

Mayville State University

SPED 595, Capstone Project

Spring 2025

1 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Carly Theis

Contact Information: Education 116 E, carly.theis@mayvillestate.edu (preferred), (701) 788-4821

Hours of Availability: 8:00-4:00 pm

Instruction Mode: online asynchronous

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

Zoom Link: <https://mayvillestate.zoom.us/j/6441539225>

Course Materials and Technologies

Required

TaskStream Account for Capstone Project development and presentation (students should have purchased this upon admission to the program)

Course Description

This Comprehensive Capstone project is designed for students completing the M.Ed. Special Education degree to demonstrate specialized competencies in knowledge, skills, and dispositions required for teaching in a special education setting. Students will do this through the completion and presentation of their electronic portfolio addressing each of the Advanced Council for Exceptional Children standards.

Pre-/Co-requisites: No Pre-/Co-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 Objectives

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

1. Apply specialized pedagogical knowledge and skills. (CEC 3)
2. Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners .(CEC 1 & 3)
3. Design and apply educational research specific to the area of special education. (CEC 1 &4)
4. Lead and collaborate within professional learning environments. (CEC 5 &7)
5. Design learning environments for students with special needs using observation, documentation, and

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analysis of behaviors. (CEC 1&2)

6. Integrate augmented and alternative tools to enhance the curriculum, learning, and classroom interactions for students with special needs. (CEC 1,3,4,6,7)

Program Student Learning Outcomes (SLOs) Addressed in This Course

Standards:

Council for Exceptional Children (CEC) Advanced Standards:

- **Standard 1: Assessment:** Special Education specialists use valid and reliable assessment practices to minimize bias.
- **Standard 2: Curricular Content Knowledge:** Special education specialists use their knowledge of general and specialized
- curricula to improve programs, supports, and services at classroom, school, community, and system levels.
- **Standard 3: Programs, Services, and Outcomes:** Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- **Standard 5: Leadership and Policy:** Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
- **Standard 7: Collaboration:** Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Council for the Accreditation of Educator Preparation (CAEP) Advanced Standards:

Standard RA.1: Content and Pedagogical Knowledge The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Introduces/Reinforces SLO #1: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

Introduces/Reinforces SLO #4: Students will take responsibility for student learning collaborative relationships, their own professional growth, and the advancement of the profession.

Course Expectations

Instructor/Student Communication

- Email is the preferred method of communication. The instructor usually responds within 24-48 hours during weekdays. If you wish to contact the instructor by telephone, please use the office number: 701-788-4821. Emails received on weekends will be responded to on Monday mornings.

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- Reminder that you are able to schedule an appointment with the instructor outside of the listed office hours.
- The instructor will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. **Students are accountable for all academic communication sent to their Mayville State University email address.**
- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate demonstrating lack of planning and preparation.
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.
- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.
- **It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam prior to 24 hours before the exam or assignment due date.** This allows time for the instructor to respond to the question. If the communication is sent after 4 P.M. on Friday, the instructor may not respond before Monday morning.
- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers that include research references must include a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01>.
- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (701-788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- **Writing Expectations.** Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MaSU Writing Center for assistance with their writing.

Assignments and Assessments

Capstone Project Key Assessment:

Candidates will create a portfolio that will include the key assessment projects and other meaningful assignments created and implemented throughout the MEd Special Education Track. Key assessment projects/meaningful assignments will be uploaded to the TaskStream Capstone Project Portfolio DRF. Candidates will write rationales that support using the projects/assignments for each of the Advanced CEC standards. The capstone project portfolio should provide evidence of the candidate's ability to use technology to engage students, enhance instruction, and manage student assessment data to meet the

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needs of diverse learners. Candidates will then prepare a professional presentation open to faculty and colleagues and others the candidate would like to invite.

Directions:

1. Within your TaskStream portfolio, write a 2-3 paragraph introduction to your portfolio under the **“Portfolio Introduction”**. The introduction should be descriptive and show an integration of your background experiences, professional goals and philosophy of special education.
2. Review assignments you completed throughout the MEd Special Education program. Select the assignments that were most meaningful to you in developing your specialized knowledge and skills. These assignments will serve as artifacts within your capstone portfolio.
3. Your final Action Research project MUST be included as one of your artifacts.
4. Review the **Advanced CEC standards**. Those standards can be found within the learning management system and at the bottom of this document. Decide which of the assignments/artifacts you selected align best to each of the Advanced CEC standards.
5. Upload the artifacts you selected into your TaskStream Comprehensive Capstone Portfolio as an attachment under the corresponding Advanced CEC standard.
6. For each artifact uploaded, a 2-3 paragraph rationale needs to be written to demonstrate your ability to align your artifacts to the Advanced CEC standards.
7. To write a quality rationale, MEd students should keep the following points in mind:
 - a. Rationale should be well-written in terms of **mechanics and grammar** (correctly formatted using APA guidelines, grammatically correct, and free of spelling errors).
 - b. Aim to write 2 to 3 paragraphs per rationale.
 - c. The first paragraph of the rationale should include a brief summary of the artifact and how the assignment has influenced your professional learning.
 - d. In subsequent paragraphs, align the artifacts to the Advanced CEC standards in a written format providing justification as to how it represents your knowledge and performance in relation to the standards. Consider using the language found within the Advanced CEC standards as you write your justification.
 - e. Each rationale should demonstrate your awareness of **diversity and equity** (i.e., multiple perspectives, respect for responsiveness to cultural differences, and an understanding of diverse contexts).
 - f. The rationale should also include how you used **technology** to engage students, enhance instruction, and manage student assessment data.
8. Prepare an engaging, professional presentation to showcase your knowledge and skills shared throughout the creation of your portfolio.
9. The presentation should:
 - a. Have enough content to cover a 30-minute time frame, including questions from reviewers.
 - b. Begin with an engaging **introduction** that thoroughly integrates your professional goals, and philosophy of special education.
 - c. Allow you to display a high level of **professionalism** and confidence with logical sequencing, fluency, enthusiasm, and use of discipline specific vocabulary in appropriate contexts.

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10. Present the capstone project in an arranged portfolio presentation date over web technologies (MSU is currently using Zoom) arranged by you and the instructor.
11. The comprehensive capstone portfolio will be completed throughout the semester. Your final task will be to use the rubric to self-assess your work and submit that for your instructor's review. Review this assignment description and the grading rubric to guide your quality work on this assignment.

Evaluation and Grading

Grading Policies

- Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. Submit all assignments in Blackboard by designated due dates. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates.
- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments are submitted is highlighted on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 10 days after the due date, and the assignment will no longer be accepted.
- Please do not email your work. Submit your work in Blackboard. If you have difficulty submitting, please make the instructor aware of this through email or phone.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time.
- Students who make arrangements beforehand have one week to make up an assignment, quiz, or test. Skipped quizzes and tests cannot be made up.

Attendance/Participation Policies

Participation in all course activities is required to earn a grade of C or above.

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Grading Scale

72-76 = A

66-71 = B

61-65 = C

53-60 = D

0-52 = F

Breakdown of Grades

In order to receive credit for this course, the Key Assessment must be completed and passed with a grade of B or above. Students who do not meet acceptable targets for this key assessment cannot pass the SPED 595 course with a grade higher than C.

Enrollment Verification

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.

Instructional Strategies

- Reflective Writing
- Presentations
- Portfolio
- Feedback

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

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- ✓ 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)

Course Timeline/Schedule

Instructions: This section is **required** for all courses. The information listed in the timeline/schedule should include **assignments**, **due dates**, and where to find information. If a more detailed schedule is provided in the LMS, reference its title and location in this section. Instructors may include the notation that: "Course Timeline and Schedule are subject to change as deemed necessary by the instructor."

Weeks	Assignments	Due Dates
#1-14	Prepare Capstone Project portfolio and presentation	Week 14
#15-16	Prepare Capstone Presentation and arrange to present	Week 16