



Graduate School of Education

EDU 6225: MASTER OF EDUCATION CAPSTONE (4 Q.H.; ONLINE)

Instructor: Dr. Joan Burkhardt

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Note: Unless otherwise noted, you can expect a response from the instructor within 24 hours during the week. Email is checked periodically on Saturday and never on Sunday. Please plan accordingly.

Location: Online via <https://canvas.northeastern.edu/>

Prerequisites: This is the last course in the M.Ed. program sequence.

COURSE OVERVIEW

The Capstone serves as an opportunity to reflect upon, integrate, and showcase learning achievement. It must be taken as the last course in the Master's program sequence of study.

Participants will each identify a "problem of practice" in their professional experience, document how they put their program learning to use by integrating theory with practice, and author a Problem of Practice Case Study about that work. As an alternative, participants may elect to conduct an XN Project (in lieu of the Case Study).

Participants will also create a Professional ePortfolio that depicts their values, strengths, and work samples from experiences that demonstrate those strengths. The Professional ePortfolio will integrate the high quality work that participants have created during the program with other work experiences, with the goal of communicating their distinctiveness to supervisors and prospective employers. The Problem of Practice case and Professional ePortfolio will also position graduates to apply for a doctoral degree if desired.

Guiding Questions

- What are the connections and major themes in this program and in my concentration? What have I learned?
- How have my professional competencies grown? What are the ongoing opportunities for improvement?
- How have I already put my program-based learning into action in the workplace? What opportunities do I see for using program-based learning to address problems of practice in the future?
- How will I present my professional capabilities and strengths to the public? What evidence will I provide in support of these assertions?

Outcomes and Opportunities

Integrate and synthesize program-related learning to articulate the major themes, theories, issues, and professional competencies addressed in the program

Assess, reflect upon, and provide examples of your growth through the program, particularly in relationship to program and concentration competencies

Describe and analyze, via a multimodal case study or XN Project deliverable (your choice), a project during which you have put your program-based learning into practice in a professional setting

Develop a Professional ePortfolio that showcases your strengths and capabilities to professional colleagues, current, and prospective employers

REQUIRED BOOKS AND TECHNICAL REQUIREMENTS

In this final, culminating course you will review the readings and resources that you have worked with throughout the program. In addition to your own review of previous courses and in your Program ePortfolio, weekly materials may be provided online, attached or linked within the course website.

It is recommended that you have a headset that includes a microphone for this class, because some assignments will require you to record audio.

Courses are available on Northeastern University's Canvas at the following link: <http://canvas.northeastern.edu>. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or help@northeastern.edu.

Each student is responsible for their access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. **If you know you will be traveling, make sure you plan accordingly.**

Note regarding e-mail/voicemail: If you email, please include yourNEU account and include your name and class title. Please allow up to 48 hours for an email reply.

PROGRAM STUDENT LEARNING OUTCOMES

Specialized Knowledge	Broad and Integrative Knowledge	Applied and Collaborative Learning	Civic and Global Learning	Experiential Learning
SLO1: Explain the major theories, research methods and approaches to inquiry and schools of practice in the field of education, articulate their sources and illustrate both their applications and their relationships to allied fields of study.	SLO2: Design and execute an applied, investigative or creative work that draws on the perspectives and methods within the sub-fields of education and assess the resulting advantages and challenges of including these perspectives and methods	SLO3: Design and implement a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of education to a practical challenge, articulate in writing or another medium the insights gained from this experience, and assess approaches, scholarly debates or standards for professional performance applicable to the challenge.	SLO4: Assess and develop a position on a public policy question with significance in the field of education taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.	SLO5: Integrate education-specific best practices and tools into experiential learning opportunities offered in the program.

				EDU6225: Assignment: Problem of Practice Case Study & Presentation Multimodal analysis and presentation of experiential, workplace-based application of program/concentr ation theories, concepts, and competencies
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HOW THE COURSE IS STRUCTURED

Course Materials: Everything you need for each week can be found in the *Modules* section of your course room.

Discussions: Each week you will be expected to contribute to one or more participatory exercises (e.g., discussions, peer feedback). Participation is 20% of your final grade, so you should give it your full and thoughtful attention.

Remember to *ground your discussion contributions in evidence*, referencing course readings and other resources, and make connections with your own experience. The goal is to have a substantive dialogue with your peers about course concepts, questions, and concerns.

Discussions begin with a “starter message,” that you post before 11:59 p.m. EST Thursday and extend into a follow-through discussion that takes place between Thursday and Sunday. You will need to be online three to four times per week, particularly during the Thursday-Sunday window during follow through discussion. Your participation is asynchronous, allowing you to work at any time convenient to you. However, you must contribute in a regular and timely fashion so that the group can achieve its goals. It’s not a “discussion” if you post all your messages at the same time.

Participation points are *earned*. This means that you start at zero and – through thoughtful, substantive, collegially constructive, and timely contributions – earn up to 2 points per week.

Anything posted after the discussion closes for the week on Sunday night is not counted in the week's DB grade. No exceptions.

AN IMPORTANT NOTE ON TIME, ATTENDANCE, AND INVOLVEMENT IN AN ONLINE COURSE

It may be tempting to think that an online course will be less time-consuming than a face-to-face class. Please don't make that mistake. In fact, the two types of courses require the same amount of

time, except that in an online course much of your work will be done independently – writing and reading, viewing materials, etc. You will take an active role that requires discipline and time management.

Importantly, this will be active learning, so it may *feel* like you are spending even more time than when you take a face-to-face course. (It may be easy to fall asleep in class, but much harder to do so when writing on-line!) However, precisely because you will be actively involved, you have the opportunity to learn an incredible amount in a relatively short time.

Schedule approximately 12-15 hours a week for classwork, even more in weeks with major assignments.

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities, and complete written assignments as directed.

All students are working adults, and it is understood that there might be one week when active participation in ongoing class conversations and learning activities might be delayed. If there is an absence or lateness in participation, grades will be adjusted accordingly.

COMMUNICATION WITH THE PROFESSOR

Professor Participation in Weekly Discussions: The weekly discussions are intended to create a conversation among students, not a back-and-forth between the professor and students. I believe in your capacity for taking the discussion in interesting and productive directions. Therefore I will not respond to each message. Please know that I am “listening” intently.

Messages and Announcements: I regularly post announcements with observations and questions designed to spur, focus, or deepen the whole group’s discussion. I’ll also send logistical updates as needed. I typically provide announcements in more than one format: on the course homepage, and as a Blackboard announcement that is also forwarded to your Northeastern email. This redundancy ensures that everyone in the course sees the communication.

Email communication: Students can expect that emails will be answered within 48 hours, with the exception of weekends.

Office Hours: Flexibility of location is one of the benefits of online learning. Students access this class from a wide range of time zones. Use the course email tool to request a meeting and we will find a time that works for both of us. We can talk over the phone or face-to-face using real time communication technologies such as Zoom. *Please check your Northeastern email on a regular basis or forward it to your personal email account, because I often send individualized messages.*

Getting Help: The best place to go for help depends on the specifics of your concern or question. Post *course-related questions and concerns* to the *General Course Q & A* forum. **The discussion “subscribe” option forwards messages directly to your email, making it easier to monitor.**

If you have **technical questions or concerns**, please visit or call Northeastern’s Online Support Center to access tutorials and get live chat support (<http://smartipantz.perceptis.com/neu>, 855-836-3520).

COURSE METHODOLOGY

Discussion Board or other communication threads: students can expect questions posted in *General Course Q & A* to be answered within 24 hours.

Course Assignments: Students can expect assignments are returned in a timely fashion; at minimum, graded assignments should be returned at least a week before the next graded written assignment is due.

TIMELINE AND GRADING

TIMELINE

- I. What connections do I see across the program and across the concentration? How does it add up, and how has it contributed to my understanding as an education professional? How have I grown? What is the evidence of this growth? Where have I been and where am I headed?**
 - A. Week One:** Syllabi and Blackboard courses in review; contact XN office if project option is selected in lieu of Problem of Practice Case study (weeks 4-8)
 - B. Week Two:** Learning ePortfolio and signature assignments in review
 - C. Week Three:** Professional competencies inventory (all students); XN Project Plan (XN students only)
- II. How have I put my learning into practice? (Case Study students)**
 - A. Week Four:** Problem of practice identification, sharing, reflection, and review (or XN work)
 - B. Week Five/Six:** Problem of Practice Case study write-up: exploring the problem of practice (or XN work)
 - C. Week Seven:** Case study write-up: identifying relevant theories, terms, and research (or XN work)
 - D. Week Eight:** Case study write-up: reflecting on findings, outcomes, and lessons learned (or XN work)
- III. How will I speak to my strengths and support those assertions with evidence?**
 - A. Week Nine:** Professional Portfolio: Identifying Key Learning Experiences
 - B. Week Ten:** Professional Portfolio: Authoring Experiences that Illustrate Strengths; Authoring the Professional Philosophy Statement
 - C. Week Eleven:** Professional Portfolio: Developing a Professional Digital Identity
 - D. Week Twelve:** Professional Portfolio: Video Presentations and Reflections (all students); XN Projects (XN students only)

Major Assignments			
Assignment	Description	Due Date	Grade %
Weekly Participation	Discussions, wikis, worksheets, peer feedback exercises	Weekly	20%
Professional Competency Review	Review program/concentration competencies, research publications related to the competencies, self-assess, and author	Week 3	15%

	an evidence-based statement of strengths		
Problem of Practice Case Study & Presentation OR XN Project	Multimodal analysis and presentation of experiential, workplace-based application of program/concentration theories, concepts, and competencies OR Students may elect to participate in an XN project in lieu of the PoP Case Study. If interested, contact XN office by the end of week 1 at projects@northeastern.edu and identify yourself as an M.Ed. Capstone student. Project begins with an approved plan and culminates with a mutually agreeable deliverable.	Week 8 OR Week 1: email XN office Week 3: Proposal By week 12 (Wednesday): Final Deliverable	30%
Professional Portfolio and Video Presentation	Professional Portfolio exercises and peer feedback in last third of course; final product in Week 12	Week 12	30%
Final Reflection	Complete Capstone page in Program ePortfolio and submit in Digication at the end of Week 12	Week 12	5%
Total			100

95-100% A	87-89.9%	B+	77-79.9%	C+	69.9% or below F
	84-86.9%	B	74-76.9%	C	
90-94.9% A-	80-83.9%	B-	70-73.9%	C-	

IMPORTANT NOTE: I **will not accept** late postings, papers and presentations except in rare, extreme circumstances (e.g., significant health events or a death in the family **and** documentation). Contact me immediately to request an extension, prior to the deadline. **Notifying** me that you will be late is not acceptable. I reserve the right to deny extension requests that are not substantive and documented, and will always reject **notifications** that an assignment will be late. As a professional courtesy, you should also inform group members or partners if you are absent and make special arrangements to meet your commitments. **Extensions for final submission of your Professional Portfolio and Program ePortfolio (week 12) will not be given under any circumstances.**

All work in this course should be either original or with proper attribution. Any submission that does not include proper attribution or is plagiarized will receive an automatic grade of F. Please see the Academic Honesty and Integrity Statement below and read the grading standards in the CPS Student Handbook, located at <http://www.cps.neu.edu/student-services/student-handbook>

MASTERS PROGRAM EPORTFOLIO STATEMENT

As you progress through your M.Ed. Program, in each course you will incorporate one or more “signature assignments” into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified key concepts and abilities that are essential to your success as education professionals. The program and each of the concentrations have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard.

ACADEMIC HONESTY AND INTEGRITY STATEMENT

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

COLLEGE OF PROFESSIONAL STUDIES POLICIES AND PROCEDURES

For comprehensive information please see the download the [Student Handbook](#) also available on the [Student Resources](#) page of the [Northeastern University College of Professional Studies](#) website.

END-OF-COURSE EVALUATION SURVEYS

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the

end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

STUDENT ACCOMMODATIONS

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.

STUDENT WELL-BEING

All students have access to We Care – 617-373-7591 wecare@northeastern.edu for health concerns, referrals for mental health and assistance with leaves of absence. Additionally we have FIND@ Northeastern - Available 24/7/365 1-877-233-9477 (domestic) 1-781-457-7777 (international) <https://www.northeastern.edu/uhcs/find-at-northeastern/>

LIBRARY SERVICES

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit <http://subjectguides.lib.neu.edu/edresearch>.

WYZANT TUTORING SERVICES

Northeastern University's College of Professional Studies is covering the cost of twenty-five hours per academic year of tutoring from Wyzant to help ensure your success in challenging courses. Tutors on Wyzant have helped thousands of students in 300+ subjects ranging from College Algebra to Academic Writing, Statistical Analysis to Microbiology. To access your free Wyzant Tutoring for students in the College of Professional Studies, please complete the following steps:

- Login to Northeastern University's [Canvas](#) platform and click on your active course.
- Once you are logged in your class, scroll to the bottom red link on the left side of the course navigation that says "Wyzant Tutoring".
- After clicking this link, you will be prompted to access your free tutoring using your Northeastern login credentials. Indicate your program, time zone, the course you'd like support in, and the specific topics or materials you'd like help with.
- You'll receive an activation email from Wyzant for Higher Ed. (If you don't see it, check your spam or junk folders.) From the email, click on the activation button.

- Potential tutors will begin reaching out to you. Their messages will be sent to your Northeastern email inbox and will be accessible via your Wyzant account dashboard.
- Respond back to the tutors you believe might be a good fit to schedule an online session when it's convenient for you — even late at night!

24/7 Canvas Technical Help

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support

Visit the [Information Technology Services \(ITS\) Support Portal](#)

Email: help@northeastern.edu

ITS Customer Service Desk: 617-373-4357 (help)

DIVERSITY AND INCLUSION

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion.

TITLE IX.

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including students, faculty and staff of all gender identities.

If you or someone you know has been a survivor of a Prohibited Offense, **confidential** support and guidance can be found through **University Health and Counseling Services** staff (<http://www.northeastern.edu/uhcs/>) and the **Center for Spiritual Dialogue and Service clergy members** (<http://www.northeastern.edu/spirituallife/>). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within ***The Office for Gender Equity and Compliance*** at: titleix@northeastern.edu and/or

through **NUPD** (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered “responsible employees” at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator.

In case of an emergency, please call 911.

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