EDU 6225: MASTER OF EDUCATION CAPSTONE

Instructor:

Dates:

Contact:

Note: Unless otherwise noted, you can expect a response from the instructor within 24 hours during the week and 48 hours over the weekend.

COURSE OVERVIEW

The Capstone serves as an opportunity to reflect and showcase learning achievement. It must be the last course in the Master’s program sequence of study. Participants will each identify a “problem of practice” in their professional experience, document how they put their program learning to use by integrating theory and author a Problem of Practice Case Study work. Participants will also create a Professional ePortfolio that depicts their values, strengths, and work samples from experiences that demonstrates those strengths. The Professional ePortfolio will integrate the high quality work that participants have created during the program with other work experiences, with the goal of communicating their distinctiveness to supervisors and prospective employers. The Problem of Practice case and Professional ePortfolio will also position graduates to apply for a doctoral degree if desired.

REQUIRED BOOKS AND TECHNOLOGY

In this culminating course you will review the readings and resources that you have worked with throughout the program. In addition to your own review of previous courses in Blackboard and in your ePortfolio, weekly materials will be provided online, attached or linked within the course website.
To develop your showcase portfolio you will use a process developed by Melissa Peet and described in the following publication: Peet M. (2010). *The integrative knowledge portfolio process: A program guide for educating reflective practitioners and lifelong learners*. MedEdPORTAL. The IKP manual is provided as a text within the course website.

It is recommended that you have a headset that includes a microphone for this class, because some assignments will require you to record audio.

**HOW THE COURSE IS STRUCTURED**

**Course Materials:** There is one folder within the course materials area for each week of the course. Each folder contains all you need for that week, including directions, readings, video viewings, and assignments. Click on *Course Materials* in the left-hand menu of the course website to access the folders. Each Monday the new folder for the week will become available.

**Discussions:** Each week you will be expected to contribute to one or more participatory exercises (e.g., discussions, blogs, wikis, peer feedback). Participation is 20% of your final grade, so you should give it your full and thoughtful attention!

The weekly folder in *Course Materials* includes prompting questions designed to guide your contributions. Remember to **ground your discussion contributions in evidence**, referencing course readings and other resources, and make connections with your own experience. The goal is to have a substantive dialogue with your peers about course concepts, questions, and concerns.

Discussions begin with a “starter message,” that you post before 11:59 p.m. EST Thursday and extend into a follow-through discussion that takes place between Thursday and Sunday. There is a rhythm and pattern to the work. Arrange your schedule according to the regular deadlines outlined in the chart below, setting aside several regular blocks of time each week to be “in class.”

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
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<th>Saturday</th>
<th>Sunday</th>
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</thead>
<tbody>
<tr>
<td>New session becomes</td>
<td>Read, do assignments, watch</td>
<td>Read, do assignments, watch</td>
<td>Author starter message</td>
<td>Read and write follow-up</td>
<td>Read and respond to classmates'</td>
<td>11:59 p.m. EST deadline</td>
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<tr>
<td>available</td>
<td>videos</td>
<td>videos</td>
<td>message</td>
<td>messages in response to</td>
<td>discussion posts</td>
<td>for responses to classmates'</td>
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<tr>
<td>Read, do assignments,</td>
<td>Author starter message</td>
<td>11:59 p.m. EST deadline</td>
<td></td>
<td>classmates' discussion posts</td>
<td>posts</td>
<td>posts</td>
</tr>
<tr>
<td>watch videos</td>
<td>author message</td>
<td>to post starter message</td>
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You will need to be online three to four times per week, particularly during the Thursday-Sunday window during follow through discussion. Your participation is asynchronous, allowing you to work at any time convenient to you. However, you must contribute in a regular and timely fashion so that the group can achieve its goals. It’s not a “discussion” if you post all your messages at the same time.

Participation points are **earned**. This means that you start at zero and – through thoughtful, substantive, collegially constructive, and timely contributions – earn up to 8 points per week.
AN IMPORTANT NOTE ON TIME AND INVOLVEMENT IN AN ONLINE COURSE

It may be tempting to think that an online course will be less time-consuming than a face-to-face class. Please don’t make that mistake. In fact, the two types of courses require the same amount of time, except that in an online course much of your work will be done independently – writing and reading, viewing materials, etc. You will take an active role that requires discipline and time management.

Importantly, this will be active learning, so it may feel like you are spending even more time than when you take a face-to-face course. (It may be easy to fall asleep in class, but much harder to do so when writing on-line!) However, precisely because you will be actively involved, you have the opportunity to learn an incredible amount in a relatively short time.

Schedule approximately 12-15 hours a week for classwork, even more in weeks with major assignments.

COMMUNICATION WITH THE PROFESSOR

Professor Participation in Weekly Discussions: The weekly discussions are intended to create a conversation among students, not a back-and-forth between the professor and students. I believe in your capacity for taking the discussion in interesting and productive directions. Therefore I will not respond to each message. Please know that I am “listening” intently.

Messages and Announcements: I regularly post announcements with observations and questions designed to spur, focus, or deepen the whole group’s discussion. I’ll also send logistical updates as needed. I typically provide announcements in more than one format: on the course homepage, and as a Blackboard announcement that is also forwarded to your Northeastern email. This redundancy ensures that everyone in the course sees the communication.

“Water Cooler” Discussion Area for General Questions: In addition to topic-specific discussions that are part of in each week’s work, there is a discussion included in the website entitled Water Cooler. You’re investigating cutting edge research on topics that you might also hear about in the news or at work. Feel free to share these experiences, new items, and interesting finds in this discussion, which spans the course. The Water Cooler is also a place to post requests for clarification. If you have a question, others are probably wondering about it, too. This discussion allows the whole class to benefit from your query. Note: Some of your questions might be specific to your own work, and these should be communicated via email and/or during a scheduled phone appointment.

Office Hours: Flexibility of location is one of the benefits of online learning. Students access this class from a wide range of time zones. Use the course email tool to request a meeting and we will find a time that works for both of us. We can talk over the phone or face-to-face using real time
communication technologies such as Skype. *Please check your Northeastern email on a regular basis or forward it to your personal email account, because I often send individualized messages.*

**Getting Help:** The best place to go for help depends on the specifics of your concern or question. As noted above, please post *course-related questions and concerns* to the "Water Cooler" discussion. It’s also a good idea to check this discussion regularly to stay in the loop on questions and clarifications. Tip: the discussion "subscribe" option forwards messages directly to your email, making it easier to monitor.

If you have **technical questions or concerns**, please visit or call Northeastern's Online Support Center to access tutorials and get live chat support ([http://smartipantz.perceptis.com/neu](http://smartipantz.perceptis.com/neu), 855-836-3520).

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**TIMELINE AND GRADING**

**TIMELINE**

I. What connections do I see across the program and across the concentration? How does it add up, and how has it contributed to my understanding as an education professional? How have I grown? What is the evidence of this growth? Where have I been and where am I headed?

A. **Week One:** Syllabi and Blackboard courses in review

B. **Week Two:** Learning ePortfolio and signature assignments in review

C. **Week Three:** Professional competencies inventory

II. How have I put my learning into practice?

A. **Week Four:** Problem of practice identification, sharing, reflection, and review

B. **Week Five/Six:** Problem of Practice Case study write-up: exploring the problem of practice

C. **Week Seven:** Case study write-up: identifying relevant theories, terms, and research

D. **Week Eight:** Case study write-up: reflecting on findings, outcomes, and lessons learned

III. How will I speak to my strengths and support those assertions with evidence?

A. **Week Nine:** IKP, Phase A: Identify Key Learning Experiences

B. **Week Ten:** IKP, Phases B/C: Create Integrative Examples of Work Pages, Create Philosophy Statement

C. **Week Eleven:** IKP, Phase D: Design and Evaluate Integrative Knowledge Portfolio

D. **Week Twelve:** Professional ePortfolio: Video Presentations and Reflections

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<th>Major Assignments</th>
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<tbody>
<tr>
<td><strong>Assignment</strong></td>
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<tr>
<td>Weekly Participation</td>
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<td>Professional Competency Review</td>
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MASTERS PROGRAM EPORFOLIO STATEMENT

The program and each of the concentrations have identified key concepts and abilities that are essential to your success as education professionals. The ePortfolio component of the Masters Program provides evidence of your progress toward these competencies and creates opportunities
for improving your work in this regard. At the end of each course you will incorporate one or more "signature assignments" into your ePortfolio. These assignments are designated in the syllabus.

In this Capstone course you will complete your Master of Education portfolio by placing your final work in that area and submitting it within Digication. You will also create a separate ePortfolio that is public and outward facing, designed to showcase your strengths and the best examples of your work. Please note that you will fail the course if you do not submit these portfolios for review during the last week of class.

Visit the Masters Program ePortfolio Resource site for more information about program competencies, the portfolio component of the program, and links to software tutorials.

**ACADEMIC HONESTY AND INTEGRITY STATEMENT**

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. While this list is not an all-inclusive, we hope this list will help you to understand some of the things instructors look for. The complete academic honesty and integrity policy is available at [http://www.cps.neu.edu/about-cps/policies-and-procedures](http://www.cps.neu.edu/about-cps/policies-and-procedures)

- **Cheating** – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

- **Fabrication** – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

- **Plagiarism** – intentionally representing the words or ideas of another as one’s own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.

- **Unauthorized Collaboration** – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual’s.

- **Participation in Academically Dishonest Activities** – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

- **Facilitating Academic Dishonesty** – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.
COLLEGE OF PROFESSIONAL STUDIES POLICIES AND PROCEDURES

For comprehensive information please see the download the Student Handbook also available on the Student Resources page of the Northeastern University College of Professional Studies website.

END-OF-COURSE EVALUATION SURVEYS

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

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