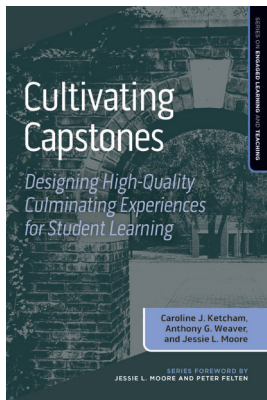


READING GROUP GUIDE

from the Center for Engaged Learning



CULTIVATING CAPSTONES

Designing High-Quality Culminating Experiences
for Student Learning

Edited by Caroline J. Ketcham, Anthony G. Weaver, and Jessie L. Moore

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Supplemental resources (including additional discussion questions specific to each chapter) can be accessed at: www.CenterForEngagedLearning.org/books/cultivating-capstones

FOR DISCUSSION

1. What is the history of capstone experiences on your campus, and how does that history influence your campus's current landscape for capstones?
2. What context and stakeholder characteristics are unique to your institution that can support mission-driven capstones?
3. How are capstones operationalized within disciplines and across the general curriculum?
4. What are the pathways students on your campus take to the capstone, and do all of those pathways adequately prepare students from all identity groups for the capstone?
5. Are there opportunities to intentionally scaffold towards capstones? Which students would be impacted positively or negatively with this structure?
6. What are the pipelines that your campus capstones support to careers and other opportunities beyond the university?
7. If you consider the socioecological model, how might this framing be useful for your campus to thread mission and goals through the capstone infrastructure?
8. What direct and indirect impacts on stakeholders should your campus consider?

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