.cae.pdx.edu/capfac-ideas.html). In addition, feel free to contact Janelle Voegelé (503-725-8341) with any other questions or concerns regarding group process, dynamics, or assessment. Janelle regularly conducts brief sessions with Capstone students on group communication, as well as a variety of other issues.

More questions? Feel free to contact Seanna Kerrigan at 503-725-8392 or Janelle Voegelé at 503-725-5642.

**Combining service and learning:
Essential elements**

Community voice

Capstone courses are developed as an ongoing process that allows individuals or communities with needs to define those needs.

Orientation

Capstone courses include pre-field preparation, training, supervision, monitoring, and ongoing support to meet service and learning goals.

Reciprocity

The partnership must be worthwhile and valuable for both the student and the community. There must be reciprocity between all partners involved in the community-based experience.

Reflection

Intentional, systematic reflection must take place in order for students to situate prior knowledge within new ideas and information generated by the community-based experience. Reflection within the context of the volunteer experience encourages introspection in other aspects of the student's life.

Development

Community-based learning occurs in different stages. For example, the learning experience often begins with pre-field preparation and moves to engagement in partnership with the community. Students move from defining and then problem-solving around community needs; from observation to experience to leadership. It is important to remain aware of potential

challenges participants may face at various stages in the process.

Meaningful service

Community-based learning tasks need to be worthwhile and challenging in order to encourage community involvement and to strengthen students' critical thinking skills. Academic rigor is not compromised—academic credit is for learning, not for service.

Diversity

A priority is placed on involving a broad cross-section of students working in diverse settings and with diverse populations in the community.

Evaluation

There are a variety of methods for evaluating student learning in the community-based context and for evaluating the appropriateness and effectiveness of service-learning goals and objectives.

These principles are adapted from *The Wingspread Report: Ten Principles of Good Practice* (1993). (Summary report resulting from extensive consultations between the National Society for Experiential Education and more than 70 organizations interested in service and learning.) Howard, J (Ed.) (1993). *Praxis I: A faculty casebook on community service learning* (pp. 3-12). Ann Arbor: OCSL Press.

The community partner's role in Capstone

The community site can represent multiple aspects of students' Capstone experience: the community needs, the service requirements, the students' expectations about the site, and the process of integrating all of the above. To make the most of the community learning environment, faculty, and students need to clarify the following with the community partners:

- ◆ the course goals and objectives
- ◆ the community goals and objectives
- ◆ the approximate number of students involved and student availability (specific times, days of the week, expected number of service hours, etc.)
- ◆ PSU student demographics and general profile of the PSU student population
- ◆ the level and kind of input faculty will provide to students about their community work
- ◆ the level of supervision and input the agency agrees to provide
- ◆ the level and type of responsibility agency staff can expect from Capstone students
- ◆ the kinds of skills students can bring to their work in the community
- ◆ clearly outlined, specific expectations regarding the project timeline and the final product the community partner expects to receive

Clarifying service and learning goals: The use of learning agreements

Why use service-learning agreements?

Capstone students are better prepared for the normal ambiguities and “unknowns” in the community-based experience when their responsibilities are grounded within a clear framework of specific objectives and expected outcomes. General course goals and focus are often developed as a result of faculty expertise and community need. Ideally, specific objectives and related outcomes will be determined as a collaborative effort between faculty, community partner, and students.

In addition to the Partnership Agreement, which clarifies the role of the community partner and faculty, we recommend the use of service-learning agreements to clarify the role of students in the course and in the community.

A service learning agreement:

- ◆ Translates general course objectives into specific learning objectives, service objectives and activities.
- ◆ Identifies expected service and learning outcomes.
- ◆ Details the specific service responsibilities of the students and agency.
- ◆ Includes timelines for service and learning activities.

In the initial stages of the Capstone program, faculty have found that learning agreements increase student commitment and reduce potential sources of frustration later in the term.

We have included a sample learning agreement online at Capstone Handbook: Additional Ideas for Faculty at www.cae.pdx.edu/capfac-ideas.html.

Legal issues in community-based courses

Human Subjects Review

The Human Subjects Review Committee is responsible for ensuring that adequate protection is provided for individuals involved as study participants in research or classroom-directed projects.

The following is reprinted from the Application Guidelines for Research Involving Human Subjects (Human Subjects Research Review Committee).

Capstone course activities do not require human subjects review if the following criteria are met:

- ◆ projects are identified as “classroom directed exercises” and supervised by a faculty member
- ◆ projects will not place subjects at greater than minimal risk
- ◆ all data collected by students is recorded anonymously, i.e., without names, Social Security numbers, or other identifiers

Faculty and students still have an ethical responsibility to inform community participants of the purpose of the project, the scope and duration of each activity in which they are expected to take part, and the expected outcomes—in essence, to obtain informed consent. In this case, the Human Subjects Research Review Committee is available for consultation in drawing up informed consents or cover letters.

For more information, please contact the Human Subjects Research Review Committee, Office of Graduate Studies in 111 Cramer Hall (503-725-8182) or <http://www.gsr.pdx.edu/rsp>.

Copyrights on Capstone final products

Faculty who wish to include a copyright statement on final products are advised to confer with community partners as early as possible so that all parties involved are aware of the copyright decisions and ramifications.

For more information please contact Janelle Voegelé (503-725-8341) or Research and Sponsored Projects Office of Graduate Studies (503-725-8182) or www.gsr.pdx.edu/rsp.

Faculty and student liability

The following policy applies to all Capstone faculty (full and part time):

Faculty are considered agents of the University. State employees are covered by the state insurance fund as long as they are acting within the scope and performance of state duties while under the direction and control of the state. Scope and performance duties are matters of fact in light of related circumstances, including:

1. *The duties actually assigned to faculty.*
2. *Whether faculty actions were under faculty or employer's direction and control.*
3. *Whether faculty actions were consistent with or contrary to any state directives.*

Faculty are not covered by the state insurance fund for claims arising from their private acts and omissions.

Legal questions throughout Capstone

Please call Janelle Voegelé, 503-725-8341, for any questions that arise throughout your Capstone course. Janelle serves as a liaison to the state attorney general's office for the Capstone program, and will direct your question to the appropriate resource.

Student liability insurance

PSU students are not covered by the State Insurance Fund for claims arising against students for their actions performed during the Capstone. Therefore, the state attorney general's office has strongly recommended that PSU take steps to provide students with liability insurance coverage. All Capstone students are automatically assessed a one-time course fee that appears on their tuition statement. This fee will be applied toward liability coverage for the entire duration of the Capstone experience. Policy information can be obtained by contacting Janelle Voegelé at 503-725-8341.

Student safety in community-based learning

Capstone policy on students in private residences

In cases where students are interacting directly with community members as part of their Capstone service work, inform students that they are not to enter community members' private homes/residences under any circumstances.

Capstone policy on sexual harassment

Students have the right to adequate supervision, feedback from supervisors, and a reasonably safe, harassment-free working environment. Sexual harassment comes in many forms, but it is typically the use of power or authority by one person to pressure another person into accepting verbal, physical, or sexual conduct.

Capstone policy on requests directed toward students

Requests made of students should be limited to actions that directly pertain to students' agreed-to service and academic responsibilities. Examples of inappropriate requests (outside of agreed-to responsibilities) include, but are not limited to: requests for personal favors, requests for loan of an automobile or other personal property items, invitations to social events not related to Capstone responsibilities, and requests for additional work or service hours above those that are required to complete the service portion of the Capstone.

Capstone policy on use of community partner agency vehicles

Vehicles belonging to community partner agencies can be lent to Capstone student volunteers only if the following conditions are met: (1) the community partner agency possesses insurance covering volunteer drivers; (2) the student driver has signed community partner agency paperwork certifying that they are a volunteer; and (3) the student possesses the minimum automobile insurance required by the State of Oregon.

Capstone policy on transportation and liability

The State of Oregon and Portland State University, together with their agents, officers, employees and volunteers, are not liable for personal injury or property damage resulting from group or individual travel to or from activities related to participation in Senior Capstone. Students who are driving should possess a valid driver's license and driver's insurance for the duration of their Capstone.

Student safety: additional guidelines

1. Make sure students have clear service goals, objectives and activities.
2. Explicitly address the parameters of students' service responsibilities. (For example, mentoring youth does not mean students are obligated to lend them money, give them a ride across town, etc.)
3. Ensure that students are provided with an orientation to the community/agency population.
4. Assist students in identifying skills needed for Capstone experience and developing these skills through designed activities.
5. Get regular feedback on students' service experience. Periodically assess students' reactions to their service experience. In addition to class discussions, an anonymous, written assessment may reveal important items for discussion that may not surface spontaneously during class. For example, students might anonymously respond to the following questions:
 - ◆ What do you like best about your experience at _____?
 - ◆ What could be improved at _____?

- ◆ Other options for questions include asking if there are any concerns or challenges that students have addressed in class.
6. Use the following student responsibility checklist to help students make informed choices.

Student responsibility in community-based learning

The Center for Academic Excellence has provided the following information to enhance the learning experience of students and to attempt to protect them from harm.

I. Students should clearly understand the requirements of their community project:

- I have a clear understanding of both my instructor's and my community partner's expectations of me.
- I understand my parameters (I have thought of the consequences of performing actions beyond my agreed Capstone responsibilities; for example, giving a client of a community partner a ride in my car).
- I have identified the skills needed to carry out this project, and I feel comfortable with those skills.
- I have identified the skills needed to carry out this project, and I have devised specific plans for strengthening skills with which I am not comfortable or familiar.
- I know my client population (I am making every attempt to understand their needs from their perspective).
- I know what to do in case of an emergency.

II. Students need necessary legal documents:

- If I will be driving, I have a valid license and liability insurance.

III. Students should take responsibility for their behavior throughout the community-based project:

- I understand that I am responsible for my own personal health and safety.
- I have insurance (if agency requires specific coverage for volunteers).
- I understand the waivers I sign.
- I have thought of risks involved in this community-based project. For example:
 - ◆ *What are clients' special needs?*
 - ◆ *In case of accidents, what is unsafe?*
 - ◆ *What can I do to reduce risks by my own behavior, clothing, preparation?*
 - ◆ *What behaviors fall outside of my job description?*

Three legal issues to be aware of throughout your Capstone:

1. Negligence involves a mistake, lack of attention, reckless behavior, or indifference to the duty of care of another person. A reasonable person should have been able to foresee the possibility of injury. (Example: wet spot on floor, child climbing on balance beam.)
2. Intentional misconduct or criminal misconduct involves potential harm caused by a volunteer. A volunteer is responsible for any harm caused to an organization or individual if the harm resulted from intentional or criminal misconduct on the part of the volunteer. (A crime is a crime even if you are a volunteer.)
3. Invasion of privacy involves confidentiality. Follow the confidentiality policies of the agency. If they do not clearly inform you of the policy *ask them* for their policy guidelines regarding this. (Example: client histories and personal records are confidential.)

Four helpful components of community-based projects

1. Job description (explanation of duties/responsibilities)
2. Training (knowledge of procedures)
3. Tools to do the job required (appropriate technology, space, etc.)
4. Supervision (feedback from instructor and community partner)

Dealing with unacceptable student behavior

While the vast majority of PSU students are more than capable of completing Capstone responsibilities, working in a team context, and collaborating effectively with community partners, you may occasionally encounter a student whose behavior threatens his or her success (and the success of others) in the course. Examples include:

- ◆ The student fails a background check (for those partnerships that require one).
- ◆ An agency's service coordinator determines that a student does not meet the prerequisite skills needed for the volunteer responsibilities.
- ◆ The student is not disruptive generally, but some aspect of behavior calls into question his or her ability to work with the client population.
- ◆ The student regularly displays ineffective interpersonal skills and creates tension with peers or in the community.
- ◆ The student is disruptive during class meetings (for example, is late or absent often, is "off-track" during discussion or project planning sessions, is verbally abusive to other students or to instructor).

Capstone students and faculty should be familiar with the PSU student conduct code. The entire student conduct code can be found on the Office of Student Affairs Web site at http://www.ess.pdx.edu/osa/osa_b.htm. Among the behaviors addressed in the conduct code are those that result in "obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the

University's public service functions ..." (PSU Student Conduct Code).

There are a number of options for addressing disruptions that threaten class climate, community partnership, or student success.

If a student is ineligible for service but otherwise able to participate fully: If a student fails a background check or for some reason does not qualify for volunteer responsibilities, he or she should look for a more appropriate Capstone course. If this is not possible due to time constraints or other reasons, then you may consider an alternative, "parallel service" assignment for the student. Parallel service assignments contribute to the overall final product, allowing students to participate in course discussions and team effort even though they are working in an alternate community setting or on a different aspect of the project. For more ideas on creating parallel service assignments, contact Janelle Voegelé at 503-725-8341 or voegelej@pdx.edu.

If a student occasionally displays behavior that calls into question his or her ability to interact in a professional manner: Remind students of the specific skills that they will need to interact with one another and community partners, especially in difficult situations. The University Studies goal areas (communication, social/ethical responsibility, critical thinking, appreciation of diversity) are relevant to these discussions—for example, students might set personal goals in one or more areas. If possible, collaborate with community partners to assist students in making progress on their goals. Meet with students one-on-one, if needed, and convey specific concerns. If these conversations are constructively handled, students can gain valuable insights into their working relationships with others.

If a student is routinely disruptive or regularly exhibits inappropriate behavior: Occasionally a student may not respond to your attempts to address disruption. If a student's ongoing behavior threatens to negatively impact his or her participation, the course learning climate, or the partnership, you can contact: **Janelle Voegelé** (Center for Academic Excellence) at 503-725-8341 to discuss intervention options; **Wendy Endress** or **Michele Toppe** (Office of Student Affairs) at 503-725-4422 to discuss PSU procedures for addressing student conduct and behavior issues; **Linda Fishman** (Center for Student Health and Counseling) at 503-725-2800 to discuss PSU resources for counseling and psychological services.

We also suggest that you document all steps taken to address conduct issues with students, including notes from classes and one-on-one meetings, records of requests or agreements made with students, and email communications.

Although quite rare, if a student's conduct becomes abusive or potentially dangerous you should take action immediately. Quickly remove yourself and other students from the situation and call Campus Public Safety (503-725-4404). Once the situation has diffused, contact Michele Toppe in the Office of Student Affairs at 503-725-4422.

Strategies for student support

(Corresponding activities are located in *Capstone Handbook: Additional Ideas for Faculty* at www.cae.pdx.edu/capfac-ideas.html)

The following areas represent some common issues arising for students participating in Capstone courses. For information pertaining to these and other aspects of community-based learning, see references and resources.

Teams

Many Capstone courses involve interdisciplinary teams of students working together to address a community need. The Capstone course is an ideal environment for students to enhance their group communication skills. Unfortunately, attention to group process is often overlooked, even though group process and dynamics directly impact the quality of the group's end-product. Attention to process need not take a great deal of class time away from other issues. For an example of how to incorporate group process into ongoing group activities, see "Quick Strategies for Group Process" in *Capstone Handbook: Additional Ideas for Faculty* at www.cae.pdx.edu/capfac-ideas.html.

Professionalism in the community

Students bring a wide variety of skills and expertise to their Capstone experience. Even students who have worked in the community for years may have concerns regarding the knowledge and protocol needed for carrying out specific Capstone activities.

The handout "Interviewing: Strategies for Success" (see *Capstone Handbook: Additional Ideas for Faculty* at www.cae.pdx.edu/capfac-ideas.html) is one example of guidelines developed for students responsible for collecting qualitative interview data. For examples pertaining to other aspects of professionalism in the community, contact Janelle Voegelé (503-725-8341) in the Center for Academic Excellence.

Encountering differences

Helping students to work effectively in diverse settings is a theme that runs throughout the Capstone program. The following issues and more surface regularly within the Capstone courses: The ability to discuss differences openly and non-judgmentally, to communicate effectively to individuals from diverse backgrounds, and to understand the belief of another from his or her perspective. "Oppressed Group Perspective" and the "DUE" Process (*Capstone Handbook: Additional Ideas for Faculty* at www.cae.pdx.edu/capfac-ideas.html) are two of many examples of activities that encourage reflection, critical thinking and awareness of diverse experiences. For more information about resources for diversity issues in Capstone, contact Janelle Voegelé (503-725-8341) in the Center for Academic Excellence.

References and resources

The following resources are available for checkout at the Center for Academic Excellence library (303 Cramer Hall):

Assessing the Impact of Service Learning: A Workbook of Strategies and Methods

Center for Academic Excellence Community-University Partnerships Handbook

Introduction to Service-Learning Toolkit: Readings and Resources for Faculty. Published by Campus Compact.

Albert, G. (Ed.) (1994). *Service learning reader: Reflections and perspectives on service*. Raleigh, NC: National Society for Experiential Education.

Connors, K. (1998). Community-university partnerships for mutual learning. *Michigan Journal of Community Service Learning*, 5, 97-107.

Ehrlich, T. (2000). *Higher education and civic responsibility*. New York: Oryx Press.

Eyler, J. and Giles, D. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.

Eyler, J., Giles, D., and Schmiede, A. (1996). *Practitioner's guide to reflection in service learning: Student voices and reflections*. Nashville, TN: Vanderbilt.

Gray, M., Ondaatje, E., Fricker, R. and Greshwind, S. (2000). Assessing service-learning. *Change*, 32 (2).

Howard, J. (1998). Academic service learning: A counternormative pedagogy. In Rhoads, R. & Howard, J. Eds.), *Academic service learning: A pedagogy of action and reflection*. *New Directions for Teaching and Learning*, 73, 21-29.

Jacoby, B. (1996). *Service-learning in higher education: concepts and practices*. San Francisco: Jossey-Bass.

Zlotkowski, E. (1996). Linking service-learning and the academy. *Change*, 28(1); 21-27. Internet Web Address for the National Service-Learning Archive: <http://csf.colorado.edu/sl>

Capstone support staff: Who's who

Seanna Kerrigan, Capstone Coordinator, 503-725-8392

Seanna's role includes working with community organizations to identify appropriate Capstone projects and working with University faculty to conceptualize, propose, and revise throughout the University's course approval process.

Janelle Voegele, Instructional Development Coordinator, 503-725-8341

Janelle provides support resources for University faculty and students once the Capstone courses are in place. She provides training and materials on a variety of communication, group process, and diversity issues, as well as service-learning principles and practices. She also coordinates a team of University professionals who provide resources in areas such as health and safety, assessment, reflection, leadership, and career development.

University Studies Office, 503-725-5890

University Studies provides clerical support for the Capstone program and provides an ongoing communication link between community partners and PSU. You can contact them in order to obtain information about the Capstone fair and Capstone-related events.

Judy Patton, Program Director for University Studies

Judy oversees the University Studies Program, including Freshman Inquiry, Sophomore Inquiry, Junior Cluster courses, and Capstone. Her role is similar to that of a department chair, including overseeing program coordination, authorizing the hiring of faculty, and guiding the continued development of the program.

Portland State University is an affirmative action / equal opportunity institution.
9/05

