

UNIVERSITY OF WISCONSIN-WHITEWATER
College of Education

EDUINDP 789
Capstone Project Seminar

Instructor: XXXX
Office: xxxxxx
email:xxxxxx

Office Hours: xxxxxx
Office Phone: xxxxxxxx
Home Phone: xxxxxx

Meeting times:

6 Wednesdays, 5:45-8:15 p.m. and D2L
Winther 3004

Course Description

The purpose of this seminar is to provide the master's student with faculty and peer support as the student grounds, implements, refines, assesses and reports his or her capstone project. The capstone project is a self-selected and defined project completed with advisor assistance, that makes a connection between the graduate study and the student's professional life as an educator.

Course Prerequisites

The student will have successfully completed 5 core courses in the program and have signed advisor consent prior to enrolling in this seminar. These core courses are as follows:

1. EDFOUND 780: *Reading, Analyzing and Evaluating Educational Research*
2. EDFOUND/CIGENRL 723: *Issues, Perspectives and Directions: A Professional Seminar in Education*
3. EDUINDP 724: *Planning for Change: Seminar in Research, Practice and Voice*
4. EDUINDP 726: *Capstone Advising I*
5. EDUINDP 727: *Capstone Advising II*

Course Objectives

Each student in the seminar will:

1. finalize, evaluate, and assess the capstone project as defined in the proposal
2. use a formal, polished writing style which is consistent with the style in respected journals
3. participate in collaborative writing pairs to review, edit, and analyze the scholarly work of other seminar members
4. make a final presentation of the project to all members of the seminar and visiting faculty advisors
5. complete and bind the finished project which the student's advisor and seminar instructor sign.

Suggested Texts

Publication Manual of the American Psychological Association (2001), Fifth Edition. ISBN 1-55789-790-4

Additional readings as deemed necessary by the instructor and/or student.

Evaluation

The integrative project seminar is graded on a S/NC basis. The level of the student's participation as a peer consultant and editor will contribute to the decision of pass or fail for the course. The student will complete the integrative project to the satisfaction of the student's advisor and the seminar instructor. If the student's advisor and the seminar instructor disagree regarding satisfactory completion of the integrative project, the MSE PD Coordinator will review the project and meet with the student's advisor and the seminar instructor to negotiate the final project grade.

Tentative Schedule of Meetings

| Session | Semester Week | Where & Who | Topic |
|-----------|---------------|-------------|------------------------------|
| Session 1 | 1 | All attend | General meeting, orientation |

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| | | | to the seminar, establish expectations, structure of the written report and peer editor pairs |
| Session 2 | 2 | All attend | Discussion of style, examples of formatting, etc. |
| Session 3 | 3 | D2L | Upload drafts to D2L & read projects |
| Session 4 | 4 | D2L | D2L, read projects and write comments |
| Session 5a | 5 | Group One attend | Group One peer editing session & consultation |
| Session 5b | 6 | Group Two attend | Group Two peer editing session & consultation |
| Session 6a | 7 | Group One attend | Group One peer editing session & consultation |
| Session 6b | 8 | Group Two attend | Group Two peer editing session, & consultation |
| Session 8 | 9 | All attend | Q&A on finishing project, binding, getting signatures, etc. |
| Session 9 | 10 | D2L | Finalize project, discussion board, upload projects |
| Session 10 | 11 | D2L | Finalize project, discussion board, finished projects to advisor |
| Session 11 | 12 | D2L | Finalize project, discussion board, finished projects to advisor |
| Session 12 | 13 | All attend | Present Group One Projects |
| Session 13 | 14 | All attend | Present Group Two Projects |
| Session 14 | 15 | D2L | Finish and get signatures |

UWW & UWS Policies Statements

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17].

Students with disabilities that interfere with their ability to participate or benefit from the outlined activities shall be reasonably accommodated with respect to academic requirements. It is the student’s responsibility to notify the instructor within the first three weeks of class regarding the specific dates or activities which s/he will request relief so that reasonable accommodations can be arranged. Notification and requests for accommodations shall be kept confidential.

The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. **Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’**

academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. [UWS 14.01 Statement of Principles].