EDUC 685
Capstone Electronic Portfolio
Summer 2016

VALUES • EDUCATION• SERVICE

Course Section: A0, M2, K0, P0
Meeting Time and Place: Harrogate, Cedar Bluff, Chattanooga, Kingsport
Course Credit Hours: 3 Credit Hours

Faculty Contact Information: See faculty contact information attached.

School of Education Webpage: http://www.lmunet.edu/academics/schools/school-of-education

I. COURSE DESCRIPTION: Candidates will complete the electronic portfolio including their final philosophy- phi of education, specific assignments from coursework, and other artifacts as required. EdS-level course

II. COURSE OBJECTIVES: The candidates will:
- Create a collection of artifacts, accomplishments and reflections related to the EdS program
- Examine and reflect on growth and learning over the course of the program
- Provide evidence of meeting national and local standards

III. CI Candidate Outcome 4: The candidate designs and/or engages professional learning experiences to improve practice, enhance ethical decision making and seek leadership roles in the school community.

IV. InTASC Standard #9: Professional Learning and Ethical Practice: The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on other (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning,
to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**TEXTS/MATERIALS FOR THE COURSE:**

**V. Required Textbooks:**

None

**VI. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:**

**Learning Outcomes:** This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: **Values, Education, and Service.** Using values congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of education practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in service to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, *Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.*

**Requirements** (see Course Outline and Requirements section)

1. Reading and discussion of required materials. See related discussion guides
2. In-class writings
3. Any other readings or in-class activities that the instructor may assign
4. Group Projects: Groups will research assigned topics for presentation to the class.
5. Key Assignments: Each course includes two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor may require other coursework.

**Clinical Experience:** Clinical practice for this course is found in the companion course CI 510 School Supervision and Content Literacy Action Research Project.

**Evaluation Method:** Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

**Attendance Policy:** Cooperative and group learning is the essence of the EdS. program.
When class absences occur, candidates can make up for the knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their fellow candidates’ learning. Therefore, even with successful completion of make-up assignments, class absences will cause a reduction in the final course grade. One (1) absence will result in a reduction of one letter grade from whatever grade would have been earned. Two absences will result in a grade of “C” or lower. More than two absences will result in the grade of “F” for the course. If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-up date may be scheduled.

Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic restrictions.

If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-up date may be scheduled.

VII. METHODS OF INSTRUCTION: Instructional methods will include lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, and written assignments.

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES: Technology: Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer.

Turn-it-in: Turn-It-In, the computer program designed for checking literature duplication, is available for use. Submitting course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

Live Text: Each student will be required to establish or continue an account with the Live Text program. Live Text is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions are posted on the School of Education website at http://www.lmunet.edu/academics/schools/school-of-education.

Library Resources (Revised 2/2/2012)
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents.
VIII. UNIVERSITY POLICIES:

STUDENTS WITH DISABILITIES POLICY: As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the ADA Coordinator, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: Grant Lee 104
dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The counseling offices are located in Grant Lee 102. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook:

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology students must take the General Education Proficiency Profile examination.
LMU’S INCLEMENT WEATHER POLICY can be found at the following link to LMU’s website: http://www.lmunet.edu/student-life/weather-cancellation-notification. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF CAMPUS CLOSURE: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

UNIT COMMITMENT TO DIVERSITY – The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

IX. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU’s website: http://www.lmunet.edu/about-lmu/heritage-mission.

CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT: http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (PAGE 11)

CURRICULUM AND INSTRUCTION MISSION STATEMENT: http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (PAGE 32)

X. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

KEY ASSIGNMENTS:

CI 685 KA #1: Capstone Electronic Portfolio
The Electronic Portfolio is a collection of artifacts, accomplishments and reflections on learning designed to document the growth of students over the course of the EdS program. This portfolio is more than a simple collection of candidate work. It is a tool to enable candidates to reflect on learning processes and outcomes. It is also evidence of candidate progress over time and evidence of the achievement of professional standards such as TILS, InTASC, NETS and CAEP.

The ePortfolio will be submitted and assessed on LiveText.

ASSESSMENT: Capstone Electronic Portfolio Rubric

XI. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.
The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and the learner’s decision making.

Standard #7: Planning for Instruction
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard# 9: Professional Learning and Ethical Practice**
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**
The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Notes:**

- In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
LMU CI Candidate Outcomes:

**CI Candidate Outcome 1:** The candidate will design and implement research-based strategies to manage the learning environment and to motivate and actively engage diverse learners.

**CI Candidate Outcome 2:** The candidate engages learners in deep content knowledge that includes reflection on prior content knowledge and skills, links new concepts to familiar concepts, develops critical thinking skills and connects to real-world local and global issues.

**CI Candidate Outcome 3:** The candidate designs and uses multiple methods and appropriate types of assessment to identify student learning needs and collaborates with other professionals to design instruction that supports all students in meeting rigorous learning goals.

**CI Candidate Outcome 4:** The candidate designs and/or engages professional learning experiences to improve practice, enhance ethical decision making and seek leadership roles in the school community.

**CI Candidate Outcome 5:** The candidate demonstrates the dispositions of the profession.
INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period and after class for advisement sessions with students. The preferred method for contacting professor is the LMU email system.

INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period and after class for advisement sessions with students.

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Chattanooga, TN 37412 
Cell: 423-322-1001  
Theresa.stevenson@lmunet.edu
## EDUC 685 KA #1 Electronic Portfolio Rubric

<table>
<thead>
<tr>
<th>Artifacts and Work Samples (1.000, 16%)</th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
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</thead>
<tbody>
<tr>
<td>All artifacts and work samples are clearly and directly related to the purpose of the ePortfolio. All the components demonstrate the use of clear, well organized, and accurate written communication.</td>
<td>Most artifacts and work samples are related to the purpose of the ePortfolio. There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.</td>
<td>Few artifacts and work samples are related to the purpose of the ePortfolio. There are three or four occurrences of unorganized, inaccurate, or difficult to interpret written information.</td>
<td>Most artifacts and work samples are unrelated to the purpose of the ePortfolio. There are more than four occurrences of unorganized, inaccurate, or difficult to interpret written information.</td>
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<tr>
<th>Reflections (1.000, 16%)</th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
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<tr>
<td>All reflections clearly identify and describe professional growth goals for lifelong learning and are constructive in nature.</td>
<td>Most of the reflections clearly identify and describe professional growth goals for lifelong learning and are constructive in nature.</td>
<td>A few reflections identify and describe professional growth goals for lifelong learning and are constructive in nature.</td>
<td>No reflections identify and describe professional growth goals for lifelong learning.</td>
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<tr>
<th>Use of Artifacts and Multimedia and Technology (1.000, 16%)</th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
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<tr>
<td>All of the artifacts and multimedia enhance the purpose of the ePortfolio, create interest and are</td>
<td>Most of the artifacts and multimedia enhance the purpose of the ePortfolio, create interest and are</td>
<td>A few of the artifacts and multimedia enhance the purpose of the ePortfolio, create interest and are</td>
<td>The artifacts, photographs, graphics, sounds, and/or videos are inappropriate. They are distracting from</td>
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<tr>
<td>Milestones (3 pts)</td>
<td>Capstone (4 pts)</td>
<td>Milestones (2 pts)</td>
<td>Benchmark (1 pt)</td>
<td>Content Description</td>
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<td>appropriate for the chosen purpose.</td>
<td>generally appropriate. The content of the ePortfolio is enhanced somewhat in an original way.</td>
<td>sometimes appropriate. The content of the ePortfolio is not always enhanced because of the inappropriate examples chosen for the purpose.</td>
<td>the content.</td>
</tr>
<tr>
<td>Captions and Labels (1.000, 16%)</td>
<td>Each artifact is accompanied by a caption that clearly explains the importance of that particular work including title, author and date.</td>
<td>Most of the artifacts are accompanied by a caption that clearly explains the importance of that particular work including title, author and date.</td>
<td>Some of the artifacts are accompanied by a caption that clearly explains the importance of that particular work including title, author and date.</td>
<td>None of the artifacts are accompanied by a caption that clearly explains the importance of that particular work including title, author and date.</td>
</tr>
<tr>
<td>Layout and Text Elements (1.000, 16%)</td>
<td>The ePortfolio is easy to read. Fonts, point size, bullets, italics, bold and indentations for headings enhance the presentation. Colors are used to enhance the readability and aesthetic</td>
<td>The ePortfolio is generally easy to read. Most fonts, point size, bullets, italics, bold and indentations for headings enhance the presentation. Colors are used to enhance the readability and aesthetic</td>
<td>The ePortfolio is often difficult to read. Fonts, point size, bullets, italics, bold and indentations for headings often do not enhance the presentation. Colors are not used effectively to enhance the readability and aesthetic</td>
<td>The ePortfolio is difficult to read. Fonts, point size, bullets, italics, bold and indentations for headings do not enhance the presentation. Colors are not used effectively to enhance the readability and aesthetic</td>
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<td>4 Capstone (4 pts)</td>
<td>3 Milestones (3 pts)</td>
<td>2 Milestones (2 pts)</td>
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<td>Grammar and presentation (1.000, 16%)</td>
<td>All work in candidate's own words. Additional resources used. Clear professional writing with few or no grammatical or spelling errors.</td>
<td>All elements present and of acceptable quality. Some work not in candidate's own words. Clear writing with some grammatical or spelling errors.</td>
<td>Most elements present and of acceptable quality. Lack of original writing. Some grammatical and spelling errors.</td>
<td>Limited elements present and needing improvement. Lack of original writing. A number of grammatical or spelling errors interfering with the reading of the work.</td>
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