



Department of Education

Course Number: EDUC 796 **Course Title:** Capstone **Credit Hours:** 3

Semester and Year: Fall 2016 **Duration:** August 22-November 28 **Instructor:** Dr. Daljit Kaur

Course Description: The capstone experience provides students the opportunity to **demonstrate a culmination of the acquired knowledge in the program.** The experience is offered with a field component to afford students the opportunity to work with P-12 students.

Students in this course will conduct an action research project, write a paper and create a presentation which will be used to assess the candidate's ability to: (1) identify divergent students using at least two tests of divergence; (2) search literature for appropriate strategies to be used with the students and articulate the rationale for using the strategies; (3) monitor performance and adapt instruction and/or materials based on the systematic collection and interpretation of data; and (4) connect his/her research findings to teaching divergent learners.

Required Textbooks: None

Course Policies: This course has strict due dates. Please don't ask for extensions unless it is a medical emergency. In case of a medical emergency, extensions will be granted based on the letter from your doctor. If you have hard time keeping up with due dates, I suggest that you take this course when you are more prepared to meet the due dates. I have provided enough time between the individual sections of the project for you to be able to submit them on time. Everything is due by 11:59 pm on the day it is due. Check the capstone project details for more information. Here are the due dates.

Peer Review	Sections due	Submission due date	Feedback due date
Peer Review 1	Title Page Abstract Introduction	Sept 5th	Sept 9th
Peer Review 2	Literature Review Participants	Oct 3rd	Oct 7th
Peer Review 3	Data Collection and Data Analysis Findings Personal Reflection Implications	Nov 14th	Nov 18th
Final Capstone Project	All sections complete with revisions	Nov 21st	
Presentation		Nov 28th	

Classroom Grading Scale:

Alphabetic	Score
A	93-100
B+	89-92
B	85-88
C+	82-84
C	77-81
F	76 and Below

Learning Outcomes: At the completion of this course, the learners will be able to:

Course Objective	Conceptual Framework	NCATE Unit	NETS-S	NETS-T	Essential Tools	National Board	IA Program Goals
conduct action research.	IA, I.B.1, I.B.4, I.B.5	IA, Ib, Ic, IC1, IVA, IVD			NAEYC2 002-ADV.2.2 NAEYC2 002-ADV.2.3 NAEYC2 002-ADV.2.5 NAEYC2 002-ADV.2.6 NAEYC2 002-ADV.2.7 NAEYC2 002-ADV.2.8 NAEYC2 002-ADV.2.9	NBPTS.1 NBPTS.2 NBPTS.3 NBPTS.4	IA.1 IA.2 IA.3 IA.4 IA.5
collaborate with colleagues.	I.B.2 I.B.3	Ib, IC, IC1, Id, IIIb, IIIC,			NAEYC2 002-ADV.2.2	NBPTS.5	IA.1 IA.2

		IVA, IVD			NAEYC2 002- ADV.2.3 NAEYC2 002- ADV.2.5 NAEYC2 002- ADV.2.6 NAEYC2 002- ADV.2.7 NAEYC2 002- ADV.2.8 NAEYC2 002- ADV.2.9		
share their research with colleagues/peers	IA, I.B.1, I.B.4, I.B.5	IA, Ib, Ic, IC1, IVA, IVD			NAEYC2 002- ADV.2.1 NAEYC2 002- ADV.2.4	NBPTS.1 NBPTS.2 NBPTS.3 NBPTS.4	IA.3 IA.4 IA.5
use technology to present their research.	I.B.6	Ib, IC, ID, IIB, IIIB, IIIC	I.B, III.A, III.B, IV.A, IV.B, V.B,	IV.A, IV.B, IV.C, IV.D	NAEYC2 002- ADV.2.3 NAEYC2 002- ADV.2.5 NAEYC2 002- ADV.2.7 NAEYC2 002- ADV.2.9	NBPTS.3	

Francis Marion University School of Education

Conceptual Framework

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 - 1. Ability to plan instruction
 - 2. Ability to apply skills and knowledge in a clinical setting
 - 3. Ability to cause learning in P -12 students
 - 4. Ability to assess learning and learners
 - 5. Ability to work with children of poverty
 - 6. Ability to use technology
- II. Caring teachers possess
 - Professional Dispositions
 - A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff

Dispositions statement

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well he/she feels you are demonstrating these behaviors, but ratings will have no direct impact on your grade.

If your professor or your program committee feels that there is a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Disposition Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students. The professional dispositions may be placed under five categories:

1. Professional attributes such as promptness, adequate preparation and good attitude.
2. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn.
3. Upholding ethical and professional standards
4. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect.
5. Demonstration of respect for colleagues, P-12 students, faculty and staff

ACADEMIC INFORMATION

Affirmation Form

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. ***Please fill out the syllabus acknowledgement survey by drop/add or you will be dropped from this course.***

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks> Appendix 1

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

Live Text

If you are a degree seeking education student, you must purchase Live Text. Non-degree or students from programs other than education are not required to make this purchase.

News and Announcements:

It is recommended and suggested that you check the School of Education webpage on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/or by email.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course.

Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned.

Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

FRANCIS MARION UNIVERSITY
Department of Education
Student Affirmation Form

Name: _____ Semester _____ Course _____

___ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student.

___ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Education program.

___ I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Education program.

___ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook* (Live text, On-line).

___ I will agree to have personal information sent to me via email.