I. Course Description:

Capstone course of graduate program in secondary education. Investigation of student knowledge in the areas of instruction and learning; curriculum practice and theory; educational research; and, historical, philosophical, cultural foundations of education. To be taken during the semester of graduation.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

University Core Values
In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

Program & Student Learning Outcomes
The student will be able to write four comprehensive examination papers that demonstrate his/her ability to:

- develop and adapt instruction and assessment based on the needs of diverse students.
- effectvely manage a diverse learner-centered classroom.
- implement and modify instruction for all students incorporating technology as appropriate.
- understand the purpose of education and philosophical perspectives including professional, legal and ethical issues.
- use strategies and methods for reading and literacy in various content areas.

This course aligns with other Secondary Education courses in that it seeks to contribute to the academic base essential for the development of professional educators who are well-grounded in the current knowledge and research in the field of teaching and learning.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

DISCUSSION BOARDS (25 pts each)
Each candidate will participate in 1-2 discussion boards in each module. The discussion boards provide a place for you to interact with classmates and with the instructor about the course content. The discussion boards are like face to face class time; once they are closed, the discussion is over. Therefore, you will not receive credit for late discussion board postings.

In order to receive full credit, you must:

• post an original response to each discussion board topic and respond to at least two other students’ postings.
• log on to D2L and participate in each topic on at least two of the dates that the topics are active. If you only participate on one day, you will not receive full credit. Please plan accordingly.
• post thoughtful, articulate responses. Avoid Facebook-style responses: “I like this” and “I agree!” It’s fine to like or to agree with something, but please explain why.
• Use proper grammar and spelling. While the discussion boards are not as formal as a written paper, you should still communicate professionally. Please avoid texting language like “LOL” and “l8er.” If your posts contain many spelling and/or grammatical errors or unprofessional language, you will lose a letter grade.

REFLECTIONS (25 pts each)
Each candidate will submit reflections that answer the prompts in select modules. These provide a means for self-reflection about the role of the educator in the bigger educational system. Candidates will submit their work through D2L in the Dropbox.

COMPREHENSIVE PROJECT (450 pts)
Each candidate will complete a project that synthesizes the knowledge and experiences of their graduate program. Candidates will choose ONE of four options:

- Curriculum Development
- Professional Development
- Review of Legislation and Educational Policy
- Community Engagement

Specific guidelines and requirements for the essays are provided in the course.

In order to pass the “comps,” each candidate must earn a passing grade on this project. Failure on this project constitutes failure of the comprehensive exam.

IV. Evaluation and Assessments (Grading):

The professor ultimately determines the course and assignment grade based on quality of scholarly work, effort, and progress.
To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

No course with a grade below C can be used to satisfy degree requirements.

A grade of WH (incomplete or grade withheld) may be given at the discretion of the instructor and will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH or the grade automatically becomes an F. Students that are granted a grade of WH may not receive an A for the course.

QUALITY OF ASSIGNMENTS

All assignments are to be submitted in a timely, professional manner. This includes proper use of grammar, correct spelling, and appropriate formatting. These elements will be considered as part of your grade on each assignment you submit. As a teacher, you should want only the best for and from your students. As your professor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher.

LATE WORK

All written assignments are due at midnight. You may submit the assignments in the Late Work folder up to 48 hours after the due date without penalty. After 48 hours, the work may/may not be accepted at my discretion. Late work also will not receive feedback and will receive a reduction in grade.

V. Required Texts:

1. Online lectures and articles as posted in D2L
2. Required: LiveText/Watermark
   This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

   If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.
3. *Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available online.*

VI. Tentative Course Calendar:

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<td>Module 1</td>
<td>1/28-2/16</td>
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<td>Module 1</td>
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<td>Module 4</td>
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VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
I prefer students to email me through my SFA email: rudolpham@sfasu.edu. I have more access to that email than the email in D2L. My intention is to reply to all emails within 48 hours. Sometimes, I may be unavailable due to conference attendance or unexpected illness. If that is the case, I will post my availability in the class.