Moberly Area Community College
Common Syllabus
EDU295 Education Capstone

Instructor:
Office Hours:
Office Number:
Contact Information:
Classroom Number:
Class days and time:

Catalog Description: EDU295 Education Capstone (2-0-2)
This course serves as a capstone course for the MACC Associate of Arts in Teaching. Students will prepare their portfolio for evaluation and transfer to one or more target institutions. Students will finalize their transfer plans and will take the C-Base test. This course must be taken in the semester of graduation. (FA, SP, SU)

Pre/Co-requisite: EDU245 Educational Psychology

Text: No text required.

Other Required Materials: Students will need regular access to computer labs throughout the semester. A three-ring binder and an open mind. Some electronic/digital storage device, a CD writer and CDs or thumb drive.

Recommended Materials:

Purpose of Course: This course is intended to serve as a capstone course for the MACC Associate of Arts in Teaching Degree. Students will use this course to complete the preparation of their transfer portfolio. Students will finalize their transfer plans and will take the C-Base test.

Course Objectives: Upon successful completion of this course, students should be able to demonstrate the objectives listed below. Acquisition and retention of these objectives are dependent on the student being a reflective participant in the course. Appropriate objectives are linked to the Missouri Teacher Standards and the Missouri Standards for the Preparation of Educators (MoSPE).

Students should be able to:
1. Demonstrate via Position Papers, Annotated Bibliographies, and Portfolio that they have met or exceeded all Missouri Teacher Standards at the benchmark level. (Missouri Teacher Standards; MoSPE 1 & 3)
2. Demonstrate via transcript, portfolio, and interview their readiness to transfer as a junior to the program they have selected. (Missouri Teacher Standards 1-9; MoSPE 1 & 3)
3. Demonstrate via portfolio and interview their ability to interact with peers and professional educators at an appropriate level. (Missouri Teacher Standards 6 & 8; MoSPE 1 & 3)
4. Submit MoGEA scores which meet MACC requirements.
5. Submit transcripts/letter from registrar which indicates AAT completion. (Missouri Teacher Standards; MoSPE 1 & 3)
6. Reflects in writing upon his/her own learning. (Missouri Teacher Standards 1, 4, 6, 8; MoSPE 1 & 3)
7. Describes in writing and applies relevant professional ethical standards. (Missouri Teacher Standards & MoSPE 1 & 3)
8. Develops a written a personal philosophy of education. (Missouri Teacher Standards; MoSPE 1 & 3)
9. Collaborates with peers and school personnel (Missouri Teacher Standards 4, 6, 8, 9; MoSPE 1 & 3)
10. Reflects in writing on the effectiveness of that collaboration. (Missouri Teacher Standards 6, 8; MoSPE 1 & 3)
11. Locates, identifies and explains resources available to support student learning at MACC’s campuses, in P-12 schools, and in the community. (Missouri Teacher Standards; MoSPE 1 & 3)
12. Reflects in writing on the professional relationships he or she observed and in which he or she participated. (Missouri Teacher Standards 1, 3, 4, 6, 8; MoSPE 1 & 3)
13. Explains the value of such interaction to him or her self as a developing teacher. (Missouri Teacher Standards; MoSPE 1 & 3)

Course Content: This course will cover the following content. This is not an inclusive list.

- What have I learned?
- Where do I want to complete my education?
- Is my educational portfolio ready?
- Missouri Teacher Standards, MoSPE, and INTASC
- DESE and Certification
- MoGEA

Assessment of Student Learning: There will be a comprehensive final exam. Students must take the MoGEA and receive a score acceptable to MACC. Course assessment will be divided into the following categories:

1. Assessment:
   - Tests and quizzes 5%
   - Final Exam 5%
   - MoGEA 5%

2. Portfolio

3. Reading, Research and Writing

4. Transfer Preparation
Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 59% and below

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments:
Detailed handouts will be provided in class.
1. Preliminary Candidacy Portfolio
2. Reflection Journal
   Various reflection assignments will be assigned during the semester. It is advisable that students keep one continuous reflection journal for all of his or her Pre Professional Teacher Education classes. This will then become a tool, which students will return to again and again during his or her learning and teaching career.

Schedule of Student Assignments/Activities: Per instructor

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- Communication: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

College / Instructor Policies:

Academic Dishonesty: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.
Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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## Hybrid Course

Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:

- Completion of quizzes or exams during class meetings and online
- Submission of assignments during class meetings and online
- Participation in discussions during class meetings and online

## Online Course

Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

### Tardiness:

Per instructor policy

### Make up and late work:

Per instructor policy

### Extra credit work:

Per instructor policy

### Student Email:

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

### ADA Statement:

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

### Title IX Statement:

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.