Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Dr. Dana Burnside; Dr. Karim Medico Letwinsky
   & Faculty of the Department of Educational Leadership
   dana.burnside@wilkes.edu/karim.letwinsky@wilkes.edu
   408- 4917/408-5512

2. Proposal Title: Master of Science in Education in International Teaching and Learning
   (International Cohort-based, Low-residency program)

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

  X New Program. (Major or Minor Degree Programs). This requires prior review and approval
  by the Provost and APC.

  □ Elimination of Program. (Major or Minor Degree Programs). This requires prior review
  and approval by the Provost and APC.

  □ Program Revision. Significant revisions to a program require review and approval by the
  Provost. The Provost determines if review and approval by APC is necessary.

  □ General Education Revision. Submissions only accepted from the General Education
  Committee (GEC). Must be reviewed and approved by the Provost.

  □ Creation of new departments, elimination of existing department. This requires prior review
  and approval by the Provost and APC.

  □ Course additions or deletions not affecting programs (such as elective courses, transition of
  “topics” courses to permanent courses).

  □ Change in course credit or classroom hours.

  □ Incidental Changes. Includes changes in course/program title, course descriptions, and
  course prerequisites. (Although these changes do require approval by the Curriculum
Committee, they do not go before the full faculty for approval).

☐ Other (Specify)

4. Indicate the number of course modification forms that apply to this proposal:

   ___1___ Course Addition Form (plus syllabi)
   ______ Course Deletion Form
   ______ Course Change Form

5. Executive Summary of Proposal.
   Briefly summarize this proposal. The breadth and depth of this executive summary
   should reflect the complexity and significance of the proposal. Include an overview of
   the proposal, background and reasoning behind the proposal and a description of how
   the proposal relates to the mission and strategic long-range plan of the unit and/or
   university. For incidental changes a one or two sentence explanation is adequate.

The aim of this Master’s Program is to provide a comprehensive graduate-level education in the
study of Teaching and Learning to international educators and/or school community members
holding bachelor’s degrees from accredited post-secondary institutions. It is designed in such a
way that previous education coursework or practice is not required. The program focuses on the
various foundations of education, as well as introducing cultural agility and educational
technology.

This program combines a cohort model with residency and non-residency coursework to create a
unique hybrid graduate program. Each non-residency course runs for one semester completely
online, and one residency course runs within the same semester in a hybrid format with one
weekend and several evenings each semester, allowing students and instructors to reap the
benefits of a face-to-face relationship while completing online course components. In addition,
the proposed program allows for some customization for each international school cohort,
allowing the school to choose from selected courses that will be carefully matched to the
backgrounds and needs of the cohort by the Wilkes faculty and department chair.

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what
resources are available for this proposal. Are they adequate? What would be the
effect on the curriculum of all potentially affected programs if this proposal were
adopted? Include any potential effects to the curriculum of current programs,
departments and courses.

This program will not affect existing graduate programs and has the potential to increase
enrollment by expanding the footprint and influence of Wilkes University into international
school sites. This program can enhance the reputation Wilkes is establishing as a premiere
provider of graduate education programs for international schools.
The program primarily uses existing graduate online courses that are appropriate to graduate students at international school sites adding to the skill set, cultural agility, worldview, and professional expertise of students who enroll in the program, as well as to that of faculty who teach in the program. The program design calls for only one trip abroad each semester, thereby minimizing the impact on domestic courses for traveling graduate education faculty members.

The current infrastructure of graduate education consists of a department chair and faculty, as well as professional and non-professional staff members, who possess significant expertise in working with off-campus sites, both nationally and internationally. The School of Education conference room was recently upgraded with the latest technology capable of virtually bringing remote students to campus and of enabling faculty on campus to communicate with students at distant sites. This high-tech conference room and the graduate faculty are supported by a dedicated professional staff member. The increased ease of accessing library resources online provides students with sufficient resources to support this program.

7. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

Program Outline for MS in International Teaching and Learning
(International Cohort-based, Low-residency Program)

Key Features:
- This program is cohort-based and site-based. It combines an on-site low-residency model with online coursework to create a unique hybrid graduate program.
- Residencies occur once each semester, fall and spring, with a total of four throughout the program.
- The combination of required courses and customizable coursework allows for a variety of program strands based on the unique needs of international schools throughout the world.
- Selection and sequencing of courses in Areas I and II will be guided by the department chair and faculty at Wilkes in collaboration with the school head and cohort members to address the educational needs and the backgrounds of the cohort members.
- All courses are Wilkes-approved 3 credit courses with the exception of one new course ED 539.
- Degree completion requires 30 credits.

Required Courses (15 credits)
ED 508 Intercultural Communication
ED 520 Using Assessment to Guide Instruction
ED 522 Curriculum and Instruction
ED 525 Introduction to Educational Research
ED 539 Advanced Studies in Teaching and Learning (Capstone)

Area I: Foundations of Education (6-9 credits)
ED 510 Psychological Foundations of Education
ED 511 Philosophical Foundations of Education
ED 512 Social Foundations of Education
ED 513 Comparative Foundations of Education
ED 515 Cognition

**Area II Educational Technology (6-9 credits)**
ED 526 Internet Literacy for Educators
ED 530 Utilizing Emerging Technologies to Improve Instruction
ED 585 Integrating Technology into the Curriculum
ED 587 Technology Leadership
ED 5080 Technology for Assessment and Adaptation
8. Signatures and Recommendations. (please date)
   • Signatures of involved Department chair(s) and Dean(s) indicate agreement with the
     proposal and that adequate resources (library, faculty, technology) are available to
     support proposal.
   • If a potential signatory disagrees with a proposal he/she should write "I disagree with this
     proposal" and a signed statement should be attached to this submission.

   [Signature]
   Print Name/Title: Mary Kropiwiec
   Department chair(s) of all potentially affected programs
   Date: 3/27/14

   [Signature]
   Print Name/Title: Rhonda Waslczuk, Intern Dean
   Dean (s) of any potentially affected College/School.
   Date: 3/26/14

   [Signature]
   Print Name: Susan Hritzak
   Registrar
   Date: 3/27/14

   [Signature]
   Print Name: Teresa Huguet, Intern Provost
   Provost (For new programs, significant revisions and revisions to the General Education
   Program revisions only).
   Provost should check here if this proposal is a program revision AND the significance
   of the revision requires review and approval by APC prior to Curriculum Committee.
   Date: 3/27/14

   [Signature]
   Print Name: Kenneth Klomow
   Chair, Academic Planning Committee. For new programs, program revisions sent via the
   provost. Signature indicates that the proposal has been reviewed and approved by APC.
   Date: 3/28/14

   [Signature]
   Print Name: [N/A]
   Chair, General Education Committee. For revisions to General Education program only.
   (Signature indicates that the proposal has been approved by GEC).
1. Course Title: Advanced Studies in Teaching and Learning

2. Course Number: ________ ED 539 ________
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours ___3___  Lab Hours ______
   Other ______

4. Course Prerequisites: Completion of the M.S. in Teaching and Learning (International Program). Permission required.

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This capstone course offers a culminating experience to demonstrate the attainment and integration of program outcomes. Students will be provided an in-depth opportunity to synthesize learning, think critically about their role as life long learners, and apply new knowledge in creative ways. Prerequisite: Completion of required program coursework. Department permission required.

6. Required Documentation:
   Proposed Syllabus  Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission
The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>ED 539</td>
<td>Advanced Studies in Teaching and Learning</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online</td>
<td>Online</td>
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</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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</tbody>
</table>

Course Description
This capstone course offers a culminating experience to demonstrate the attainment and integration of program outcomes. Students will be provided an in-depth opportunity to synthesize learning, think critically about their role as lifelong learners, and apply new knowledge in creative ways. Prerequisite: Completion of required program coursework. Department permission required.

Graduation Reminder:
If this is the final semester of your program and you will be completing all requirements for the master’s degree, you must register for the graduation audit (GRD-000B). For more information go to: http://www.wilkes.edu/pages/589.asp, scroll to the Graduate Education section at the bottom of the page, and click on the current semester link. You’ll find the graduation audit information at the top of the current semester schedule. Be sure to check with your advisor before registering for the graduation audit to ensure that you will meet all of the program requirements.

Required Textbook(s) and Readings
- Texts from previous coursework should be used as references to complete course requirements.
- Additional journal articles to be provided by instructor.

Recommended Reading List or Resources

These resources are for your information and are not required within the course. The resources listed here may help you provide a thorough list of supports for a variety of project ideas.

ASCD (formerly the Association for Supervision and Curriculum Development) http://www.ascd.org
Professional International Educational Resources http://www.pieronline.org
Education Week Periodical http://www.edweek.org
International Education News http://internationalinednews.com


**Student Learning Objectives and Evidence of Student Learning**

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

**Institutional Student Learning Outcomes (ISLO)**

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study;
2. effective written and oral communication skills and information literacy using an array of media and modalities;
3. practical, critical, analytical, and quantitative reasoning skills;
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity;
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

**School of Education Learning Outcomes (SELO)**

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served;
8. collaborative skills that promote teamwork.
Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

International Teaching and Learning Program Outcomes (ITLPO)
1. The student will understand the components -- theoretical, cultural, psychological, and/or historical in nature -- necessary to create classroom learning environments, which are conducive to effective learning and committed to the cultivation of lifelong learners.
2. The student will demonstrate understanding of research-based learning theory and practices to motivate and instruct students in content areas that are consistent with 21st century learning principles.
3. The student will develop and employ communication skills to facilitate understanding, build relationships, and foster a community of learners with collaborative relationships, a culture of integrity, and ethical practices inclusive of both educators and educational stakeholders.
4. The student will demonstrate understanding for the need and value of lifelong learning, ongoing critical reflection, and informed action to promote continuous personal and professional growth.

Student Learning Objectives and Evidence of Student Learning

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>ISLO</th>
<th>SELO</th>
<th>GEPO</th>
<th>ITPLO</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research, read, and apply published academic literature to support a position and strengthen an educational decision</td>
<td>ISLO 1-3</td>
<td>SELO 1, 3, 6-7</td>
<td>GEPO 1-5</td>
<td>ITPLO 2, 3-4</td>
<td>Note: Due to the uniqueness of each student project, evidence may vary but all students must complete each assignment in conjunction with instructor approval for variations in final products.</td>
</tr>
<tr>
<td>2. Compare, contrast, and analyze models and the process of instruction in consideration of effectiveness, teaching strategies, learner outcomes, and ongoing development for the improvement of instruction</td>
<td>ISLO 1, 4</td>
<td>SELO 1, 3, 5, 7</td>
<td>GEPO 1, 4-5</td>
<td>ITPLO 1-2</td>
<td>• Educational Improvement Capstone Project Proposal</td>
</tr>
<tr>
<td>3. Conceptualize and construct frameworks for instruction with attention to diversity, technology, and motivation</td>
<td>ISLO 1, 4-5</td>
<td>SELO 1, 3, 5, 7</td>
<td>GEPO 1, 4-5</td>
<td>ITPLO 1-3</td>
<td>• Educational Improvement Capstone Final Project</td>
</tr>
<tr>
<td>4. Analyze research based instructional frameworks, instructional practices, assessment of learning, and brain based educational principles</td>
<td>ISLO 1, 4-5</td>
<td>SELO 1, 3, 5</td>
<td>GEPO 1, 4-5</td>
<td>ITPLO 2</td>
<td>• Critical reflection on the final project</td>
</tr>
<tr>
<td>5. Demonstrate an overall synthesis and integration of educational theory and practice</td>
<td>ISLO 1-2, 4-5</td>
<td>SELO 1-5</td>
<td>GEPO 1, 5</td>
<td>ITPLO 1-4</td>
<td>• Reflection/rationale papers (total of 3: 1 per *core curricular area)</td>
</tr>
<tr>
<td>6. Consider the role of leadership in response to complex educational challenges</td>
<td>ISLO 4-5</td>
<td>SELO 1-8</td>
<td>GEPO 1, 5</td>
<td>ITPLO 1, 3</td>
<td>*Core curricular areas include the following: Required Coursework, Educational Foundations, and Educational Technology</td>
</tr>
<tr>
<td>7. Demonstrate knowledge of best practices in the use of technology to support academic achievement and the development of 21st century skills</td>
<td>ISLO 1-5</td>
<td>SELO 1-8</td>
<td>GEPO 1, 5</td>
<td>ITPLO 1-4</td>
<td></td>
</tr>
<tr>
<td>8. Apply knowledge of essential attributes of</td>
<td>ISLO 1-5</td>
<td></td>
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</tr>
</tbody>
</table>

Wilkes University
Course Syllabus Template
Revised 06-15-13
| Education Philosophies, Social Theories, Historical Educational Trends, and Current Practice to Propose Solutions to Current Educational Challenges | SELO 1-3, 5  
| GEPO 1, 2, 4-5  
| ITPLO 1-4 |
| Demonstrate a critically reflexive approach to becoming a lifelong learner by critically examining one's own normative assumptions and situatedness with respect to educational practice | ISLO 1-5  
| SELO 1, 3, 5, 7  
| GEPO 1  
| ITPLO 1, 4 |
| Critique and examine contemporary issues focused on diversity, cultural pluralism, and the impact on educational | ISLO 4-5  
| SELO 1-3, 5  
| GEPO 1-5  
| ITPLO 1-4 |
Course Requirements, Assessments, and Rubrics

Assignment Descriptions
In a culminating project, students will demonstrate the ability to synthesize and integrate principles, procedures, and concepts from the teaching and learning program. In conjunction with instructor approval, this project may take on a variety of creative forms and should illustrate a combination of the course objectives. There are 2 deliverables for this project, in addition to completion/execution of the project itself.

1. **Capstone Project Proposal (template below - 5 points):** Each student will develop a proposal based on an initial review of the desired student learning outcomes for this course, and with consideration to the overall program. This proposal will guide the development of the final project and will outline the tasks, objectives, performances, or individual work to be undertaken by the student. Because capstone projects may take different forms, the final project can take a variety of acceptable formats and should be discussed with the course instructor. If, for example, your project involves creating media, you might detail your process and submit your media as evidence of completion. For example, podcasts, vodcasts, PowerPoint presentations, Prezis, or other approved formats can be submitted. The overarching purpose of the capstone project is:

   - to identify an area of concern within a school or educational community and use this opportunity to inform or advance awareness or progress with this problem
   - to apply the theoretical knowledge and competencies gained throughout this program
   - to allow students to demonstrate personal/professional knowledge advancement and growth as a life long learner

   **Capstone Project Proposal Template**

   **Name:**

   **Project Title:**

   **Identified Problem:**

   **Target Audience:**

   **Project description including planned activities (could include: preparation, creation, actions, interactions, reading, researching, reviewing, delivering, assessing, evaluating, etc.):**

   **Objectives to be addressed:**

   **Proposed timeline with milestones:**

   **Potential Benefits of this project for the student and those involved: participants, audience, students, etc.:**

2. **Capstone Final Project (30 points) and Critical Reflection (10 points):** Students will develop and execute the final project outlined in the proposal to address the specific educational problem areas of knowledge, skills, or performance needing further development. It is expected that the project will be of benefit to educational professionals or stakeholders, including practitioners, administrators, students, parents, community members, or other individuals identified as stakeholders to education.

   Upon completion of the project, students will write a final critical reflection (2-4 pages) and include the following:

   - an overall description of capstone project with attention given to how this project benefited the identified stakeholders
   - any relevant materials or artifacts from the project may be included as attachments, including the original project proposal
   - a critical reflection on the completion of the program and the impact the culminating experience has had on their personal position and disposition with regard to education, teaching, learning, and their personal views life-long learning.
   - appropriate integration of theory
## FINAL PROJECT COMPLETION GRADING RUBRIC

<table>
<thead>
<tr>
<th>Final Project Content and Creativity:</th>
<th>Excellent (10)</th>
<th>Very Good (8)</th>
<th>Average (6)</th>
<th>Poor (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project proposal is successfully completed as detailed in the proposal, and a clear description of the potential benefits for the stakeholders is written</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant artifacts, descriptions, and material for the final project are included and organized as attachments</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Overall project is assembled or was executed in a way that is organized, creative, and logically presented</td>
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<tr>
<td>Total points:</td>
<td></td>
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</tr>
</tbody>
</table>

The following rubric will apply to the final project critical reflection paper:

<table>
<thead>
<tr>
<th>Reflection Criteria</th>
<th>Sufficiently Met</th>
<th>Partially Met</th>
<th>Insufficient or No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connections to Research/Theory/Practice</strong></td>
<td>4 points</td>
<td>2 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Reflection includes clear and explicit connections to current research, theory, or personal experience and/or professional growth, as related to the final project creation/presentation and its intended purpose.</td>
<td>Reflection includes little connection to current research, theory, or personal experience and/or professional growth, as related to the final project creation/presentation and its intended purpose.</td>
<td>Reflection includes insufficient or no connection to current research, theory, or personal experience and/or professional growth.</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thought and Application</strong></td>
<td>4 points</td>
<td>2 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Reflection includes clear evidence of critical thought and application to personal experience and/or professional growth, including a description of whether or not the intentions of the project were fulfilled and the identified stakeholders were positively impacted.</td>
<td>Reflection includes little evidence of critical thought and application to personal experience and/or professional growth, including a description of whether or not the intentions of the project were fulfilled and the identified stakeholders were positively impacted.</td>
<td>Reflection includes no evidence of critical thought and application to personal experience and professional growth. Insufficient overall reflection on the project and its benefits.</td>
<td></td>
</tr>
<tr>
<td><strong>APA/Scholarly Writing</strong></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Sufficiently uses graduate level writing, punctuation, grammar and spelling are checked. APA format and references used, as needed.</td>
<td>Partially uses graduate level writing, punctuation, grammar and spelling are checked. APA format and references used.</td>
<td>Insufficient adherence to graduate level writing and APA format/style.</td>
<td></td>
</tr>
</tbody>
</table>
3. Reflection/Rationale Papers (3 total, 5 points each-15 points total)

Students will write a 1-2 page reflection/rationale paper illustrating their growth and competence in each of the core program areas (Foundations of Education, Professional Skills in Education, and Educational Technology) and one additional area of their choice.

These assignments will be given to promote critical thinking. According to Brown and Gillis (1999), "reflection guides critical thinking, so critical thinking is a reflective process" (p. 172). Posner (as cited in Brown & Gillis, 1999) stated, "the key to learning is not the experience itself but the reflection related to that experience" (p. 172). In light of this, students will engage in these activities to promote critical analysis, synthesis, and self-evaluation.

Each reflection/rationale paper should:

- include a **reflective and applied statement** describing how the objectives achieved in each core program area has affected their thought processes, development, and personal/professional disposition.
- relay any personal challenges, moments of discovery, life experiences, and meaningful interactions throughout the program
- integrate relevant theory
- be written consistent with APA style and format


The following rubric will apply to each reflection/rationale paper (5 points each; 15 points total):

<table>
<thead>
<tr>
<th>Reflection Criteria</th>
<th>Sufficiently Met</th>
<th>Partially Met</th>
<th>Insufficient or No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to Research/Theory/Practice</td>
<td>2 points Reflection includes clear and explicit connections to current research, theory, or personal experience and/or professional growth.</td>
<td>1 point Reflection includes little connection to current research, theory, or personal experience and/or professional growth.</td>
<td>0 points Reflection includes insufficient or no connection to current research, theory, or personal experience and/or professional growth.</td>
</tr>
<tr>
<td>Critical Thought and Application</td>
<td>2 points Reflection includes clear evidence of critical thought and application to personal experience and/or professional growth, including a rationale in support of competency in designate core program area.</td>
<td>1 point Reflection includes little evidence of critical thought and application to personal experience and/or professional growth. Sufficient rationale for competency in core program area is lacking</td>
<td>0 points Reflection includes no evidence of critical thought and application to personal experience and professional growth. Insufficient competency rationale.</td>
</tr>
<tr>
<td>APA/Scholarly Writing</td>
<td>1 point Sufficiently uses graduate level writing, punctuation, grammar and spelling are checked. APA format and references used.</td>
<td>0.5 point Partially uses graduate level writing, punctuation, grammar and spelling are checked. APA format and references used.</td>
<td>0 points Insufficient adherence to graduate level writing and APA format/style.</td>
</tr>
</tbody>
</table>
The following rubric may apply to written versions of the final project (point totals adjusted, as needed):

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advanced 5</th>
<th>Proficient 4</th>
<th>Basic 3</th>
<th>Below Basic 1</th>
<th>No Credit 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
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<tr>
<td>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations. Literature support as needed.</td>
<td>Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas. Literature support as needed.</td>
<td>Sufficiently developed content with adequate elaboration or explanation</td>
<td>Limited content with inadequate elaboration or explanation. Significant lack of literature support or necessary references.</td>
<td>Superficial and/or minimal content</td>
<td>Assignment not submitted</td>
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<tr>
<td><strong>FOCUS</strong></td>
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<td></td>
</tr>
<tr>
<td>The controlling points are made with an awareness of task about each specific topic required in assignment description.</td>
<td>Sharp, distinct controlling points made about each required topic with evident awareness of task</td>
<td>Apparent points made about the majority of the required topics with sufficient awareness of task</td>
<td>No apparent point but evidence of some topics related to course assignment.</td>
<td>Minimal evidence of a topics required by assignment description Incoherent</td>
<td>Assignment not submitted</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly.</td>
<td>Sophisticated arrangement of content with evident and/or subtle transitions. In sections of the assignment specified in assignment instructions,* APA formatting is utilized with minimal or no errors</td>
<td>Functional arrangement of content that sustains a logical order with some evidence of transitions. Paper organized in sections of the assignment specified in assignment instructions,* APA style is utilized with minimal errors</td>
<td>Confused or inconsistent arrangement of content with or without attempts at transition. Obvious missing sections of the assignment specified in assignment instructions,* APA style is utilized with several errors</td>
<td>Minimal control of content arrangement. Not arranged in sections of the assignment specified in assignment instructions,* APA style is utilized with numerous errors or is ignored. Paper is difficult to follow.</td>
<td>Assignment not submitted</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The choice, use of arrangement of words and sentence structures that create tone and voice.</td>
<td>Precise, illustrative use of a variety of words and sentence structures to create consistent writer’s voice and tone appropriate to audience. Clear and concise structure consistent with APA style.</td>
<td>Generic use of variety of words and sentence structures that may or may not create writer’s voice and tone appropriate to audience. Writing is not quite as concise and clear as required by APA style.</td>
<td>Limited word choice and control of sentence structures that inhibit voice and tone. Writing style is very inconsistent with the concise writing form required by APA.</td>
<td>Minimal variety in word choice and minimal control of sentence structures</td>
<td>Assignment not submitted</td>
</tr>
<tr>
<td><strong>CONVENTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The use of grammar, mechanics, spelling, usage and sentence formation</td>
<td>Evident control of grammar, mechanics, spelling, usage and sentence formation</td>
<td>Sufficient control of grammar, mechanics, spelling, usage and sentence formation</td>
<td>Limited control of grammar, mechanics, spelling, usage and sentence formation.</td>
<td>Minimal control of grammar, mechanics, spelling, usage and sentence formation</td>
<td>Assignment not submitted</td>
</tr>
</tbody>
</table>
The following rubric may apply to any media or appropriate creative versions for the final project:

<table>
<thead>
<tr>
<th>Presentation Criteria</th>
<th>Advanced 5</th>
<th>Proficient 4</th>
<th>Basic 3</th>
<th>Below Basic 1</th>
<th>No Credit 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Elements</strong></td>
<td>Fonts are easy-to-read; point size varies appropriately for headings and text; use of italics, bold, and indentations enhances readability; text is appropriate in length for the target audience and to the point; background and colors enhance the readability.</td>
<td>Sometimes the fonts are easy-to-read, but a few uses of fonts, italics, bold, long paragraphs, color or background detracts and does not enhance readability.</td>
<td>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</td>
<td>Text is extremely difficult to read; long blocks of text, small point size of fonts, inappropriate contrasting colors.</td>
<td>Assignment not submitted.</td>
</tr>
<tr>
<td>Layout</td>
<td>Layout is visually pleasing and contributes to the overall message with consistent use of headings, subheadings and white space.</td>
<td>Layout is organized, uses spacing appropriately with frequent use of headings, subheadings and white space.</td>
<td>Layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background; inconsistent use of headings and subheadings.</td>
<td>Layout is cluttered, confusing, and does not use spacing; use of headings, subheadings absent or inappropriate.</td>
<td>Assignment not submitted.</td>
</tr>
<tr>
<td><strong>Graphics, Sound, Animation</strong></td>
<td>Visuals are used as much as possible to relay the message. Theme is consistent, graphics, sound, or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships.</td>
<td>Graphics, sound, or animation are used sporadically to visually depict material and assist audience's understanding of content.</td>
<td>Few graphics, sounds, and/or animations used and some seem unrelated to the topic/theme and do not enhance the overall concepts.</td>
<td>Graphics, sounds, and/or animations are unrelated to the content or are distracting.</td>
<td>Assignment not submitted.</td>
</tr>
<tr>
<td>Content Points</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Content</td>
<td>Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas. Presentation meets/exceeds assignment criteria.</td>
<td>Sufficiently developed content that addresses most assignment criteria with adequate elaboration or explanation.</td>
<td>Limited content that addressed the assignment description with inadequate elaboration or explanation.</td>
<td>Superficial and/or minimal content. Assignment complete, but did not accomplish the required task overall.</td>
<td>Assignment not submitted.</td>
</tr>
</tbody>
</table>
Assignment Summary | Points Assigned | Total Points
--- | --- | ---
Individual reflection/rationale papers | 3 @ 5 each | 15
Capstone: Project Proposal | 5 | 5
Capstone: Final Project Completion | 30 | 30
Capstone: Final Project Critical Reflection | 10 | 10
**TOTAL POINTS** | **60**

*Note: Point totals may vary based on the array of final projects and the rubrics used or adjusted by the course instructor.

Graduate Education Course Policies

**Attendance Policy:** Students taking fully online courses or online courses with minimized face-to-face meeting times or residencies are required to check the course site regularly, participating in the daily work of the course. Online courses require students to participate in discussions and interact with their classmates through dialogue and reflection. Students are expected to follow the discussion guidelines and rubrics posted by the instructor.

In cases of emergency, students should contact the instructor to request an extension for a course deadline. The instructor reserves the right to set absolute due dates with no option for extension, and by default all assignment due dates are assumed to be absolute unless prior permission for an extension has been granted.

**Course Expectations and Late Work Policy:** All required assignments are to be submitted by the due date and time provided by the instructor. If the assignment is one day late it receives a 1.5% deduction. Two days late carries a 30% deduction and after two days it is only accepted with prior professor approval, otherwise a grade of 0 will be issued. Emergencies should be discussed with the professor immediately and arrangements may be made.

**Quality of Work and Writing:** Because this is a graduate level course, the highest level of quality in coursework is expected. The most recent APA standards for writing and formatting are required. All work is to be proofread, spellchecked and grammar checked. Excessive spelling and grammatical errors will result in a point reduction for that assignment at the discretion of the assigned instructor. Students should not expect the instructor to provide line-by-line writing support in terms of editing and revising written work. Please see the many APA support resources provided to you in the classroom forum.

**Citing Sources:** Sources of information are to be noted on all work through the use of in-text citations and a reference list that adheres to the most recent edition of APA.

Also, please see the online forum for more extensive APA support.

Course Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality that meets graduation requirements</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required for graduation</td>
</tr>
<tr>
<td>C</td>
<td>70-74%</td>
<td>Academic achievement below the average required for graduation</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
<td>Failure. No graduate course credit</td>
</tr>
</tbody>
</table>

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required
work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Course Technology Integration

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

Required Software: Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Wilkes Graduate Education Program Policies

Academic Honesty:
Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

For more specific information, please refer to page 74 in the Student Handbook at: http://www.wilkes.edu/PDFFiles/handbook2010-11.pdf. Students are expected to follow all other academic honesty expectations as outlined by the instructor.

Identity Authentication:
1. The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students’ Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix B: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passwords private, updating passwords when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation:
Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Academic Supports

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Library Access:
Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at http://www.wilkes.edu/pages/662.asp and click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.
Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

Writing:
The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at http://www.wilkes.edu/pages/765.asp.

Act 48:
Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after you receive your grade sheet. You can check your Act 48 credits recorded at the PDE Act 48 site: https://www.perms.ed.state.pa.us/

Special Needs:
Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: Sandra Rendina 408-4153.

Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Learning Unit</th>
<th>Topic(s) and Readings</th>
<th>Assignments Due For this Unit</th>
<th>Day Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Proposal discussions and submission</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Milestone tracking and project creation/completion</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Final project and reflections submitted</td>
<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>