***Preparing the Experienced Professional as Specialist***

CI 690 Capstone Experience

Marshall University Graduate College

Graduate School of Educational and Professional Development

Elementary and Secondary Education

100 Angus E. Peyton Drive

South Charleston, WV 25303-1600

**Instructors:**

**Dr. Yvonne Skoretz**

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Please read the co-instructors bios in the Self Introduction, accessible from the Discussions tab in the Table of Contents.

Meeting time:

This online course is designed to be completed within one semester. The beginning and ending dates for this semester are reflected in Marshall University's Academic Calendar.

**Marshall E-mail**

For students enrolled in MUOnline courses, communication with the instructor is typically via one of the course tools (discussion posting or mail tool). If, however, it is necessary for you to contact the professor, the program secretary, or anyone else at Marshall via e-mail, university policy requires you to use your Marshall Email account. The university contacts students using MU Email to share important information, including emergency announcements, course-related information, reminders and deadlines. You MUST have and use your MU email account. The email process includes a procedure for redirecting your email, but you must sign into your MU email account to do this. For more specific information and assistance refer to http://www.marshall.edu/gsepd/Technology.html.

South Charleston Campus Computer Services and IT Support Personnel:

Karen 304-746-1974

Dustin 304-746-2056

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Service Desk Info: 304-746-1969 Toll Free: 877-689-8638

University Conceptual Framework/Program Goals

The Graduate School of Education and Professional Development has a Conceptual Framework that provides a shared vision for preparing the experienced professional as specialist. We are committed to: dispositions that support this framework, including the commitment to acquire and use knowledge on behalf of P-12 students diversity and the preparation of educational personnel who help all students learn, integration of technology to enhance candidate and student learning, and aligning professional and state standards with candidate proficiencies expected by the program.

The Master of Elementary/Secondary Education program goals include candidates demonstrating their understanding of: content within their specialization learners and learning planning, instruction, and assessment technology and technology integration social and behavioral research professional responsibility.

Credit hours:

3 hours

Materials:

A textbook is not required for this class. Other materials that may be beneficial include:

USB flash drive for saving course work (optional)

a three ring binder to printed course materials (optional)

Please note that this course requires developing an electronic portfolio of coursework to demonstrate your understanding of the six program goals. All artifacts submitted in your portfolio as evidence must be assignments that were completed in your courses during your program of study.

Computer requirements:

Refer to MUOnline for information regarding "minimum requirements" for Web-based courses. In addition, course assignments require the use of Microsoft Office applications.

Prerequisites:

Final semester of course work or permission

Description:

This course is designed as a culminating experience that allows participants to demonstrate professional knowledge and skills related to program experiences.

Objectives:

Participants will be able to demonstrate knowledge and skills related to:

content knowledge within their specialization.

learners and learning.

planning, instruction, and assessment.

technology and technology integration.

social and behavioral research.

professional responsibility.

Topics:

Course topics and objectives are designed around the following:

Start Here

Introduction

Goal 1 - Content Knowledge

Goal 2 - Learners and Learning

Goal 3 - Planning, Instruction, and Assessment

Goal 4 - Technology and Technology Integration

Goal 5 - Social and Behavioral Research

Goal 6 - Professional Responsibility

Conclusion

Requirements:

Course activities are organized within modules representing each of the topics listed above. Lessons are correlated to instructional objectives related to each of six goals and indicators. Graded assignments may include, but are not limited to:

collection and organization of products from previous course work

reflective journaling

peer review and participation in online discussion

oral presentation

Due dates for course assignments are outlined below and on the Calendar. The course is designed with weekly requirements and due dates. All assignments are expected to be submitted on time. Begin assignments in advance of the due dates, so that there is plenty of time to ask questions and receive replies from the instructors before the deadline has approached. An extension on an assignment may only be provided in the event of an extenuating circumstance, provided that an agreement between the student and instructor made in advance of the due date of the assignment.

Schedule:

Consider printing the schedule included below to use as a checklist for assignment completion.

Due Dates

Section

Assignment

F May 24

Start Here \_\_Email \_\_Self-Intro \_\_Contact Info

T May 28

Introduction

\_\_Goals \_\_Resume \_\_Portfolio Discussion

T June 4

Goal 1

\_\_Products \_\_Reflection

T June 11

Goal 2

\_\_Products \_\_Reflection

T June 18

Goal 3

\_\_Products \_\_Reflection

T June 25

Goal 4

\_\_Products \_\_Reflection

T July 2

Goal 5

\_\_Products \_\_Reflection

T July 9 Goal 6 \_\_Products \_\_Reflection

T July 16

Conclusion

\_\_Goals Revisited \_\_Self-Assessment of Professional Characteristics

T July 23 Goal 6 \_\_Presentation Posted \*Comprehensive

Exam Opens

T July 30 Goal 6 \_\_Feedback on Presentation

T Aug 6 Conclusion \_\_Comprehensive Exam \_\_Submission of Portfolio Archived Files

Grading:

The final grade for this course will be reported as (S)-Satisfactory or (U)-Unsatisfactory. All assignments and comprehensive exam must be satisfactorily completed to receive a grade of (S) in the course. A score of 80% must be earned to receive a rating of satisfactory on each of the course assignments and comprehensive exam. To communicate assignment expectations, a rubric is provided for each assignment. Track your status in the course throughout the semester by accessing My Grades on the Course Toolbar.

Marshall University Plagiarism Policy - The Marshall University graduate catalog (p. 53) states, "Plagiarism (submitting as one's own work or creation any oral, graphic, or written material wholly or in part created by another) is a form of academic dishonesty. Sanctions for academic dishonesty may range from an instructor-imposed sanction such as a failing grade in the course in which plagiarism has been documented to dismissal from the university." Refer to the graduate catalog for additional details.

Policies:

Please refer to University-wide policies by accessing http://www.marshall.edu/academic-affairs/?page\_id=802. Policies at this link include:

Academic Dishonesty

University Computing Service Acceptable Use

Inclement Weather

Students with Disabilities

Academic Dismissal

Academic Forgiveness

Academic Probation and Suspension

Academic Rights and Responsibilities of Students

Affirmative Action

Sexual Harassment

Bibliography:

Resources consulted during the development of this course, include course texts and test banks for core and area of emphasis courses throughout the elementary and secondary education program. In addition, the following works have been consulted:

Belanoff, P., & Dickson, M. (Eds.). (1991). Portfolios: Process and Product. Portsmouth, New Hampshire: Boynton/Cook Publishers.

Bullock, A. A., & Hawk, P. P. (2001). Developing a Teaching Portfolio: A Guide for Preservice and Practicing Teachers. Upper Saddle River, New Jersey: Prentice-Hall.

Campbell, D. M., Cignetti, P. B., Melenyzer, B. J., Nettles, D. H., & Wyman, R. M. (2001). How to Develop a Professional Portfolio: A Manual for Teachers (2nd edition). Boston, Massachusetts: Allyn and Bacon.

Kilbane, C. R., & Milman, N. B. (2003). The Digital Teaching Portfolio Handbook: A How-To Guide for Educators. Boston, Massachusetts: Pearson Education.

Montgomery, K., & Wiley, D. (2004). Creating E-Portfolios Using PowerPoint®: A Guide for Educators. Thousand Oaks, California: Corwin Press.

Nicholson, B. L. (2004). E-Portfolios for Educational Leaders. Lanham, Maryland: ScarecrowEducation.

Targett, G. L., & Wilson, A. P. (1998). Promoting Reflective Thinking in Teachers. Thousand Oaks, California: Corwin Press.

Wyatt, R. L., & Looper, S. (1999). So You have to Have a Portfolio: A Teacher's Guide to Preparation and Presentation. Thousand Oaks, California: Corwin Press.

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