

SPEC 8110
Advanced Capstone Experience
3 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

LiveText Portfolio

COURSE DESCRIPTION

Culminating course. Advanced candidates identify course assignments or products that meet each of the Dewar College of Education's Conceptual Framework standards and write personal reflections and describe how the evidence has contributed to the development of his/her knowledge, skills, and dispositions for each Conceptual Framework Standards.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

Advanced candidates will:

1. submit all required documents Livetext portfolios (CFS VI).
2. select appropriate artifacts (course assignments and/or products) that support fulfillment of each of the Dewar College of Education Conceptual Framework standards (CFS I-VI).
3. write personal reflections describing how the artifacts contributed to the mastery of their knowledge, skills, and dispositions for each Dewar College of Education Conceptual Framework Standards (CFS I-VI).
4. collaborate with colleagues regarding impact of program artifacts on professional development (CFS VI).

ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities are used to assess application of skills targeted in course content. See the Tentative Course Schedule for due dates.

1. LiveText Portfolio. List all required courses in the Education Specialist program of study in

their Livetext portfolio. (CO 1)

2. Educational Philosophy and Resume. Write a personal educational philosophy and resume and POST on portfolio. (CO 1)
3. Standard Reflections. Write description, impact, and reflection statements for each course artifact in their portfolio. (CO 3)
4. SPEC 8110 Tabs. Create a separate page for each of the six Conceptual Framework Standards in their Livetext Capstone Course tab (SPEC 8110). (CO 1)
5. Artifacts. Attach to the six pages created in item 4 above ONE artifact (assignment/product) from TWO different courses listed in the table provided in the Capstone instructions (in the Learning Modules) and ONE additional artifact from any of the other courses taken in the candidate's program as evidence to support mastery of each of the six Conceptual Framework Standards (total of THREE artifacts for each standard). (CO 2)
6. Artifact and Dispositions Reflections. Write a single-spaced narrative (personal reflection) for each of the six Conceptual Framework Standards, describing how the three artifacts have changed and impacted the candidate's knowledge, skills, and dispositions as a teacher and how student behavior was impacted. Narratives should be a minimum of one-and-a-half to two pages in length, and should include specific examples and descriptions from the products (evidence-based) to support reflections. Excessive grammatical or spelling errors will result in a reduction in the grade earned. POST all reflections in Livetext. (CO 3)
7. Discussion Board POSTs and Responses. Interact, in writing, with colleagues by reviewing and providing comments and suggestions to reflection POSTs of classmates. (CO 4)

General Requirements:

1. Each class member is responsible for all assigned readings, LM materials, videos, discussion board POSTs and group and individual assignments.
2. Discussion boards (DBs). Respond to discussion board POSTs made by the course instructor and course colleagues for each learning module. You will be assigned to a group for all assignments. Points are earned based on quality of individual participation.
3. Tentative Course Schedule. Course instructor reserves the right to change tentative course assignment schedule of due dates based on the individual needs of the class. Changes and updates will be POSTed on the General Course DB.
4. Computer malfunction or loss of internet service in not grounds for failure to meet course requirements. It is required that class members will have a back up for technology issues.
5. Each class member is responsible for all information on the course syllabus.

6. Each class member is responsible for all information on the tentative course schedule.

7. Assignments are NOT accepted late.

COURSE EVALUATION

*Assignments to be submitted to LiveText portfolio.

Assignment	Point Value	Assignment
1.	P/F	*LiveText Portfolio
2.	P/F	*Educational Philosophy and Resume
3.	P/F	*Standard Reflections
4.	P/F	*SPEC 8110 Tabs
5.	P/F	*Artifacts
6.	140	*Artifact Reflections & Dispositions Reflections (7 @ 20)
	60	Discussion Board POSTs and Responses (6 @ 10)
.	200	TOTAL

**Please note: ALL P/F (pass/fail) items must receive a P or final grade will be lower by one letter grade.

If 0 points are recorded in any of the categories above, the advanced candidate will be ineligible to receive a grade of A.

Grading Scale

A = 200-180

B = 179-160

C = 159-140

D = 139-120

F = 119 and below

Artifact Reflections and Depositions Reflections Grading Policy as recorded in LiveText

A 20-18/20

B 17-16/20

C 15-14/20.

D 13-12/20.

F >12/20

ATTENDANCE POLICY

Participation/preparation in LMs is required—think of this as coming to class. Being prepared is a professional responsibility. Class members are responsible for participating in all LM assignments and discussions. Therefore, expectation is to come to this virtual class thoroughly prepared. This means having all materials submitted in the required format and due date and all required selections read. Class members are responsible for discussion board (DB) ideas,

concepts and issues in the required format and due date. Class members are required to check the general class discussion board at least weekly for updates. It is the place where you ask and respond to course content, requirements and questions (think of it as “raising your hand in class”).

PROFESSIONALISM

Advanced candidates are expected to abide by the [Code of Ethics](#) developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the

student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESS OFFICE

Class members requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all class members are expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term) is sent from the College of Education. SOI responses are anonymous, and instructors will view only a summary of all responses two weeks after they have submitted final grades. While instructors cannot view individual responses or access any of the responses until after final grade submission, they can see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: