



EDU680 Capstone Project

(2 credit hours)

Course Syllabus

Course Description

This course is drawn from all courses in the TU graduate program as well as individual professional development credentials they may have completed during the degree program. Students will organize presentations around their individual themes. Each student will include a summative project that explains how the degree program has changed his/her knowledge and helped prepare for a career or complete a capstone experience.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Defend educational experience in this program.
2. Compile evidence of what you have learned.
3. Produce a paper summarizing you experience in the program
4. Complete a project that demonstrates mastery of the program's learning outcomes
5. Demonstrate a commitment to lifelong learning

Prerequisites/Corequisites

Completion of at least 26 hours of coursework.

Required Textbook(s) and Resources

No textbook is required for this course. Additional resources, however, may be available for specific activities, so be sure to read assignment instructions carefully. Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Start Here section (Quick Links). For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a two-credit, seven-week online course you should reserve roughly **twelve (12) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

During this course you will engage in a discussion with your peers each week. Most of these discussions will help you begin thinking about and working toward the completion of your weekly assignments. Additionally, you will submit the following assignments:

- In week 1 you will write a reflection based on all of the courses you have completed in the program.
- In Week 2 you will apply this reflection toward your future dream job.
- In Week 3 you will begin an analysis of ethical concerns or issues on the job.
- In Week 4 you will interview an individual in this position to learn about the technologies they utilize.
- Week 5 investigates challenges you may face on the job and how to deal with them.
- In week 6, you will develop your working philosophy.
- Finally, in week 7 you will compile all of the information from the course to prepare documents for your career application and interview presentation.

Key Assessment (Taskstream Submission)

This course features three “Key Assessments” that provide students with the opportunity to demonstrate core competencies. They also show how the course fits within the broader M. Ed. curriculum. For this course, the following program outcomes will be assessed:

- Week 3 Assignment (Case Analysis): PLO 1. Legal Issues: Students will identify legal issues and create recommendations to resolve the issues.
- Week 4 Assignment (Dream Job Interview): PLO 9. Digital Theoretical Content Knowledge: Successful program completers are able to demonstrate theoretical content knowledge of digital pedagogies.
- Week 7 Assignment (Interview Presentation): PLO 11. Researching Solutions; Successful program completers demonstrate effective research for solutions.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	40	40	40	40	40	40	40	280
Assignment	100	100	100	100	100	100	120	720
Total	140	140	140	140	140	140	160	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 1: Reflecting on your Coursework	<input type="checkbox"/> WED: Activity 1.1 (Forum): Review of Past Coursework <input type="checkbox"/> SAT: Activity 1.1 Forum Responses <input type="checkbox"/> SUN: Activity 1.2: Reflection on Past Coursework
Week 2: Job Searching	<input type="checkbox"/> WED: Activity 2.1 (Forum): Job Postings <input type="checkbox"/> SAT: Activity 2.1 Forum Responses <input type="checkbox"/> SUN: Activity 2.2: Investigation of Future Job Prospects
Week 3: Facing Legal and Ethical Issues or Crises on the Job	<input type="checkbox"/> WED: Activity 3.1 (Forum): Legal and Ethical Issues <input type="checkbox"/> SAT: Activity 3.1 Forum Responses <input type="checkbox"/> SUN: Activity 3.2: Case Analysis of an Ethical, Legal, or Crisis Issue (Key Assessment)
Week 4: Utilizing Technology	<input type="checkbox"/> WED: Activity 4.1 (Forum): Future of Educational Technology <input type="checkbox"/> SAT: Activity 4.1 Forum Responses <input type="checkbox"/> SUN: Activity 4.2: Dream Job Interview (Key Assessment)
Week 5: Addressing Challenges within Higher Education	<input type="checkbox"/> WED: Activity 5.1 (Forum): Challenges Facing Higher Education <input type="checkbox"/> SAT: Activity 5.1 Forum Responses <input type="checkbox"/> SUN: Activity 5.2: Institutional Resolution Plan
Week 6: Working Philosophy	<input type="checkbox"/> WED: Activity 6.1 (Forum): Working Philosophy Statement <input type="checkbox"/> SAT: Activity 6.1 Forum Responses <input type="checkbox"/> SUN: Activity 6.2: Work Philosophy
Week 7: Career Considerations	<input type="checkbox"/> WED: Activity 7.1 (Forum): Cover Letter <input type="checkbox"/> SAT: Activity 7.1 Forum Responses <input type="checkbox"/> SUN: Activity 7.2: Interview Presentation (Key Assessment)

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic

work in a spirit of constructive comradery. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, actively participate in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time, in APA format.
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see TU's guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

In general, your instructors should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructors should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200. If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.