

SCHC 8995
Capstone Seminar
3 SEMESTER HOURS

Dewar College of Education and Human Services
Valdosta State University
Department of Psychology and Counseling
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

Duane R. Monette (2008). *Applied social research: A tool for the human services* (7th ed.). Belmont, CA: Cengage Learning.

APA Manual (6th ed). (2009). Washington, DC: American Psychological Association.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS
(CFS)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- IV. **ASSESSMENT:** Educators 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:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

COURSE DESCRIPTION

Prerequisites: RSCH 8000. Students will use knowledge gained in previous courses to develop, implement and evaluate a project in the school environment.

COURSE OBJECTIVES:

Students will:

- 1. demonstrate a disposition appropriate for a leader in the school environment. (CFS VI)
- 2. follow appropriate professional and ethical guidelines. (CFS I, VI)
- 3. demonstrate best practices that may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, counseling, and primary prevention. (CFS I,V)
- 4. design system level interventions used to resolve behavioral and academic issues with school-aged youth increasing the academic success of all students. (CFS II, V)
- 5. evaluate and assess educational curricula and counseling interventions to determine appropriate interventions leading to student success. (CFS IV)
- 6. employ current technology to collect, monitor, and analyze indicator data that impacts academic achievement and advocate for student experiences and resources that will reduce identified problems in the environment. (CFS I, II,V)
- 7. demonstrate the ability to assess and evaluate educational curriculums and/or psycho-educational and counseling interventions. (CFS IV)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities

1. Discussion
2. Presentations
3. Data analysis

Assignments/Requirements

Project Proposal: A proposal that details the presenting problem based on the data in your school, literature review, methods of interventions, how the intervention will be evaluated, and how the data will be analyzed. The project must be approved by the instructor prior to implementation. See the Capstone Project Manual for full details.

Project Presentation: A formal presentation consisting of a description of the project followed by an open discussion will be presented during a scheduled synchronous class meeting. The presentation (with speaker's dialogue and notes) will be submitted to the instructor at least one week prior to the scheduled presentation for review. The presentation will be delivered in LiveClassroom within WebCT. Peers and course instructor will have the opportunity to ask questions and discuss the project and its findings.

Project Report: The student will write a report that summarizes the capstone project. The written report will be written as if it were an article that will be submitted for publication using APA style.

COURSE EVALUATION

Project Proposal	100
Project Report	150
Project Presentation	250
Total	500 points

Schedule of Evaluation

Project Proposal	September 24
Project Report	November 19
Project Presentation	November 19

Grading Scale

450-500	A
400-449	B
350-399	C
300-349	D
Below 300	F

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the students to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism. Online work is generally conducted asynchronously, and does not require students to be online at scheduled times. There may be occasional synchronous class activities such as chats that will be scheduled at mutually agreed upon times. The formal presentation of the Capstone Project will be a synchronous class meeting.

PROFESSIONALISM

Students will act in a professional manner in the school and online. This means that you will turn papers in on time, be responsible, participate in online activities and discussions, and be respectful of those you are interacting with.

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 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 Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
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.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to 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 able to

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

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Office Hours: Tuesday 2-6, Wednesday 1-5, Thursday 10-1

Ed.S. Program Outcomes

Outcome	Activity	Evaluation
demonstrate a disposition appropriate for a leader in the school environment.	Presentations Use of Data	Project Proposal Project Presentation Project Report
follow appropriate professional and ethical guidelines.	Discussion Presentations	Project Proposal Project Presentation Project Report
demonstrate best practices that may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, counseling, and primary prevention.	Presentations Use of Data	Project Proposal Project Report
design system level interventions used to resolve behavioral and academic issues with school-aged youth increasing the academic success of all students.	Presentations Use of Data	Project Proposal Project Report
evaluate and assess educational curricula and counseling interventions to determine appropriate	Discussion Presentations Use of Data	Project Proposal Project Report

interventions leading to student success.		
employ current technology to collect, monitor, and analyze indicator data that impacts academic achievement and advocate for student experiences and resources that will reduce identified problems in the environment.	Discussion Presentations Use of Data	Project Proposal Project Presentation Project Report
demonstrate the ability to assess and evaluate educational curriculums and/or psycho-educational and counseling interventions.	Discussion Presentations Use of Data	Project Report