



EDU 560: Capstone in Education

Spring 2023 Syllabus

Instructor:

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Class Location: Online

Instructor's Office Hours: M 10:30 – 1:30, T 8 – 10, W 10:30 – 1:30, R 8 - 10, Friday [and other times] by appointment

*Note: This document and other class related materials are available on our course site at <https://wku.blackboard.edu>.

Address: Western Kentucky University
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Prerequisite: Teacher Certification or Instructor Permission
Students should be in their last or second to last semester prior to graduation.

Required Texts:

There are no "required" texts for this class. Any required reading or informational text will be provided to you during the course and posted in Blackboard.

Primary Course Website: BlackBoard

Graduate Catalog Description:

Candidates will conduct a capstone project in a school setting tied to district, school, and/or participant professional identified needs.

Course Objectives/Student Learning Outcomes (SLO):

Students will:

1. Explore education as part of a school improvement strategy for a school, classroom, or community.
2. Analyze and explore current topics in education research.
3. Integrate theoretical and experiential knowledge of education.
4. Frame questions appropriate for classroom and school inquiry.
5. Develop, implement, reflect upon, and present findings of a capstone project.

Course Content Outline:

Students will be evaluated based on their performance in completing assignments such as the following:

Assessment of candidate learning will be based on a combination of assignments and exams, including some or all of the following:

- Course content quizzes
- Participation in class discussion, class activities, and reflections.

Candidates will be required to develop and conduct a capstone education project and present the results to an appropriate audience.

Course Assignments, Projects, and Evaluation:

Major Course Experiences	Course Objectives/Student Learning Outcomes	SPA Standard(s): Insert SPA Standards (if required)	KY Teacher Performance Standards Insert KTPS Standards
Action Research	Gain skills in selected research methods.	N/A	Standard 4 (r)
Prospectus Feedback/Work	Frame questions appropriate for classroom and school inquiry.	N/A	Standard 9 (p)
Collect Data/Conduct Research ☒Clinical; hours <u>30</u>	Develop, pursue, document, and report on an action research inquiry.	N/A	Standard 10 (f, h)
Video Presentation of Research ☒Clinical; hours <u>3</u>	Present findings to a broader audience.	N/A	Standard 9 (b)

Standards addressed in this course:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/Assessments
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	NA
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	NA
Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	NA
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	NA
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	NA

<p>Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.</p>	NA
<p>Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	NA
<p>Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p>	NA
<p>Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.</p>	Peer review of presentation (9b) Peer reflection of videos (9b)
<p>Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.</p>	Leadership and growth

Student Learning Outcomes of Required Courses in Advanced Teacher Education: **This specific table is for the courses listed below. Your discipline may have different SLOs.**

Student Learning Outcomes	Demonstrate content knowledge of the academic discipline	Display the dispositions and skills of a professional educator	Evaluate data to inform instructional decisions	Integrate technology purposefully in instruction	Exhibit teaching competence in a clinical environment
EDU 502		✓			✓
EDU 503					
EDU 694			✓		
EDU 580	✓			✓	
EDU 560/TCHL 560		✓	✓		

Grading Scale

A = 90 – 100%

B = 80 – 89%

C = 70-79%

F = <69%

Assignments:

While EDU 560 and its subsequent Capstone are highly individualized for each student, there are certain assignments that will be common across all students. These assignments will be graded and calculated by the following scale. All assignments have a rubric available on the Blackboard site.

Required Assignments/Activities	Points (Percentage)
Mini-Prospectus	100 (10%)
Research Question(s)	50 (5%)
Brief Literature Review	50 (5%)
Action Plan	50 (5%)
Capstone Presentation	750 (75%)

Students will receive live, verbal feedback from instructor during one-on-one Zoom (or face-to-face or phone) meetings. Students will receive written feedback at any desired point for progress. The instructor will give brief feedback live during the capstone presentation and will provide more in-depth feedback via email the day after the capstone presentation.

Class Time Management:

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

All learners will receive bi-weekly Blackboard announcements, including reminders and information pertinent to the course.

Regular and Substantive Interaction

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Scheduled synchronous sessions with faculty and students,
- Biweekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

Technical Support:

The instructor will provide some tutorials on Blackboard to assist with using Zoom for the Capstone presentation. WKU students are encouraged to contact WKU IT at 270.745.7000 and <https://www.wku.edu/its/> for additional technical assistance.

Emails to Instructor:

* Students MUST have access to and be familiar with Blackboard to participate in this course.

* Students must utilize the WKU email account provided by the university to receive communication from the instructor.

*All emails to your instructor must be in the following format: EDU 560, last name, topic

Emails without this format will be returned to you to revise. This policy is for your benefit. Because of the high volume of emails I receive, my email program will sort emails into a folder for me to easily locate and quickly respond.

* Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class. In addition, students must take personal responsibility for submitting assignments by the dates due.

* If leaving a phone message, student should include a return phone number, name, and the course number. The instructor should return your call within 24 hours. If not, please email the instructor, as she could be away from her office.

* Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at <http://www.wku.edu/infotech/> or 270.745.7000 to ascertain if the problem is with WKU technology or the student's. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard. Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary.

*Please do not expect the instructor to address your technology problems or send assignments by email.

Naming Files:

Files should be named in conjunction with the name of the assignment but starting with the teacher's last name. For example, Logsdon.Goals. Make sure to save it in a doc, docx, rtf, or pdf file. (*.docx is my preference. Please note – I do not use Mac and I cannot open *.pages files.)

Participation and Communication:

1. Please email or call the professor to visit about the course. I have a personal philosophy to reply within 24 hours, so if you haven't gotten a reply in 24 hours, email me again. With the large volume of emails we receive, it is easy to overlook an email or read it and forget to respond.
2. Teachers should access this class weekly as assignments are due each week of the class. Because teachers in this class are graduate students, it is expected that they are capable of working ahead if they know they are going to be busy and unable to do classwork. *Please contact the instructor if you are struggling with keeping up on assignments.

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. For more information about the [Process for Academic Dishonesty](#)

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and

MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.



[Sexual Assault Resources](#)

Things You Should Know



[Academic Integrity](#) [Student Code of Conduct](#) [Student Handbook](#) [Student Resource Portal](#) [Blackboard Student](#)

If Issues Arise



[Student Complaint Procedures](#)

[Student Grievance Procedures](#)

[Student Ombuds](#)

[Student Legal Services](#)

Be Prepared: Know Where To Go



[All Gender Restroom](#)



[Safe Space](#)



[WKU Emergency Preparedness](#)



[Active Shooter Preparedness](#)



[WKU Police](#)



[Counseling and Testing](#)



[Food Security](#)



[Center for Literacy](#)

All information on WKU policies in class syllabi can be found [here](#)