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: Karena Brace
   Graduate Education
   Phone: 570-408-7841
   Email: karena.brace@wilkes.edu

2. Proposal Title: Course Addition- Strategies for the Inclusive Classroom

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

   - [ ] 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.
   - [x] 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)
Indicate the number of course modification forms that apply to this proposal:

1. Course Addition Form (plus syllabi)
2. Course Deletion Form
3. Course Change Form

4. 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 purpose of this proposal is the addition of a new course focused on inclusive classroom practices. It is titled ED 5404 Strategies for the Inclusive Classroom. Developed by long-time Graduate Education partner, PLS 3rd Learning, the course includes topics related to the application of instructional strategies, learning environments, and ethical practices that meet the needs of diverse learners.

   ED 5404 will provide students with an additional option in Area V of the Master of Science in Educational Development and Strategies (EDS). Non-degree students with special interest in the topic of inclusive classrooms may also take the course. It is of note that purposeful and intentional curricular planning has taken place to develop this course as a stand-alone option or as a complement to ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices, an Area I option in EDS. ED 5404 is representative of the classroom practices that are a hallmark of the EDS program while ED 569 expounds upon the theoretical and legal aspects of inclusive classrooms. Neither course shall serve as a prerequisite to the other.

   The proposed course directly aligns with the University’s mission, supporting academic excellence at the graduate level and embracing the diversity, innovation, and scholarship critical to institutional values. As K-12 administrators seek out methods to improve teacher effectiveness, student learning, and supportive learning environments, adding a course such as ED 5404 is also representative of the University’s commitment to meet the needs of those constituents.

5. 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 proposal will not affect any other programs. The current resources will be adequate, as PLS 3rd Learning has absorbed all costs related to the course’s development and delivery.

6. 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.

   Master of Science in Educational Development and Strategies (30 Credits)
Area I: Foundations of Education (6 credits required)

Required

- ED 519 Issues, Law, and Trends in Education

And one of the following

- ED 510 Psychological Foundations
- ED 511 Philosophical Foundations
- ED 512 Social Foundations
- ED 513 Comparative Foundations
- ED 515 Cognition
- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices

Area II: Professional Skills (9 credits required)

- ED 520 Using Assessment to Guide Instruction
- ED 522 Curriculum and Instruction
- ED 585 Integrating Technology into the Curriculum

Area V: Major Courses PLS (12 credits required)

- Courses numbered ED 541-561 and ED 5400-5404

Elective Courses (3 credits required)

Electives can be any graduate education course offered by Wilkes and listed in this bulletin that the student has not already taken, including topics courses listed as ED 598. Note: Additional PLS (Area V) courses cannot be used for elective credits in this degree program, including those listed as 558 Topics courses.

Note for SIC Proposal: Due to the number of courses in Area V, students are asked to select courses from a defined range of course numbers- ED 541-561 and 5400-5404. All courses in these ranges are PLS 3rd Learning courses with ED 5404 added per this proposal.
7. 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.

    Print Name/Title  Signature  Date
    Department chair(s) of all potentially affected programs  
    Print Name/Title  Signature  Date
    Dean(s) of any potentially affected College/School.  

    Print Name  Signature  Date
    Registrar

    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.

    Print Name  Signature  Date
    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.

    Print Name  Signature  Date
    Chair, General Education Committee. For revisions to General Education program only.
    (Signature indicates that the proposal has been approved by GEC).
1. Course Title: Strategies for the Inclusive Classroom

2. Course Number: ED 5404
   Coordinate with Registrar to insure course number is available

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

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):
   This course provides practical, research-based strategies that enhance student achievement, learning and proficiency for the general population while meeting the unique and specific challenges of the exceptional learner.

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.
The School of Education  
Master of Science in Education  
Course Syllabus

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>
</thead>
<tbody>
<tr>
<td>ED 5404</td>
<td>Strategies for the Inclusive Classroom™</td>
</tr>
</tbody>
</table>

Section/Semester | Location | Meeting Times

Instructor Contact Information

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

Course Description from Graduate Bulletin:
This course provides practical, research-based strategies that enhance student achievement, learning and proficiency for the general population while meeting the unique and specific challenges of the exceptional learner.

Graduation Reminder to Students:
If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-000B). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:
Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual. Articles to be read include the following:


**Required Reference:**

**Topical Outline**

<table>
<thead>
<tr>
<th>List of Concepts</th>
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<tbody>
<tr>
<td><strong>Section 1:</strong></td>
</tr>
<tr>
<td>The Diverse</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Course overview; opening activities; icebreakers; the faces of inclusion; experts and inclusion; inclusion defined; highlights and hurdles; a community of diverse learners; implementation ideas, reflective evaluation of practice, and technology showcase</td>
</tr>
<tr>
<td><strong>Section 2:</strong></td>
</tr>
<tr>
<td>Learning Targets</td>
</tr>
<tr>
<td>Diversity in one’s universe; learning targets; writing standards-based learning targets; communicating learning targets; multiple levels of thinking; Bloom’s Taxonomy; designing instruction at the foundational, developmental, and mastery levels; writing learning targets at multiple levels of thinking; designing instruction and assessments for a unit/lesson; self-assessment; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (learning targets)</td>
</tr>
<tr>
<td><strong>Section 3:</strong></td>
</tr>
<tr>
<td>Memory and</td>
</tr>
<tr>
<td>Learning</td>
</tr>
<tr>
<td>Universal Design for Learning; multiple pathways for learning; experience and memory; sensory memory, working memory, and long-term memory; engaging students through emotions in learning and active learning; encoding information through key terms, context, word walls, graphic organizers, memory strategies, and summary strategies; enrich learning to foster deeper levels of thinking (evaluating/creating); <em>The Who In You</em>; analyzing <em>The Who In You</em>; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (engage, encode, enrich)</td>
</tr>
</tbody>
</table>
Section 4: Literacy and Numeracy

Language acquisition (ELL) and literacy; tips for teachers of ELLs; activities for ELLs that develop reading, writing, speaking, and listening proficiency; data-driven analysis and design; standards for mathematical practice; clue centers; analyzing the standards for mathematical practice; numeracy in other content areas; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (literacy and numeracy)

Section 5: Behavior, Attention, and Organization

Highlights and hurdles; team teaching; Autism Spectrum Disorders (characteristics, signs and symptoms, myths and truths); social, communication, and behavior strategies for ASDs; social stories; executive functioning skills and challenges; Attention Deficit and Hyperactivity Disorders (symptoms, myths and truths, categories of inattention, hyperactivity, and impulsivity); strategies for focus and attention; behavior, attention, and organization strategies; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (behavior, attention, and organization)

Section 6: The Underachievers

Sages on the stage; characteristics of the distant underachiever, the passive underachiever, the dependent underachiever, the defiant underachiever, gifted and talented underachievers, and the shut-down learner; strategies for each underachiever; problem-solving process to enhance learning; motivating underachievers; motivating gifted and talented students; strategies to modify, differentiate, and enrich curriculum for all students; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (underachievers)

Section 7: Collaborative Teaching

Pros and cons of collaborative teaching; four levels of collaborative teaching; collaborative relationships; collaborative planning (time, space and environment, materials, classroom management, and duties); collaborative instruction (collaborative model, roles, and lesson plans); collaborative problem-solving (feedback and assessment; accommodations, modifications, differentiated instruction, and interventions); evaluating and refining the partnership; design an inclusive lesson analysis; implementation ideas, reflective evaluation of practice, and technology showcase; design an inclusive lesson (collaborative teaching); course review and closing

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 is 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. the ability to make informed decisions based on accurate and relevant data.
6. 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.
7. 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.

Student Learning Objectives & Evidence of Student Learning

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate educational research relating to course theories and practices, making connections and applications to the classroom.</td>
<td>I = 1, 2, 3, 4 S = 1-3, 5 G = 1, 2, 4, 5</td>
<td>Assessment No. 1, Assessment No. 3, Assessment No. 4, Assessment No. 5, Assessment No. 6, Assessment No. 7, Assessment No. 8, Assessment No. 9, Assessment No. 10, Assessment No. 11</td>
</tr>
<tr>
<td>2. Design activities that develop a community of learners and foster a respect for diversity and inclusion.</td>
<td>I = 1, 2, 3, 4, 5 S = 1-3, 5, 7 G = 1, 2, 4, 5</td>
<td>Instructional activities and strategies, Discussion/Reflection, Assessment No. 4, Assessment No. 7, Assessment No. 8, Assessment No. 9</td>
</tr>
</tbody>
</table>
| 3. Write standards-based learning targets at multiple levels of thinking. | I = 1, 2, 3, 4, 5 
S = 1-3, 5, 7 
G = 1, 2, 4, 5 | • Instructional activities and strategies 
• Discussion/Reflection 
• Assessment No. 5 |
|---|---|---|
| 4. Incorporate instructional strategies that engage students, encode information, and enrich learning. | I = 1, 2, 3, 4, 5 
S = 1-7 
G = 1, 2, 4, 5 | • Instructional activities and strategies 
• Discussion/Reflection 
• Assessment No. 6 |
| 5. Design lessons that make content comprehensible to students with literacy challenges. | I = 1, 2, 3, 4, 5 
S = 1-3, 5, 7 
G = 1, 2, 4, 5 | • Instructional activities and strategies 
• Discussion/Reflection 
• Assessment No. 7 |
| 6. Design lessons that incorporate reasoning and critical thinking to advance numeracy skills. | I = 1, 3, 4, 5 
S = 1, 2, 4-8 
G = 1, 3, 4, 5 | • Instructional activities and strategies 
• Discussion/Reflection 
• Assessment No. 7 |
| 7. Design lessons that universally meet the needs of students with behavior, attention, and organization challenges and disorders. | I = 1, 2, 3, 4 
S = 1-7 
G = 1-5 | • Instructional activities and strategies 
• Discussion/Reflection 
• Assessment No. 8 |
| 8. Design lessons that universally meet the needs of the underachiever. | I = 1, 2, 3, 4 
S = 1-7 
G = 1-5 | • Instructional activities and strategies 
• Discussion/Reflection 
• Assessment No. 9 |
| 9. Develop a collaborative teaching partnership of shared responsibility for student learning. | I = 1, 2, 3, 4 
S = 1-3, 5, 7 
G = 1, 2, 4, 5 | • Instructional activities and strategies 
• Discussion/Reflection 
• Assessment No. 10 |
| 10. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise. | I = 1, 2, 3, 4, 5 
S = 1-3, 5, 7, 8 
G = 1, 2, 4, 5 | • Instructional activities and strategies 
• Discussion/Reflection 
• Assessment No. 1 
• Assessment No. 3 
• Assessment No. 4 
• Assessment No. 5 
• Assessment No. 6 
• Assessment No. 7 
• Assessment No. 8 
• Assessment No. 9 
• Assessment No. 10 
• Assessment No. 11 |

**Course Requirements & Assessments**

**Assessment No. 1: Reflective Evaluation of Practice**

Write a reflection evaluating the content learned in each section of the course and make direct applications to classroom practice.
Assessment No. 2: Article Review
Wilkes participants will complete Assessment No. 11: Mandatory Paper—Article and Research Review instead of this assessment. This assessment is not an option for Wilkes participants.

Assessment No. 3: Resources for the Inclusive Classroom
Search the Internet for two professional resources directly related to the course. Write a review of the Web-based resources that contains the title, web address, creator of material, overview of content, and connections between the Web site and inclusive practices in the classroom.

Assessment No. 4: A Community of Diverse Learners
Analyze the diversity within one’s classroom and develop an activity that fosters communication, connection, and acceptance of diversity for the purpose of building a community of learners.

Assessment No. 5: Design an Inclusive Lesson—Learning Targets
Write standards-based learning targets and write a learning target at the foundational, developmental, and mastery levels of thinking that correlate to the scope of the lesson.

Assessment No. 6: Design an Inclusive Lesson—Engage, Encode, Enrich
Design an inclusive lesson that engages students through emotions in learning and active learning, helps students encode information by utilizing vocabulary, organization, memory, or summary strategies, and enriches the lesson by utilizing the evaluating and creating levels of thinking.

Assessment No. 7: Design an Inclusive Lesson—Literacy and Numeracy
Incorporate two strategies into a lesson to make content comprehensible for students and identify the component of the SIOP Model to which each one correlates. Identify an activity in the lesson that fosters critical thinking and problem solving skills in at least four of the Standards for Mathematical Practice. Identify which standards are utilized and how they are used.

Assessment No. 8: Design an Inclusive Lesson—Behavior, Attention, and Organization
Select two exceptional populations with behavior, attention, or organization challenges. Incorporate two strategies into a lesson for each population and identify the challenge the each strategy addresses.

Assessment No. 9: Design an Inclusive Lesson—The Underachievers
Select one type of underachiever, incorporate two strategies into a lesson to enhance learning for this underachiever, and describe how each strategy used will impact this underachiever.

Assessment No. 10: Design an Inclusive Lesson—Collaborative Teaching
Write a collaborative teaching lesson plan that lists the instructional procedures of the lesson and the collaborative teaching model used. Identify what the general educator and special educator will do in correlation to the model chosen. Identify the exceptional learners and the Universal Design for Learning strategies that will be used to support these learners.

Assessment No. 11: Mandatory Paper—Article and Research Review
Select and read one article and five research sources that relate to a selected topic from the course. Identify the article and research chosen and include a synthesis of major points, an opinion regarding points of agreement and disagreement, and specific examples of application or implementation of the concepts or strategies discussed.
Course Grading

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. The seven mandatory assessments, which are bolded below, total 105 points. Participants choose another two assessments (10 points each) from Assessment No. 1, Assessment No. 3, and Assessment No. 4 for a total of another 20 points; for a cumulative total of 125 points for the course.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
<th>Weight (% out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment No. 1: Reflective Evaluation of Practice</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Assessment No. 2: Article Review</td>
<td>n/a</td>
<td>-</td>
</tr>
<tr>
<td>Assessment No. 3: Resources for the Inclusive Classroom</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Assessment No. 4: A Community of Diverse Learners</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Assessment No. 5: Design an Inclusive Lesson: Learning Targets</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>Assessment No. 6: Design an Inclusive Lesson: Engage, Encode, Enrich</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Assessment No. 7: Design an Inclusive Lesson: Literacy and Numeracy</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Assessment No. 8: Design an Inclusive Lesson: Behavior, Attention, and Organization</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Assessment No. 9: Design an Inclusive Lesson: The Underachievers</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Assessment No. 10: Design an Inclusive Lesson: Collaborative Teaching</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>Assessment No. 11: Mandatory Paper: Article and Research Review</td>
<td>25</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>125</td>
<td></td>
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</tbody>
</table>

Graduate Education Grading Scale (MS Level):

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5 B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0 B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting graduation requirements</td>
</tr>
<tr>
<td>2.5 C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required for graduation</td>
</tr>
<tr>
<td>2.0 C</td>
<td>70-74%</td>
<td>Academic achievement below the average required for graduation</td>
</tr>
<tr>
<td>0.0 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.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association’s Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussions follow a weekly unit protocol that initial postings are due on Thursday, responses are due on Sunday and assignments are due on Sunday. Exceptions to this practice will be noted in the syllabus. Late discussions are not accepted for partial credit after the dates set for each unit.

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor’s policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor.

Penalties levied by the instructor in accordance with this policy are not subject to grievance by the students.
Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

**Required Reference Format:** All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

**Reference Text:**

**APA Online References:** http://apastyle.apa.org/ http://owl.english.purdue.edu/owl/resource/560/01/

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn.

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.

Help Desk: For technical assistance, go to http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

**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. Students 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. Click on the database that you would like to search at http://wilkes.beta.libguides.com/library/databases

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is http://wilkes.libguides.com/gradeducation

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using
the Wilkes email username (without “@wilkes.edu”) and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

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: 1-570-408-2753 or online at http://www.wilkes.edu/resources/writing

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors and possibly other personnel. Both the student’s needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: 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.

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 A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate 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.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: https://www.perms.ed.state.pa.us/
## Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic(s) &amp; Readings</th>
<th>Discussions and Assignments</th>
</tr>
</thead>
</table>
| Class Session 1 | Section 1: The Diverse Classroom  
Article 1: Making Inclusive Education Work | Article 1 Discussion  
Assessment No. 3 Due (If Chosen)                      |
| Class Session 2 | Section 2: Learning Targets  
Article 2: Knowing Your Learning Target | Article 2 Discussion  
Assessment No. 4 Due (If Chosen)                      |
| Class Session 3 | Section 3: Memory and Learning:  
Engage/Encode  
Article 3: Teach Up for Excellence | Article 3 Discussion  
Assessment No. 5 Due                                  |
| Class Session 4 | Section 3: Memory and Learning:  
Encode/Enrich  
Article 4: Grading Exceptional Learners | Article 4 Discussion  
Assessment No. 6 Due                                  |
| Class Session 5 | Section 4: Literacy and Numeracy  
Article 5: Developing the Language of Thinking | Article 5 Discussion  
Assessment No. 7 Due                                  |
| Class Session 6 | Section 5: Behavior, Attention, and Organization: ASD  
Article 6: Autism from the Inside | Article 6 Discussion  
Assessment No. 8 Draft Due                             |
| Class Session 7 | Section 5: Behavior, Attention, and Organization: Executive Functioning and Attention Deficit and Hyperactivity Disorders  
Article 7: A New Approach to ADD | Article 7 Discussion  
Assessment No. 8 Final Due                             |
| Class Session 8 | Section 6: The Underachievers  
Article 8: Types of Underachievers | Article 8 Discussion  
Assessment No. 9 Due                                  |
| Class Session 9 | Section 7: Collaborative Teaching: Relationship, Planning, and Instruction  
Article 9: The Coteaching Partnership | Article 9 Discussion  
Assessment No. 1 Due (If Chosen)  
Assessment No. 10 Due  
Assessment No. 11 Due                                      |
| Class Session 10 | Section 7: Collaborative Teaching: Problem-Solving  
Lesson Sharing and Course Closing | Article 9 Discussion  
Assessment No. 1 Due (If Chosen)  
Assessment No. 10 Due  
Assessment No. 11 Due                                      |
### Course Outcome Correlations With Model Core Teaching Standards (InTASC)

#### Standard 1: Learner Development
The teacher 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.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

#### Standard 5: Application of Content
The teacher 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.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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

3, 4, 5

#### Standard 7: Planning for Instruction
The teacher 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.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

#### Standard 8: Instructional Strategies
The teacher 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.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Standard 9: Professional Learning and Ethical Practice

The teacher 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. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Standard 10: Leadership and Collaboration

The teacher 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. 1, 4, 9, 10

The Interstate New Teacher Assessment and Support Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc.


### Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Five Core Propositions

**Proposition 1: Teachers are Committed to Students and Their Learning.**

| NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| NBCTs understand how students develop and learn. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They respect the cultural and family differences students bring to their classroom. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| NBCTs are also concerned with the development of character and civic responsibility. | 1, 2, 4, 9, 10 |

**Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**

| NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They are able to use diverse instructional strategies to teach for understanding. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |

**Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.**

| NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| NBCTs know how to assess the progress of individual students as well as the class as a whole. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person— they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

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References


