

UW COLLEGE OF EDUCATION
Developing Competent and Democratic Professionals

COURSE SYLLABUS
ADED/ITEC 5090 – Masters Capstone
Spring 2014



Instructor

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Office Hours

Friday: 9:30-10:30 AM or by appointment

Prerequisites

Must have completed or be concurrently completing course work for Educational Administration (Adult and Postsecondary Education) or Instructional Technology masters degree programs.

Course Description

Capstone provides exposure to situations students will likely encounter professionally. It establishes a forum where students apply and refine theories, principles, and skills learned during their program. Students examine and critique current scholarship and document general and degree specific competencies.

Course Goals

The capstone course is the final core course requirement for the Plan B option of the Professional Studies Department masters programs. It is designed to accomplish four goals:

1. Provide a forum where students apply theories, principles, and skills learned in core and elective courses to the kinds of situations they may encounter in professional practice
2. Provide a vehicle to document the successful completion of general and degree specific competencies in the College of Education
3. Provide opportunities to examine and critique current, field-appropriate scholarship
4. Complete the requirements of the Plan B process.

Disability Statement

“The University of Wyoming is an affirmative action/equal opportunity employer and institution and does not discriminate on the basis of...individual handicap” (UW General Bulletin, 2008, p. 3). If you have a physical, learning, or psychological disability and require accommodations, please let your instructor know as soon as possible. You must register with, and provide

documentation of your disability to University Disability Support Services (UDSS) at 307-766-6189 or TTY: 766-3073, in SEO room 330 Knight Hall.

Required Texts

There are two required texts for this course (although books and materials from previous courses will be essential).

Ertmer, P. A., Quinn, J., & Glazewski, K. D. (2014). *The ID casebook: Case studies in instructional design* (4th ed.). Upper Saddle River, NJ: Pearson. ISBN: 0-13-325825-4

American Psychology Association. (2010). *Publication manual of the American Psychological Association* (6th revised ed.). Washington, DC: Author. ISBN – 10: 1-4338-0561-8

Course Overview

The underlying premise of this course is that successful professional practice requires an integration of theories, principles, and skills in the application of strategies and decisions. Prior core and elective courses were intended to provide grounding in appropriate theories, principles and skills. The Capstone provides an opportunity to integrate and apply this learning by developing strategies and decisions regarding specific cases and current scholarship. Thus, this course is structured around applicable case studies and recent research. Students will participate in a variety of individual and group activities organized around problems and research that have been drawn from the spectrum of subjects that define the field. Student participation involves interaction with others, presentations of analysis, strategy, and decisions, and written reports.

Student performance is evaluated by reference to the following criteria:

1. Development of a concise, professional, and clearly documented electronic portfolio
2. Skill in identifying relevant information of presented situations, devising strategies for addressing the situations, and assessing the likely consequences of proposed strategies and decisions
3. Skill in analyzing and evaluating current research in the field
4. Mastery of current APA publication guidelines
5. Ability to work effectively in both individual and group settings

Course Delivery

This course is delivered via asynchronous online systems and tools. Recently, the University of Wyoming switched to a new learning management system: Canvas. This semester is the first time any faculty members in our department have used this system. There are several differences between Canvas and eCollege (our previous LMS). Unanticipated challenges are likely to occur during this semester as we all get used to this new system. I hope we can be patient with each other as we encounter difficulties.

Interactions with instructors and peers will primarily take place in the course shell. As with other courses, there is a general Q&A discussion board. Questions associated with course structure, assignment clarification, and other broad topics that will benefit all students should be posted in this discussion board. There are also discussion boards associated with each unit. The navigation

link **Discussions** will take you to a list of all discussion boards used in the course. Links to appropriate discussions are also located in each unit.

Unlike eCollege, units are not listed in the main navigation section of the course shell. Rather, units are found within the **Modules** section. The unit overview describes all expectations and activities associated with that unit. Be sure to read this overview because it may describe readings that are not found in other unit pages.

Email options are also available under the **People** section of the course. Select the person that you want to email from the list and then select the Send Message button. I try to respond to email within 48 hours of receiving it (excluding holidays and weekends). If you have not heard from me in a timely manner, I may have lost your message in my inbox. Either try to resend it or call me directly. A **Chat** option is also available on the navigation bar for synchronous group communication.

All course assignments are detailed in the **Assignments** section of the course shell and include submitting and grading criteria. Brief assignment descriptions are also included in this syllabus. It is your responsibility to examine assignment details and due dates carefully.

Finally, the **Grades** section is where you can go to see your current status in the class. Individual grades and feedback for assignments will be posted in this section. I would encourage you to check this frequently. I try to grade accurately but am not perfect. Checking your work will help you perform well on future assignments as well as help you catch problems should they arise.

Canvas provides many options that eCollege did not. As I learn more about the system, I may experiment with different functions. I'll let you know in advance if I am going to try something new. Again, patience is key.

Teamwork

Students will be placed into teams of 2-3 by the course instructor for certain assignments. These teams will also work on the capstone defense case study together. The focus of these teams is threefold:

- Prepare students for professional settings where teamwork is essential to success
- Provide alternative perspectives and critical feedback on course assignments
- Prepare for the oral defense when students will receive, analyze, and present a case study as a team

APA Formatting

APA is the writing format adopted by the College of Education and we expect you to know current APA guidelines and use the manual to properly organize papers, presentations, and eportfolios. Writing quality is very important in this course because it reflects on your professional development.

Course Assignments

This section provides a brief overview of assignments associated with the course. For additional details, refer to the assignments section of the course shell.

Participation. Because of the case-study approach of this course, active individual and group participation is essential. Each student must demonstrate verbal and written communication skills in a variety of forums. Lack of participation during the course will substantially limit your ability to demonstrate those skills. Every effort must be made to be proactive in posting, reading, and collaborating if you wish to do well in the course. You will be held to the same posting standards in this course as you have been in previous courses. I expect you to post a minimum of 3 times each week (on separate days) in addition to participating in other unit activities where applicable.

Case studies. As part of your participation grade, you will be assessed in case study discussion threads. These threads will be reactions to assigned case studies and will prepare you for a case study presented to your team during the Capstone Defense. Case studies will be evaluated in terms of their general acceptability for oral defense before a Plan B faculty committee. "General acceptability" cannot guarantee successful performance at the oral examination, but the intent is to improve performance regarding critique and communication.

Ning introductions. During this assignment you will create a profile on our department Ning site (if you don't have one already). Introduce yourself, examine others' profiles in the course, and provide comments on their introductions.

Literature review. During the semester you will complete a literature review based on a topic of your choice (approved by your committee chair) that you have not used in previous courses. This literature review will become a part of your capstone defense near the end of the semester. Three assignments are associated with this review. The first assignment is a discussion post where you describe your literature review topic and thesis statement and provide feedback to others posts (for participation points). The second assignment involves creating an annotated reference list of sources. The final assignment is the write-up of your literature review.

Electronic portfolio. You will continue developing an electronic portfolio (eportfolio) to demonstrate your understanding and competency in the four program pillars of the Adult and Postsecondary Education and Instructional Technology programs. This eportfolio will become a part of your capstone defense near the end of the semester. Three assignments are associated with eportfolio development. In the first assignment you will create your eportfolio shell, link it to Ning, and develop an introduction, resume, learning philosophy and course timeline. In the second assignment you will document goals and milestones accomplished during the program, align them to program pillars, and select artifacts to represent your accomplishments. In the third assignment you will reflect on your ability during the program as well as critique the program.

Grading Policy

The capstone course is graded as **satisfactory/unsatisfactory**. Students who receive 80-100% of the total points in the course will receive a satisfactory grade. Students who receive below 80% of the points will receive an unsatisfactory grade. All coursework will be graded by your instructor using the point system below.

Assignments	Value
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Participation (case studies, Ning)	30 Points
Ning Introductions	5 Points
Portfolio Template	5 Points
Literature Review topic	5 Points
Literature Review References	15 Points
Literature Review	40 Points
Portfolio Introduction Documents	15 Points
Portfolio Milestones	20 Points
Portfolio Evaluations	10 Points
Total:	145 Points

Late Work

Assignment due dates are posted in the course calendar. Because this course moves quickly to prepare you for the capstone defense, it is imperative that these deadlines be kept. I will not allow make-up work for lack of course participation. I am happy to provide opportunities to make up work for course assignments if you've been in touch with me and alerted me to problems. However, make-up work may not be awarded full credit. If you anticipate a legitimate absence or encounter an unavoidable situation, contact your instructor **before** the assignment is due to discuss alternative arrangements. The final decision is up to your instructor.

Capstone Defense

Near the beginning of the semester you will be assigned a Plan B committee (generally consisting of your adviser, a department/program representative, and a faculty member outside the department). You will also be placed in teams for your capstone defense. This defense will occur near the end of the semester. Two weeks prior to the defense, you will submit your final literature review and electronic portfolio to your committee. At this time, your team will receive a case study to analyze. During the defense, your team will have 20 minutes to present your case study analysis and half an hour to defend your presentation. You will also individually defend your eportfolio and literature review before your committee.

Your defense is graded by your Plan B committee. Performance in your defense will not affect your grade in this course. Additionally, success in your course does not guarantee success in your defense. For more details on the defense, see the defense section in the course shell.

Academic Honesty

As with all university courses, any written work a student submits is expected to be the student's work done originally for this course and for this semester. Be careful about sharing your work with other students. Any work "borrowed" from other sources and represented as the student's own or recycled from previous semesters will result in a failing course grade. Any student who knowingly assists another in committing an act of academic dishonesty will receive a failing grade in the course. Refer to the [University Student Code of Conduct](#) for additional information.

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and

will not be tolerated (University of Wyoming, 2008, p. 3). Students should report suspected violations of standards of academic honesty to the instructor, department head, or dean.

The instructor may make changes to the syllabus and course schedule as the course proceeds. These changes will be announced in class.