



EDUC 5911: Capstone for MEd in Advanced Teaching Elementary Specialization (Grades K-8)

Syllabus

Credits: 3

Prerequisites:

As this is the final course in the M.Ed., all required courses must be completed before taking this and no other courses can be taken concurrently; this is the final term of the program.

Course Description:

In the capstone course for the Elementary Specialization (Grades K-8), students will conduct the planned data collection and analysis activities contained in their applied research proposal and prepare a capstone project consisting of a deliverable (a curriculum product or curriculum management plan) and a rationale report (a final written report that describes and interprets the results of their research). Implications for new instructional practices and further professional development are considered. Successful completion of the capstone project will demonstrate evidence of development and growth over the course of the program through application of research and innovation to bring about improvement in educational practice at a specific institutional setting. In order to meet proficiency in the capstone experience, a student must earn at least a B- in the course. If a student fails to meet proficiency in their first attempt, they must meet with the Department Chair to develop a plan for successful completion.

Required Textbook and Materials:

UoPeople courses use open educational resources (OER) and other materials specifically donated to the University with free permissions for educational use. Therefore, students are not required to purchase any textbooks or sign up for any websites that have a cost associated with them. The main required textbooks for this course are listed below, and can be readily accessed using the provided links. There may be additional required/recommended readings, supplemental materials, or other resources and websites necessary for lessons; these will be provided for you in the course's General Information and Forums area, and throughout the term via the weekly course Unit areas and the Learning Guides.

- This course does not contain a main textbook; resources to all required reading will be provided in the course Learning Guide for each week.

Software Requirements/Installation: No special requirements.



Learning Objectives and Outcomes:

By the end of this course students will be able to:

1. Identify evidence and/or data to define the rationale for an elementary specialization capstone project.
2. Develop action, intervention, and/or change plans to address an identified problem.
3. Identify implementation barriers related to the capstone project.
4. Examine opportunities for continuous improvement.
5. Produce an elementary specialization curriculum product or curriculum management plan.
6. Compose a capstone rationale report.

Course Schedule and Topics:

This course will cover the following topics in eight learning sessions, with one Unit per week.

Week 1: Unit 1 - Planning and Initiating Your Capstone Project

Week 2: Unit 2 - The Capstone Rationale (Final Report), The Capstone Deliverable and the Planning Process

Week 3: Unit 3 - Analyzing Effectiveness and Relevance in The Process

Week 4: Unit 4 - Data Analysis

Week 5: Unit 5 - Evaluating The Capstone Project Findings

Week 6: Unit 6 - Implications for Professional Practice

Week 7: Unit 7 - Reflections on the Capstone Deliverable and Rationale Experience

Week 8: Unit 8 - The Capstone Project

Learning Guide:

The following is an outline of how this course will be conducted, with suggested best practices for students.

Unit 1: Planning and Initiating Your Capstone Project

By the end of this unit you will be able to:

- Identify a curriculum product or curriculum management plan for an elementary specialization capstone deliverable.
- Define the goal and objectives of the capstone deliverable.
- Identify how the project approach for the capstone deliverable aligns with the goals and objectives.
- Identify the organization type, size, and country for the capstone deliverable product aligning it with the approved research proposal.
- Identify five research resources to support and authenticate the capstone project deliverable.
- Construct a draft of the capstone deliverable product that aligns with the approved research proposal.



Unit 2: The Capstone Rationale (Final Report), The Capstone Deliverable and the Planning Process

By the end of this unit you will be able to:

- Construct a draft of the Capstone Rationale (the final report) outlining the planning process.
- Identify the target audience and the key stakeholders for the capstone deliverable.
- Explain your role in the capstone deliverable.
- Define one to two challenges that will be addressed by the capstone deliverable.
- Explain how the intervention for the challenge(s) will be put into operation.
- Evaluate three ethical considerations of the capstone project.

Unit 3: Analyzing Effectiveness and Relevance in The Process

By the end of this unit you will be able to:

- Analyze the curriculum product or curriculum management plan for developmental relevance.
- Examine the curriculum product or curriculum management plan for effectiveness in diverse environments, diverse populations, and availability of resources.
- Describe the capstone deliverable implementation process in the Rationale Report.
- Discuss the effectiveness and relevance of the process for the capstone deliverable and rationale report.
- Explain three ethical considerations of the capstone project.

Unit 4: Data Analysis

By the end of this unit you will be able to:

- Analyze each of the data sources used in the development of the capstone deliverable.
- Explain how the data was collected and any changes in the data collection process of the capstone deliverable.
- Describe the data collection process used to analyze the data sources and any deviations from the planned analysis of the capstone deliverable.
- Describe the quantitative and/or qualitative data analysis procedures used in the data analysis of the capstone deliverable.
- Explain why each data analysis procedure used was appropriate for the project.

Unit 5: Evaluating The Capstone Project Findings

By the end of this unit you will be able to:

- Explain the results and outcomes of the capstone deliverable.
- Examine if the original plan was followed and if modifications were required.
- Explain unanticipated events, unexpected consequences, participant reactions, and other components of the implementation process.
- Describe how the capstone deliverable audience was involved.



- Summarize the project results and compare them with the baseline data and the expected outcomes.
- Identify evidence on how the implementation of the capstone deliverable did or did not make a difference, and whether the difference was positive or negative in relation to the problem.

Unit 6: Implications for Professional Practice

By the end of this unit you will be able to:

- Summarize two ways the capstone project might alter, impact, or lead to change at the project site.
- Explain how the capstone project may have implications for professional practice across similar organizations.
- Examine how the capstone project added to the body of literature about the problem and/or about the intervention to address the problem.

Unit 7: Reflections on the Capstone Deliverable and Rationale Experience

By the end of this unit you will be able to:

- Discuss how the evidence and data collection helped define the rationale and identify a problem.
- Explain how identifying implementation barriers and finding areas of improvement guided the development of the project.
- Summarize how the deliverable and rationale report impacted the developmental instructional approach stages in the elementary specialization.

Unit 8: The Capstone Project

By the end of this unit you will be able to:

- Create a curriculum product or management plan that supports diverse students, stakeholders, and environments in the elementary specialization education field.
- Create a capstone rationale report that explains the justification and underlying principles of the capstone deliverable.



Course Requirements:

Discussion Assignments & Response Posts

Some units in this course require that you complete a Discussion Assignment. You are required to develop and post a substantive response to the Discussion Assignment in the Discussion Forum. A substantive response is one that fully answers the question that has been posted by the instructor. In addition, you must extend the discussion by responding to at least two (2) of your peers' postings in the Discussion Forum. Your discussion posts will be assessed by your instructor. Discussion Forums are only active for each current and relevant learning week, so it is not possible to contribute to the forum once the learning week has come to an end.

Assignment Activities

The assignment activities are graded by your instructor. The grading rubric is listed under the assignment instructions. The grading rubric is a document that outlines the criteria that your instructor will use to grade your work.

Course Forum

The Course Forum is the place to raise issues and questions relating to the course. It is regularly monitored by the instructors and is a good place to meet fellow students taking the same course. While it is not required to participate in the Course Forum, it is highly recommended.

Class Introductions

This section is your opportunity to introduce yourself to your classmates and create a vibrant learning community. By sharing your background, interests, and goals, you can create meaningful connections and discover commonalities with your peers.



Course Policies:

Grading Components and Weights

Each graded component of the course will contribute some percentage to the final grading scale, as indicated here:

Graded Assignments	Weight
Assignment Activities (Unit 1,2,3,4,5, and 6)	36%
Assignment Activity (Unit 8)	48%
Discussion Forum (1)	10%
Identity Verification Assignment (Unit 7)	6%
TOTAL	100%

Grading Scale

This course will follow the standard 100-point grading scale defined by the University of the People, as indicated here:

Letter Grade	Grade Scale	Grade Points
A+	98-100	4.00
A	93-97	4.00
A-	90-92	3.67
B+	88-89	3.33
B	83-87	3.00
B-	80-82	2.67
C+	78-79	0.00
C	73-77	0.00
C-	70-72	0.00
D+	68-69	0.00
D	63-67	0.00
D-	60-62	0.00
F	Under 60	0.00
CR	N/A	N/A
NC	N/A	N/A
NF	N/A	N/A
W	N/A	N/A

Grade Appeal

If you believe that the final grade you received for a course is erroneous, unjust, or unfair, please contact your course instructor. This must be done within seven days of the posted final grade. For more information on this topic, please review the Grade Appeal Procedure in the University Catalog.



Participation

Non-participation is characterized by lack of any assignment submissions, inadequate contributions to the Discussion Forums, and/or lack of peer feedback to Discussion/Written Assignments. Also, please note the following important points about course participation:

- Assignments must be submitted on or before the specified deadline. A course timeline is provided in the course schedule, and the instructor will specify deadlines for each assignment.
- Any student showing non-participation for two weeks (consecutive or non-consecutive) is likely to automatically fail the course.
- Occasionally there may be a legitimate reason for submitting an assignment late. Most of the time, late assignments will not be accepted and there will be no make-up assignments.
- All students are obligated to inform their instructor in advance of any known absences which may result in their non-participation.

Academic Honesty and Integrity

When you submit any work that requires research and writing, it is essential to cite and reference all source material. Failure to properly acknowledge your sources is known as “plagiarism” – which is effectively passing off an individual’s words or ideas as your own. University of the People adheres to a strict policy of academic honesty and integrity. Failure to comply with these guidelines may result in sanctions by the University, including dismissal from the University or course failure. For more information on this topic, please review the Academic Integrity Policy in the University Catalog.

Any materials cited in this course should be referenced using the style guidelines established by the American Psychological Association (APA). The APA format is widely used in colleges and universities across the world and is one of several style and citation formats required for publication in professional and academic journals.

Refer to the [UoPeople APA Tutorials in the LRC](#) for help with APA citations.

Code of Conduct

University of the People expects that students conduct themselves in a respectful, collaborative, and honest manner at all times. Harassment, threatening behavior, or deliberate embarrassment of others will not be permitted. Any conduct that interferes with the quality of the educational experience is not allowed and may result in disciplinary action, such as course failure, probation, suspension, or dismissal. For more information on this topic, please review the Code of Conduct Policy in the University Catalog.