

ETC 693: Master Project: Capstone

School of Education and Leadership

1 Credits

Effective 7/1/2021

Pre-requisites: ETC 680, ETC 683, and ETC 692

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

For the Capstone project, candidates complete a Research Cycle in which candidates integrate research-based process, methodology, and evidence-based decision making into their own professional practice. The focus is on validity and alignment of theoretical foundations with intervention and assessment methodologies. Emphasis is placed on the inclusion of: a research proposal; problem statement; rationale; objectives and/or hypothesis; review of literature; implementation strategies; data collection; findings; measurement of change and conclusion. Candidates demonstrate their ability to meet standards set for knowledge, skills and performance in a professional workforce setting.

This is the fourth in a 4-course sequence that will guide candidates through their Masters Capstone Project. Over the course of this series, candidates examine how teachers use research principles and processes to inform and improve practice. Topics include identifying an educational need, reviewing scholarly literature, refining the research question, designing valid and reliable research methodology, analyzing data, and ensuring ethical research practices. This course prepares candidates to propose a research project that meets the research-based pedagogy requirement of the master project.

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:

- Gather triangulated data from implementation of learning.
- Distinguish measurement of change with area of concern/deficiency.
- Interpret and analyze data to discuss findings.
- Evaluate the teaching process and implementation of research within a classroom setting.

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

Capstone Research Paper
Capstone Presentation

Course Assignments

Capstone Research Paper

Candidates complete a capstone project that reflects practice conducting research around an educational issue or problem of practice relevant to the candidate in their educational context. While projects may take a variety of forms (action research, issue-focused study, case study, professional development), the product for all projects is a paper reflecting elements of an authentic research project. Candidates who wish to consider publication of their findings or candidates who will be working in unique settings (e.g., juvenile detention centers, etc.) may need to seek approval for their projects with the Institutional Review Board (IRB) at City University prior to beginning any data collection.

Capstone Presentation

Candidates present their completed research projects to an audience of faculty and peers. The presentation consists of three components: the oral presentation, a visual aid (e.g., slide show, physical display), and a written handout with an abstract of the project. Before presenting, candidates must acquire approval from their research advisor. Presentations consist of the prepared talk with visual aid followed by a question-and-response period. The research presentation demonstrates the candidate's ability to conduct a systematic study of an educational need and to engage in oral scholarly discourse about the study and its implications.

Discussion Boards, Engagement, and Essential Dispositions

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person.

You will be required to participate in a series of discussion boards during the quarter. Discussion boards should be completed in a timely manner by the posted deadlines in the course shell.

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.

Timely completion of required assignments and engagement with instructor will determine your Pass/No Pass grade for the course.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

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.