

ETC 692: Capstone Introduction

School of Education

1 Credit

This course is graded Pass/No Pass

Effective 10/1/2021

Pre-requisites or Co-requisites: ETC 680, ETC 683

Access to the Internet is required.

All written assignments must be in Microsoft Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help with APA style.

Faculty Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

This is the third in a 4-course sequence that will guide candidates through their Master's Capstone Project. Over the course of this series, candidates examine how teachers use research principles and investigation processes to inform decisions and improve practice. Candidates identify a dilemma of interest, choose an investigation approach, propose the study, and demonstrate progress using a project management system of their choice.

In this course, candidates receive personalized support to acquire approval of their research proposals and to move into the implementation phase. Topics include choosing an investigation method; proposing and managing a self-directed project; writing about evidence; validity and triangulation; ethical review process; and options to assess growth and change. Candidates integrate research-based processes, methodology, and evidence-based decision making into their professional practice.

Candidates account for how their cultural lenses affect a study and interpretation of results. The options for engaging participants and discussing results of an investigative journey are explored to ensure understanding, graduate level discourse, and the authentic voice of the researcher.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course prepares students to:

- Identify a problem of educational practice
- Compare/contrast investigation methodologies and propose one to address the problem of practice
- Analyze studies from the literature to inform understanding of the problem of practice
- Integrate and reflect upon the influence of culture, bias, and context on an investigation
- Create and communicate a self-directed project timeline
- Show evidence of progress on the self-directed project timeline

Additional Information

Through graduate level inquiry, candidates add to the body of knowledge in the field. Candidates demonstrate professional dispositions in self-directed learning, collegial dialog, professional oral and written communications, and reflection on growth and change.

Grading Scale

The grades earned for the course will be calculated as a P or NP, as defined in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

OVERVIEW OF COURSE GRADING

This course is Pass/No Pass, determined by completion of the following at At-Standard or above:

Required Assignments

Research Proposal with Project Timeline
Evidence of Meeting Project Milestones
Instructor Determined Dialog and Participation

Course Assignments

Research Proposal with Project Timeline

Candidates submit a research proposal for instructor feedback by the end of the second week of the quarter. The proposal follows the logical sequence used in the IRB process and for bringing forward ideas to a team, supervisor, or granting organization. The proposal includes explanation of the investigation approach, the inquiry cycles, the basis for the study, assessment of growth, and evidence collection methods appropriate for the candidate's investigation and instructional context. The candidate revises based on feedback before sharing with internship colleagues.

Candidates identify milestones of their chosen capstone option that are personalized and achievable. The plan reflects understanding of time required for tasks concurrent with program responsibilities. The timeline reflects consideration of the calendars of one's program, school, and family in order to communicate reasonable and manageable expectations.

Evidence of Meeting Project Milestones

The candidate submits evidence of progress on their approved proposal and individualized project plan, as approved by the research advisor. Evidence will be specific to the candidate's choice of investigation method (capstone option) and their project plan. Sufficient evidence for a passing grade for each method includes:

Classroom or Target Group Action Research Study:

- Submit IRB documents for instructor review with projected date for IRB committee review. Note: If the candidate is the teacher of record an IRB review is not required.
- Full literature review

Professional Development Study

- Expanded draft of literature review
- Draft of reflection on professional growth

Issue-focused Design Study

- Analysis of the problem
- Expanded draft of literature review

Sufficient evidence of progress is determined by evaluation of the candidate's management of their work plan. Final evaluation of each element of the capstone occurs in ETC 693.

Course Policies

Instructor Determined Dialog and Participation

The instructor will determine the expectations for professional dialog or participation in activities that support the course outcomes and major assignments of the capstone. Descriptions are provided by the instructor in the course. Each student will have individualized attention and advising on their personal project and will be expected to communicate individually with the instructor regularly.

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX

Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have

posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.

Course Schedule

WEEKS	TOPICS	ASSIGNMENTS
Weeks 1-2	<p>Familiarizing with the structure, course materials, schedule, and instructor's preferences and contact info.</p> <p>Proposal</p> <p>Developing a personalized timeline</p>	<p>REVIEW: Syllabus, rubrics, Bb Course Content</p> <p>READ: Proposal samples in Bb</p> <p>DUE by end of week 2: Proposal</p> <p>COMMIT: Research Reflection Journal to capture wonderings, observations, concerns, and change</p>
Weeks 3-8	<p>Managing a personal project work plan</p> <p>Assessing and communicating progress</p> <p>Accessing CityU resources</p> <p>Reviewing models</p> <p>Research dialog with advisor and peers</p>	<p>READ: Hendricks Chapter 3-4</p> <p>EXPLORE: Project management tools</p> <p>DOWNLOAD & APPLY: Matrices, Keyword Worksheet</p> <p>SELF-ASSESS: Using rubrics</p> <p>Research Reflection Journal</p>
Weeks 9-10	<p>Peer review for content and form</p> <p>Communicating work plan revisions</p>	<p>UPDATE: Work plan</p> <p>SUBMIT: Evidence of progress</p> <p>Research Reflection Journal</p>