COURSE SYLLABUS

Fall 2023

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Susan Reily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 201P</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:reilys@sfasu.edu">reilys@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936.468.2368</td>
</tr>
<tr>
<td>Office Hours</td>
<td>TBD</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td><a href="https://sfasu.zoom.us/j/5294517546">https://sfasu.zoom.us/j/5294517546</a></td>
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<tr>
<td>Other Contact Info</td>
<td>SFA email preferred, but can message through d2L</td>
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SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>Online</th>
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<tr>
<td>COURSE MODALITY</td>
<td>Online</td>
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<tr>
<td>CREDIT HOURS</td>
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COURSE BULLETIN DESCRIPTION

This capstone graduate course will provide the candidate an opportunity to synthesize the research, literature, and theory in curriculum and instruction into an original site-based capstone project and self-assessment. To be taken during the semester of graduation. This course is offered in an online format.

COURSE JUSTIFICATION

This course CIED 5304 Capstone Project in Educational Settings (3 hours; fully online) spans 16 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules is approximately 3 hours or more per week. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education as well as participating in critical discussions with peers. Students will produce a paper or project as a culminating experience that synthesizes the student learning outcomes for the course. For every hour the student spends engaging with the content, he/she/they spend at least 2 hours completing associated activities and assessments outside of class.

CO-REQUISITES (Courses taken with this course.)

None

PRE-REQUISITES (Courses that must be completed before taking this course.)

This course should be completed in the final semester of coursework.

PCOE DIVERSITY STATEMENT

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.
Each assignment in CIED 5304 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

### Vision of the College of Education

The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.

### Mission Statement of the College of Education

The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

### Values of the College of Education

**Integrity:** We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

**Diversity and Inclusion:** We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

**Reflective Informed Practice:** We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

**Equity and Social Justice:** We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

**Democratic Citizenship:** We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.
### PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS

**PROGRAM LEARNING OUTCOME (PLO) 1:** The candidate will design, analyze and share educational research in curriculum and instruction to influence practice in diverse educational settings. (CAEP 1, 2, 5; AMLE 3,4, 5; InTASC 6,7)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>SLO 1.a – Students will be able to design a research-based capstone project with an appropriate theoretical framework to address a problem within a specific educational setting.</td>
<td>SLO 1.a.1 Capstone Project Proposal</td>
<td>(CAE 1, 2, 5; AMLE 3, 4, 5; InTASC 6,7)</td>
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<tr>
<td></td>
<td>SLO 1.a.2: Reflections</td>
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**PROGRAM LEARNING OUTCOME (PLO) 3:** The candidate will design, implement and assess effective, research-based pedagogy within and across disciplines in diverse educational settings. (CAEP 1, 2, 3, 4; AMLE 1, 2, 4; InTASC 2,3,4,5,6,7,8)

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<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 3.a – Students will be able to implement and assess the efficacy of a research-based capstone project that addresses a problem within a specific educational setting.</td>
<td>SLO 3.a.1: Capstone Project Assessment and Reflection</td>
<td>(CAEP 1, 2, 3, 4; AMLE 1, 2, 4; InTASC 2,3,4,5,6,7,8)</td>
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<tr>
<td></td>
<td>SLO 3.a.2: Schedule of work to be completed</td>
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<td>100</td>
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<tr>
<td></td>
<td>SLO 3.a.3: Partially completed draft of capstone project</td>
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<td>100</td>
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**PROGRAM LEARNING OUTCOME (PLO) 4:** The candidate will demonstrate knowledge and skills specific to theoretical frameworks, research and best-practices within their field of study. (CAEP 1, 2; AMLE 1,2, 3; InTASC 2,3,6,7,8)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 4.a – Students will be able to effectively communicate theory, research, and assessment within curriculum and instruction topics with peers in a written and verbal context in a variety of educational settings.</td>
<td>SLO 4.a.1: Capstone Project Implementation</td>
<td>(CAEP 1, 2; AMLE 1,2, 3; InTASC 2,3,6,7,8)</td>
<td>100</td>
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<tr>
<td></td>
<td>SLO 4.a.2: Ms. A’s Story Discussion Boards</td>
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<td>210</td>
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<tr>
<td></td>
<td>SLO 4.a.3: Human Subject Ethics Quiz</td>
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<td>10</td>
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<td></td>
<td>SLO 4.a.4: Discussions</td>
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<td>250</td>
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### LOCATION OF ASSIGNMENTS

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

### ACCESSING ASSIGNMENTS ON D2L

You must have a browser that supports **D2L** at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a "dial-up" connection to access the Internet and this course you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

### FORMATTING REQUIREMENTS OF ASSIGNMENTS

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

### ASSIGNMENT DEADLINES

All assignments are due according to the dates listed on the course timeline. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

### QCLASSROOM REQUIREMENTS

This course requires that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom.

Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

### ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS

Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor.

To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II.

**Assignment Policy** — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or "Fail", for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.
SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

GRADING SCALE FOR PREFIX/COURSE NUMBER

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-69%</td>
</tr>
</tbody>
</table>

Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A).
You must earn a “C” or better in the course. Anything below a “C” is an “F”; no “D” will be awarded.

PROFESSIONALISM

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality at all times.

WORK POLICY EXPECTATIONS

- Late Work— Late work is allowed 48 hours after the due date without penalty. After 48 hours, the work may/may not be accepted at the instructor’s discretion. Late work will not receive feedback and will receive a reduction in grade.
- Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.
- “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.
- Students must submit all assignments in the requested format found in the assignments.

Academic Honesty: Candidates complete original assignments and/or give credit to candidates if using resources to prepare assignments. Professionals understand that original material not created by the candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).

- Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.
- Collusion is a form of cheating which occurs when a submission restricted to candidate effort is shared with another candidate through direct contact or third-party resources allowing another candidate to use and submit the copied work as their own.

Appearance: Candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats.
**Assigned Responsibilities**: Professionals are encouraged to focus on their own personal experience rather than the experiences of other candidates.

**Attendance**: Candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IN THE COURSE IS MANDATORY.

**Interpersonal Communication**: Candidates must demonstrate collaborative efforts with others. Candidates are expected to respond professionally to others. The candidate will maintain professional communication about other candidates and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

- When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

**Professionalism and Commitment**: Candidates are expected to employ effective teaching strategies, demonstrate a commitment to the teaching profession exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor**: Candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with others.

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### QCLASSROOM REQUIREMENTS

This course requires that you submit designated assignments to Q Classroom.

**Assignments Submitted to Q Classroom – Capstone Project**

Q Classroom is a 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.

Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments.

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### ATTENDANCE AND PARTICIPATION REQUIREMENTS

Your attendance and participation may affect your final grade in the course. Each student should login to the course at least once a week to complete assignments. If a student misses an assignment or does not login for the week, then an absence will be recorded for that student for the week’s work. Two or more absences in this course will result in automatic failure, and the student must retake the capstone course again for full credit.
The tentative course overview calendar is located below and a more detailed timeline included as a separate
document in D2L. Although all sections of this course may follow a uniform course calendar, individual course
instructors may adjust the course outline and calendar when special circumstances require adjustments to the
timeline.

Unless noted differently, all assignments listed under the TASKS TO COMPLETE column are due by 11:59pm
Sunday.

<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>TASKS TO COMPLETE</th>
</tr>
</thead>
</table>
| Week 1     | Human Subjects and IRB | • M1 Ms. A’s Discussion  
                     • M1 Quiz  
                     • M1 Reflection |
| Week 2     |                   |                   |
| Week 3     | Project Setting and Audience Proposal | • M2 Discussion Board  
                     • M2 Capstone Project Proposal  
                     • M2 PhotoStory Reflection |
| Week 4     |                   |                   |
| Week 5     | Capstone Project Individual Work  
                     Individual Check-in’s | • M3 Challenges and Successes Discussion  
                     • M3 Ms. A’s Research Discussion  
                     • Schedule of Work to be completed assignment Individual  
                     • ZOOM Meetings (TBD) |
| Week 6     |                   |                   |
| Week 7     |                   |                   |
| Week 8     | Capstone Project Progress Check in and Benchmark | • M4 Ms. A’s Discussion  
                     • M4 Discussion  
                     • M4 Partially completed draft of Capstone Project |
| Week 9     |                   |                   |
| Week 10    | Comprehensive Project Assessment Plans | • M5 Ms. A’s Research Discussion  
                     • M5 Discussion Board  
                     • Assessment Plan Assignment |
| Week 11    |                   |                   |
| Week 12    | Capstone Project Video  
                     Sharing and Peer Feedback | • M6 Ms. A’s Research Discussion  
                     • M6 Discussion Board  
                     • ZOOM Class Meeting |
| Week 13    |                   |                   |
| Week 14    | Presentation of Capstone Project Reflection | • M7 Discussion Board  
                     • Final Reflection  
                     • ZOOM Meeting  
                     • Submission of Final Capstone Project to Q Classroom |
| Week 15    |                   |                   |
SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

READINGS


Scholarly Journal readings as assigned by instructor.

Q CLASSROOM STATEMENT

This course uses the Q Classroom 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. This course requires that you submit the designated assignments listed below to Q Classroom.

Capstone Project

Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments. Support emails for Q Classroom will come from qclassroom@sfasu.edu.

SECTION 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 PCOE 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.

SECTION VIII: OTHER RELEVANT COURSE INFORMATION

REPEATING THIS COURSE POLICY

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

NONDISCRIMINATION

“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)
### SECTION IX: UNIVERSITY POLICIES

**STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)**

<table>
<thead>
<tr>
<th>Policy and Description</th>
<th>Reference</th>
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<tr>
<td>CLASS ATTENDANCE AND EXCUSED ABSENCE: Policy 6.7</td>
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<tr>
<td>Class Attendance, Policy 6.7</td>
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<td>ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES: Policy 6.1 and 6.6</td>
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<td>Academic Accommodation for Students with Disabilities, Policy 6.1</td>
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<td>Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6</td>
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<td>STUDENT ACADEMIC DISHONESTY: Policy 4.1</td>
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<td>WITHHELD GRADES: Policy 5.5</td>
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<td>Course Grades (Including WH), Policy 5.5</td>
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<td>FINAL COURSE GRADE APPEALS BY STUDENTS: Policy 6.3</td>
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<td>Final Course Grade Appeals by Students, Policy 6.3</td>
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<tr>
<td>STUDENT CODE OF CONDUCT: Policy 10.4</td>
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<tr>
<td>Code of Student Conduct and Academic Integrity, Policy 10.4</td>
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**STUDENT SUPPORT**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
- SFASU Counseling Services, [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices), Health and Wellness Hub (corner of E. College and Raguet), 936-468-2401
- SFASU Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp), Human Services Room 202, 936-468-1041

**Crisis Resources:**
- Burke 24-hour crisis Line: 1-800-392-8343
- Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741