

Mayville State University

EDUC 595 Comprehensive Capstone Project (27757)

August 25-December 19, 2025

1 Credit Hour

Course and Instructor Information

Instructor Name: Dr. Ann Willeson

Contact Information:

Office: 116 L

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Work phone: 701-788-4796

Hours of Availability:

Monday- Friday: I am happy to meet with you on Zoom or by phone

Instructional Mode: Asynchronous

Course Dates: August 25-December 19, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: An Online Student-Professor Portfolio presentation is required. Available dates/times will be sent to students to schedule a presentation time via zoom.

Course Materials and Technologies

Required

E-Portfolio (Taskstream) to support the development of the MAT electronic portfolio and completion of self-evaluations

Laptop with web video capabilities for connection to required portfolio presentation

Video connection is expected for web connection

Access to digital recording tools

Access to a digital scanner

Zoom access

[MSU Technology Requirements](#)

Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it must be properly quoted and cited every time it is used. Failure to do so constitutes an academic integrity violation, is considered plagiarism and will have the same consequences as other violations of academic integrity.

Course Description

The Comprehensive Capstone project is designed for students completing the MAT degree to demonstrate competencies in the knowledge, skills, and dispositions required for effective classroom teaching. Students will complete and present their portfolios to demonstrate their professional growth and learning. Students will identify associations of learning and leadership to the Authentic/Constructivist Leadership Model. A self-directed study of ethics in education is included in this course.

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Pre/Co-requisites: No Pre-requisites are required.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Connections to the Authentic/Constructivist Leadership Framework: *Ethical Leadership* is concerned about “doing the right thing” - moving toward a beneficial end or common good. Leadership assesses why something should be done, what is to be done, and the values that underlie the situation. Leadership engages followers in a respectful, voluntary and community- enhancing relationship. The ethical leadership view is also the portion of the leadership framework connected to the concept of meaning – addressing questions of “What is at stake here?” and “What are the right things to do?” (**EDUC 500, EDUC 581, EDUC 592. EDUC 595**).

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the InTASC Standards as adopted by [ND ESPB](#):

1. Demonstrate an understanding of and skill development in the use of research-based practices of teaching for student learning and assessment. (INTASC 1-9)
2. Demonstrate discipline-specific research on teaching and learning. (InTASC 1-10)
3. Critically analyze and reflect upon clinical experiences in relationship to personal and professional skill development and dispositions. (InTASC 1-10)
4. Analyze the effect of school cultures and school systems on the learner and learning. (InTASC 1-4)
5. Demonstrate knowledge of ethics in education and ethical decision-making (InTASC 9)
6. Demonstrate professional presentation skills (InTASC 9)
7. Build collegial relationships. (InTASC 9)

Standards Alignment (InTASC Standards as adopted by NDESPB):

Standard 1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3 Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4 Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5 Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Standard 6 Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7 Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8 Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10 Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- Reinforces: SLO 1 *Learner & Learning*: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- Reinforces: SLO 2 *Content*: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and connect ideas to everyday life.
- Reinforces: SLO 3 *Instructional Practice*: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- Reinforces: SLO 4 *Professional Responsibility*: Students take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession.

The following SLOs/Professional Standards will be mastered in this course:

SLOs/Professional Standards	Mastery Assignment
SLOs 1, 2, 3, 4	Capstone Portfolio

Instructional Strategies

Academic Writing	Case Study Scenarios
Demonstration and presentation	Media-based online learning
Critical analysis and reflection	Graphic Organizers
Student-led inquiry	Research

Course Expectations

Here are guidelines that will help you throughout this learning experience:

- Read the syllabus carefully. Always feel free to Ask questions.
- Check for due dates and other scheduled learning experiences.
- After reading this syllabus, complete the syllabus quiz on Blackboard. The syllabus quiz is the enrollment verification activity for this course.
- Review information for creation, completion, and presentation of the portfolio in Bb in the Portfolio Presentation Folder.
- Demonstrate the ability to meet the knowledge, skills and dispositions identified in the InTASC standards in the capstone project portfolio.
- Demonstrate the ability to integrate technology, experiences with diversity, and application of essential studies learning outcomes throughout the portfolio.
- Fulfill all requirements of the portfolio process to include completion of the portfolio in Taskstream and presentation of it to a scheduled team of 2 faculty members.
- Present portfolio via Zoom.
- The date for the portfolio presentation must be reported to the Student Placement Coordinator (Kayla Smith) a minimum of 1 month prior to the presentation along with the MAT student's content area, the date and time of the portfolio presentation.
- Portfolios must be ready for faculty review 1 week prior to the arranged presentation date. If faculty do not have access 1 week prior to the presentation date, the student may be asked to reschedule. Access is given to instructors after students complete the portfolio and submit for evaluation.
- Adhere to the code of student conduct found in the MSU Student Handbook.

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Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University e-mail address.

Communication with University Supervisor: The University Supervisor is the student's first contact during the teaching experience. Students are to follow communication protocols for the teaching mentorship clinical experience as listed in the MAT Program Handbook.

Communication with the Course Facilitator: By appointment, Zoom, or phone

- If you wish to contact the instructor by telephone, please use the office number: 701-788-4796.
- The Blackboard course site will be used to post messages to all learners whenever necessary.
- Email communication allow at least 24 business hours for a response.
- Email will be checked daily M-F 8 am-5 pm. Emails received during weekends will be responded to by Monday.
- If the course facilitator is unavailable during the semester for any reason, students will be notified of this in the course announcements.

Assignments and Assessments

As part of Mayville State's effort to demonstrate continuous improvement in achieving Essential Studies Learning Outcomes this course will assess ELO #1, 2, 3, and 4 and will prepare students for twenty-first century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning. The Capstone Portfolio Project aligns with the 10 InTASC standards that encompass the 4 ELO's above.

Assessments:

1)STOT/InTASC 2)Dispositions 3)Lesson Plans

These assessments are designated as a **key assessment** in the MAT program to demonstrate teaching competencies and document both growth and performance throughout the program. Key assessments are aligned to InTASC Teaching Standards and program SLO's and are assessed with validated rubrics.

Key Assessment: Capstone Portfolio Project

In this course, you will complete the Capstone Portfolio Project that aligns with the 10 InTASC standards/4 ELOs. Expectations for candidate performance are indicated: *InTASC acceptable and Ideal Target: 3.0 and 3.5 respectively for each of the 10 artifact entries in the portfolio.*

Evaluation and Grading

Course requirements include the completion and presentation of the electronic portfolio as per capstone requirements (See Instructions for the Capstone Project Development and Presentation in Blackboard). The capstone project portfolio presentation rubric scores submitted by the two faculty reviewers will be used to determine the course grade.

Grading Policies

All course requirements must be met to earn a grade of D or above in the course.

Grading Scale

94-100(190-178) =A 93-87(177-165) =B 86-80(164-152) =C 79-72(151-136) =D 71-0(135-0) =F

Breakdown of Grades

Capstone Project Portfolio	Points
Capstone Portfolio Project Completion and Presentation	100
Model Code of Ethics Summary	20
My Code of Ethics	20
Ethical Scenarios and Questions	40
Resume and Reference Letters	10

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Enrollment Verification

Enrollment Verification: Syllabus Quiz on the Welcome page

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Course Timeline/Schedule

The assignments and due dates are posted in each weekly folder on Bb. "Course Timeline and Schedule are subject to change as deemed necessary by the instructor."

References / Bibliography

Mayville State University Teacher Education Handbook