

LDN646 Capstone Project: Supporting Autistic Students on Campus and Online

This course is the last in the series of courses for the Landmark College online professional certificate program titled: **Learning Differences and Neurodiversity (LDN): Specialization in Autism on Campus and Online.**

Course Information

Course Description: This capstone course promotes the synthesis and integration of learning gained in the previous four certificate courses and provides opportunity for learners to apply what they have learned in their own educational contexts. Participants select an area of investigation that is relevant to their current vocational needs and professional interest in order to create a capstone project. The capstone course offers options for personalizing the learning experience by selecting experiences, readings, and modes of expression that best suit participants' goals and learning profile.

Capstone students have gone on to:

- Design websites for their institutions
- Create programs and curricula
- Develop professional development and training materials

The course will be conducted at a distance via one-on-one, biweekly, phone/web conferencing meetings with the faculty mentor and three synchronous sessions. Biweekly meetings will focus on discussions regarding readings, activities, and project work of each student. The faculty mentor will customize and support project work in collaboration with each student. Three synchronous sessions will be offered to engage students in discussion regarding their project and to assist with motivation and accountability.

Graduate Credit: Three graduate credits will be awarded per course for students achieving a grade of 80% or greater.

Course Format

- This is an 8-week course. The course consists of independent work and biweekly meetings with the instructor scheduled at mutually agreeable times.
- The course also includes **3 online synchronous sessions** (i.e., live, group video discussions) scheduled primarily in the evenings (Eastern Time). We will make every attempt to accommodate individual schedules, but participants should plan on attending **all** synchronous sessions.

Course Objectives

The course objectives align with professional standards in the field of LD, specifically the standards for special educators established by the Council for Exceptional Children (CEC). We have chosen to align to the “Advanced” set of Preparation Standards, as this higher-level set of standards more closely matches the level of content and expertise required of a graduate level course in the field. The CEC Advanced Preparation Standards are [linked here](#), or can be found on the CEC’s website: www.cec.sped.org. The specifics of the course activities will be developed by the student in collaboration with the faculty mentor.

| Course Learning Objectives | CEC Advanced Preparation Standard |
|--|--|
| Upon completion of this course, participants will be able to: | |
| 1. Understand academic and social challenges faced by autistic students, and practical solutions to supporting those students. | 2.2 3.2 6.1 |
| 2. Synthesize prior course learning to identify and create a project that addresses a problem in their own educational context | 3.2, 3.3 4.1, 4.2 5.0 6.0 7.1 |
| 3. Analyze scholarly writings (course readings), media perceptions, and experiences to create a literature review and annotated bibliography that support the aims of the capstone project | 4.0, 4.1, 4.2, 4.3 |
| 4. Create materials and products related to serving students with learning differences that can be used in current or future professional endeavors. | 3.2, 3.4 4.0 5.4 7.3 |

| Weekly Topic Outline | |
|-----------------------------|-----------------------------------|
| Week 1 | Synchronous Session 1 |
| Week 2 | Proposal Due |
| Week 3 | Synchronous Session 2 |
| Week 4 | Annotated Bibliography due |

| | |
|---------------|---|
| Week 5 | Synchronous Session 3 |
| Week 6 | |
| Week 7 | |
| Week 8 | Final Presentations Capstone Project due |

Course Assignments and Grades

Due Dates: Due to the fast-paced nature of this course, all assignments are due by midnight of the assigned date. Late submissions of postings for the Participation Prompts or other assignments cannot be accepted unless the instructors are contacted, in advance, regarding extenuating circumstances.

Course Grading

The final course grade will be distributed as follows:

| Assignments | Percentage of Final Grade |
|---|----------------------------------|
| <i>Synchronous Sessions</i> (3 @ 2 points each) | 6% |
| <i>Proposal:</i> 2-page, double spaced description of idea for substantial and implementable capstone project | 14% |
| <i>Annotated Bibliography:</i> At least 8 sources described | 10% |
| <i>Project (based on proposal):</i> 10-page, double spaced paper, a PowerPoint presentation, or another product (approved by instructor). Project should include: rationale, literature review, description, desired outcomes/impact, timeline, assessment plan | 60% |
| <i>Final Presentation:</i> 10-minute presentation and 5-minute Q&A (via BlueJeans) to faculty and students in the program describing your project and reviewing your experience in the certificate program | 10% |
| TOTAL | 100% |

Grading Scale

| Letter Grade | Grade Scale | Definition |
|---------------------|--------------------|--|
| A | 95-100 | Superior performance in all requirements of the course |
| A- | 90-94 | Excellent |

| | | |
|----|-------|---|
| B+ | 85-89 | Very good; high level of achievement in some phases of the course |
| B | 80-84 | Fair; basic understanding of subject has been demonstrated |
| C | 75-79 | Minimal mastery but not sufficient to award credit, cannot be applied toward earning the certificate |
| F | 0-74 | Failure |

Assignment and Grading Specifications

Synchronous Sessions – 2 points each.

2 points – Present at Synchronous Session and contributes to discussion

0 points – Did not attend Synchronous Session

2-page Proposal – 14 points.

14 points – Proposal is fully described and includes a rationale; length is 2 pages and it is double spaced

11-13 points – Proposal is fully described and includes a rationale, but is either too short or not double spaced

6-10 points – Proposal is not fully described, is missing a rationale or is too short and not double spaced

0-5 points – Proposal is not fully described, does not contain a rationale, is not 2 pages in length, and is not double spaced.

Annotated Bibliography – 10 points.

An annotated bibliography is a list of citations for various books, articles, and other sources on a topic. The annotated bibliography looks like a Reference page but includes an annotation after each source cited. An annotation is a short summary **and** critical evaluation of a source.

You will create an annotated bibliography of 8-10 sources. An example annotated bibliography is posted on the course Canvas site and should be used as a guide for formatting.

7-10 points – Contains at least 8 sources, annotations are provided for each that include summary **and** critical evaluation of the source, and adheres to specified formatting

3-6 points – Contains 4-7 sources, annotations are not complete, and/or formatting is only partially followed

0-2 points – Contains fewer than 4 sources, annotations are not complete or missing, and/or formatting is not followed

Project – 60 points.

10-page, double spaced paper or a PowerPoint presentation, or other format, as approved by the instructor. Project should include: audience, rationale, description, desired outcomes/impact, dissemination timeline (**Note:** you may have to submit along with your project a short 1-2 page paper to address all of these topics)

| Grading Rubric | | | | | | |
|------------------|-----------|-------------|-------------------------|----------|----------|--------------------------|
| Accurate Content | Rationale | Description | Desired Outcomes/Impact | Timeline | Audience | Professionally Developed |
| 20 points | 10 points | 10 points | 5 points | 5 points | 5 points | 5 points |
| | | | | | | |

Final Presentation – 10 points.

10-minute presentation describing your capstone project. Here are some guiding questions for your presentation:

- 1) Describe your project in detail:
 - a. What is the purpose of your project?
 - b. What are your project goals and/or aims?
 - c. Please explain the nature of the deliverable of your project (e.g. PowerPoint, website, resource guide, paper, etc.).
 - d. Who is the intended audience (parents, students, colleagues, etc.)?
- 2) How do you plan to implement your project?
 - a. Where will it be implemented?
 - b. What is your timeline for implementing?

10 points – Presentation was clear, professional, and fully described the project

5 points – Presentation was moderately clear and professional but the project was not fully described

0 points – Presentation was unclear, unprofessional, and not fully described

Accessibility

If you anticipate or experience academic barriers due to a disability and would like to request reasonable accommodations under the Americans with Disabilities Act (ADA), please complete the following online form:

<https://landmarkstudentaffairs.wufoo.com/forms/pwdacb61cj8nv4/>

Please remember that our online courses include synchronous and asynchronous components for which you may request reasonable accommodations. If you have any questions, please contact institute@landmark.edu or 802-387-1662. Your request will be reviewed by our accommodation team and responded to as soon as possible. As

some accommodations take more time to enact than others, please make the request for accommodations as soon as possible. All personal information is handled as strictly confidential.

Intellectual Property

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Post-baccalaureate Academic Policies

Please read the full academic policies, posted here: [post-baccalaureate academic catalog policies](#).

In particular, please read the policies on **Add/Drop/Withdrawals**; note that “drops” are only allowed within the first week of the course and a 50% refund of tuition is available during the first week of the course only. Students who voluntarily choose to leave the course after the first week of the course will not be eligible for a refund. The grade of W (withdrawal) will be posted on the student’s transcript

Extensions beyond the end of the semester are granted only in *unusual* cases for which the student has a documented illness, accommodation, or is unable to complete the course due to documented circumstances beyond the control of the student. In such cases, an extension will be granted only if the student has completed a substantial proportion of the coursework for the class in which the extension is requested. The *maximum* extension allowed is two weeks.

Also of note, are the academic honesty policies:

Academic Honesty

As an academic community, Landmark strives to instill and foster intellectual honesty and integrity. Effective evaluation of student work can occur only in an environment in which intellectual honesty is respected. Academic dishonesty is a clear violation of academic integrity and academic responsibility." Academic dishonesty would include but is not limited

to: plagiarism, inventing citations. Academic integrity and responsibility are important in the classroom. In cases of Academic dishonesty, a conversation with the student and instructor will convene and the college policy for Academic dishonesty will be followed

Note: The instructor reserves the right to make changes to the syllabus as needed.