



**School of Education**  
**Master of Science in Education**  
**Course Requirements (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.*

ED Number <b>EDAM 5036</b>		Course Title <b>Differentiated Instruction in the 21<sup>st</sup> Century Classroom</b>	
Section/Semester	Location <b>Online</b>	Meeting Times	

**Instructor/Facilitator Contact Information**

Instructor/Facilitator Name		Office Hours (if applicable)	
Phone Number	E-mail	Best time(s) to be contacted	

**Course Description from Graduate Bulletin:**

Differentiated instruction offers individualized, meaningful, and relevant educational experiences for all students. Develop 21st century teaching skills for creating dynamic, technology-rich, differentiated classrooms where all students engage in real-world application of key concepts. Learn how to differentiate instruction based on the individual needs and learning styles of all your students.

**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-OOOB). 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:** No textbook is required for this course. All materials needed by the learner are embedded within the online multimedia presentation and will be downloaded and printed by the learner as needed.

**Required Reference:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**Recommended Websites:**

The Pennsylvania Department of Education Standards-Aligned System Website  
<http://www.pdesas.org/>

International Literacy Association  
[www.reading.org](http://www.reading.org)

**Course Pre-requisites:**

**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.

**Program Specific Student Learning Outcomes**

**21<sup>st</sup> Century Teaching and Learning (21CPO)**

1. Identify the gap that exists between current instructional practices and the skill set needed by students for success in the 21<sup>st</sup> Century workplace.
2. Understand the role collegial collaboration plays in establishing a 21<sup>st</sup> Century classroom.
3. Apply the principles and components of 21<sup>st</sup> Century instruction to create an authentic learning environment.
4. Understand the changing role of the teacher and the student during 21<sup>st</sup> Century instruction and learning.
5. Effectively utilize technology in 21<sup>st</sup> Century instruction to promote higher level thinking skills.
6. Develop and implement appropriate assessment strategies for 21<sup>st</sup> Century instruction.

**Student Learning Objectives & Evidence of Student Learning**

<b>The students will:</b>	<b>Alignment to Outcomes</b>	<b>Evidence of Learning*</b>
1. Identify the definition and principles of differentiated instruction and its relevance in a 21st Century classroom.	SELO 1,2,4,7 GEPO 1,2,4,5 21CPO 1,2,3,4,5	<ul style="list-style-type: none"> <li>• Unit 2 Sync Point Discussion</li> <li>• Unit 2 Essay</li> <li>• Unit 3 Sync Point Discussion</li> <li>• Unit 3 Essay</li> </ul>

2. Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.	SELO 1,2,4,7 GEPO 1,2,4,5 21CPO 2,3,5	<ul style="list-style-type: none"> <li>• Unit 2 Essay</li> <li>• Unit 3 Sync Point Discussion</li> <li>• Unit 3 Essay</li> <li>• Learning Log: Connecting with Students</li> </ul>
3. Synthesize the elements of curriculum based upon content, process, and products that can be differentiated.	SELO 1,2,4,7 GEPO 1,2,4,5 21CPO 2,3,5,6	<ul style="list-style-type: none"> <li>• Unit 3 Sync Point Discussion</li> <li>• Unit 3 Essay</li> </ul>
4. Evaluate instructional strategies that facilitate differentiated approaches.	SELO 1,2,3,4,5,6,7 GEPO 1,2,3,4,5 21CPO 2,3,5	<ul style="list-style-type: none"> <li>• Unit 4 Sync Point Discussion</li> <li>• Unit 4 Essay</li> <li>• Metacognitive Research Review</li> </ul>

\*Learners are required to complete additional activities not listed in this table. These activities are designed to scaffold learning so learners are able to successfully complete the key assessments that are designated as evidence of learning.

### Course Requirements & Assessments

Each assessment within the course is aligned with one of the course objectives (learning goals). Each set of assessments will be averaged and weighted according to the distribution below to determine the final score earned in the course.

**Learning Log Entries:** Throughout the course, learners will complete a number of activities that require them to reflect on course concepts, activities, and new learning in their Learning Log. Learning log entries are viewed and scored by the instructor/facilitator only.

**Online Discussions:** Throughout the course, learners will engage in online discussions with their course colleagues in which they discuss their knowledge and experiences around a course topic or activity. Discussions can be viewed by all learners in the course and they are scored by the instructor/facilitator.

**Essays:** At the end of units 2-4, you will be required to respond to an essay question that covers topics presented within that particular unit.

**Multiple Choice Questions:** At the end of units 2-4, you will be required to answer 5 to 10 multiple choice questions that cover content presented within that particular unit. Multiple choice questions are scored electronically upon submission, and cannot be submitted a second time.

**Metacognitive Research Review:** The culminating activity for this course will be to conduct a metacognitive research review where you will critically analyze a topic through published articles, books, and research studies. The metacognitive research review must be written completely in accordance with APA (American Psychological Association) standards.

## Course Rubrics

	<b>Learning Log Rubric Performance Levels</b>			
	<b>Advanced 13 points</b>	<b>Proficient 11 points</b>	<b>Emerging 9 points</b>	<b>Novice 7 points</b>
<b>Completeness</b>	Completes all aspects of the activity with reflective responses.	Completes all aspects of the activity.	Completes some aspects of the activity.	Does not complete the activity.
<b>Understanding of Course Content</b>	Entry demonstrates a strong understanding of course concepts.	Entry demonstrates a clear understanding of course concepts.	Entry demonstrates some (limited) understanding of course concepts.	Entry demonstrates little or no understanding of course concepts.
<b>Application of Course Content</b>	Entry demonstrates definite and appropriate application of course concepts.	Entry demonstrates a clear application of course concepts.	Entry demonstrates limited evidence of application of course concepts.	Entry demonstrates little or no evidence of application of course concepts.
<p><b>** Note:</b> This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.</p>				

\*\* The term "reflective response" involves going beyond the lower-level thinking indicated by a response such as: "Good idea, I agree." More appropriately, these responses should add to the discussion with a reference to research or studies, a personal education story, or the posing of an open-ended question.

	<b>Online Discussion Rubric Performance Levels</b>			
	<b>Advanced 38 points</b>	<b>Proficient 32 points</b>	<b>Emerging 26 points</b>	<b>Novice 19 points</b>
<b>Frequency of Postings</b>	Responds to the initial posting by facilitator and posts multiple replies to other group members' postings.	Responds to the topic posted by facilitator and posts 1 reply to other group members' postings.	Responds to the topic posted by facilitator or posts multiple replies to other group members' postings.	No postings.
<b>Timeliness of Postings</b>	Response to initial posting and multiple replies to other members' postings are done within specified time period.	Response to initial posting and reply to other member's postings are done within specified time period.	Response to initial posting or reply to other member's postings are done within specified time period.	Postings are not done during specified time periods.
<b>Content of Postings</b>	Responses are insightful, demonstrate a strong understanding of course concepts and definite application to practice.	Responses demonstrate a clear understanding of course concepts and some application to practice.	Responses relate to course concepts, but no elaboration. Evidence of possible misunderstandings.	Responses are not related to course concepts or no posting.
<p>** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.</p>				

	<b>Unit 2 Essay Rubric Performance Levels</b>			
	<b>Advanced 67 points</b>	<b>Proficient 57 points</b>	<b>Emerging 46 points</b>	<b>Novice 34 points</b>
<b>Description of How Differentiated Instruction Is Effective, Based on Research Findings Regarding How People Learn</b>	Provides detailed description of how differentiated instruction is effective, based on research findings regarding how people learn.	Provides adequate description of how differentiated instruction is effective, based on research findings regarding how people learn.	Provides satisfactory description of how differentiated instruction is effective, based on research findings regarding how people learn.	Provides limited description of how differentiated instruction is effective, based on research findings regarding how people learn.
<b>Examples of How Differentiated Instruction Prepares Students for the 21<sup>st</sup> Century Workplace</b>	Offers clear and convincing explanation of how at least three examples identified illustrate the skills of effective communication, problem solving, and higher order technology use.	Offers clear and plausible explanation of how at least two examples identified illustrate the skills of effective communication, problem solving and higher order technology use.	Offers questionable explanation of, or only alludes to, the connection between examples and the skills of effective communication, problem solving and higher order technology use.	No examples offered, no explanation provided, or only faulty explanation provided of the connection between examples and the skills of effective communication, problem solving and higher order technology use.
<b>Explanations or Detailed Descriptions of How Differentiated Instruction and Assessment Are Currently Used in Instructional Practice</b>	Detailed description of how (a) specific instructional activities, (b) assessment assignments to students, and (c) teachers' criteria for evaluating student performance reflect specific standards for differentiated instruction and assessment.	Detailed description of how two of (a), (b), or (c) reflect specific standards for differentiated instruction and assessment.	General, though not detailed, description of how two of (a), (b), or (c) reflect specific standards for differentiated instruction and assessment.	No description of how (a) specific instructional activities, (b) assessment assignments to students, and (c) teachers' criteria for evaluating student performance reflect specific standards for differentiated instruction and assessment.

<p><b>Examples of How Components of Differentiated Instruction and Assessment and Higher Order Technology Will Be Incorporated into Future Lessons</b></p>	<p>Taken together, the examples clearly reflect all of the five look-fors of differentiated instruction and assessment. Higher order technology effectively aligns with the "create" and "evaluate" designations in the "Range of Instructional Practice" chart.</p>	<p>Taken together, the examples clearly reflect at least three of the five look-fors. Higher order technology use is approaching alignment with the "create" and "evaluate" designations in the "Range of Instructional Practice" chart.</p>	<p>Examples may reflect one or more of the five look-fors, but the connection is not clear. Higher order technology use aligns with the "apply" and "analyze" designations in the "Range of Instructional Practice" chart.</p>	<p>Most of the examples are unlikely to reflect any of the five look-fors. Higher order technology use aligns with the "remember" and "understand" designations of the "Range of Instructional Practice" chart.</p>
<p><b>Conventions</b></p>	<p>Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than two errors.</p>	<p>Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than five errors.</p>	<p>Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than 10 errors.</p>	<p>Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation—more than 10 errors.</p>
<p>** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.</p>				

	<b>Unit 3 Essay Rubric Performance Levels</b>			
	<b>Advanced 67 points</b>	<b>Proficient 57 points</b>	<b>Emerging 46 points</b>	<b>Novice 34 points</b>
<b>Summary of the Five Look-for Principles of Differentiated Instruction</b>	Summaries are clear, well developed, and show an in-depth understanding of each of the five principles standards of differentiated instruction.	Summaries are clear, adequately developed, and show in depth understanding of at least one of the five principles.	Summaries are clear, and show partial understanding of two of the five principles.	Summaries show only partial understanding of one of the four standards or no understanding of any of the five principles
<b>Description of How Differentiated Instruction and Higher Order Technology Tools Can Increase Student Achievement and Engagement</b>	Provides detailed and persuasive description that connects each of the five look-for principles of differentiated instruction to student learning and engagement, and how these connections could enhance both conventional and differentiated measures of student achievement, including ways to effectively utilize higher order technology.	Provides detailed and persuasive description that connects at least two of the five look-for principles of differentiated instruction to student learning and engagement, and how these connections could enhance both conventional and differentiated measures of student achievement, including effective ways to use higher order technology.	Provides adequate, though less detailed or persuasive, description that connects one or more of the five look-for principles of differentiated instruction to student learning and engagement, and how these connections could enhance either conventional or differentiated measures of student achievement.	No description that connects any of the five look-for principles of differentiated instruction to student learning and engagement, or how these connections could enhance either conventional or differentiated measures of student achievement.
<b>Examples of How Current Instruction Can Be Modified to Include the Five Look-for Principles of Differentiated Instruction</b>	Provides three or more clear and concise examples of how current instruction can be modified to include the five look-for principles of differentiated instruction.	Provides at least two clear and concise examples of how current instruction can be modified to include the five look-for principles of differentiated instruction.	Provides at least one clear and concise examples of how current instruction can be modified to include the five look-for principles of differentiated instruction.	Provides no examples of how current instruction can be modified to include the five look-for principles of differentiated instruction.

<p><b>Examples of How Higher Order Technology Will Be Infused into Upcoming Differentiated Lessons</b></p>	<p>Clear explanation of how each use of higher order technology promotes a specific look-for principle of differentiated instruction for the purpose of “creation” and “analysis” as described in the “Range of Instructional Practice” chart.</p>	<p>Clear explanation of how some uses of higher order technology would promote one or more look-for principle of differentiated instruction for the purpose of “creation” and “analysis” as described in the “Range of Instructional Practice” chart.</p>	<p>Connections between uses of technology and standards of authentic instruction are not explained, but at least some of the examples of higher order technology use are very likely to support one or more look-for principle of differentiated instruction. Higher order technology use aligns with the “apply” and “analyze” levels of the “Range of Instructional Practice” chart.</p>	<p>Uses of technology are not likely to support any look-for principle of differentiated instruction and are at the “remember” and “understand” levels designated in the “Range of Instructional Practice” chart.</p>
<p><b>Conventions</b></p>	<p>Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than two errors.</p>	<p>Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than five errors.</p>	<p>Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than 10 errors.</p>	<p>Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation—more than 10 errors.</p>
<p>** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.</p>				

	<b>Unit 4 Essay Rubric Performance Levels</b>			
	<b>Advanced 67 points</b>	<b>Proficient 57 points</b>	<b>Emerging 46 points</b>	<b>Novice 34 points</b>
<b>Background Information /Purpose /Wondering(s)</b>	<p>The Background Section provides complete information about the context in which this action research took place (i.e., information about classroom, students, content, strategies, etc.). The root of the action researcher’s question/wondering is explained in detail, and the explanation convinces the reader of its personal importance to the researcher. There exists a strong, clear connection between the action research project and readings on both action research and differentiated instruction completed within and/or outside of this course. Finally, the purpose and question(s) /wondering(s) are clearly articulated, free of educational jargon, are open-ended (i.e., the action researcher did not pose a question for which the answer was already known), are related to the topic “differentiated</p>	<p>The Background Section provides complete information about the context in which the action research took place (i.e., information about classroom, students, content, strategies, etc.). The root of the action researcher’s question is explained, but a convincing argument about the question’s personal importance to the action researcher is lacking. There exists a moderate connection between the action research project and readings on both action research and differentiated instruction completed within and/or outside of this course. Finally, the purpose and question(s) /wondering(s) are related to the topic “differentiated instruction” and address a dilemma or issue that emerged from the action researcher in the attempt to translate what was</p>	<p>The Background Section provides incomplete information about the context in which the action research took place. The root of the action researcher’s question is explained, but a convincing argument about the question’s personal importance to the action researcher is lacking. There exists a minimal connection between the action research project and readings on both action research and differentiated instruction completed within and/or outside of this course. Finally, the action researcher’s purpose and question(s) /wondering(s) are tangentially related to the topic “differentiated instruction.”</p>	<p>The Background Section provides little or no information about the context in which the action research took place. The action research question is stated, but not explained. There is little or no reference to readings on action research or differentiated instruction completed in this course. The action researcher’s purpose or question(s) /wondering(s) is not related to the topic “differentiated instruction,” are not clearly articulated, and/or the action researcher posed a question for which the answer was already known.</p>

	instruction” and address a dilemma or issue that emerged for the action researcher in the attempt to translate what was learned in this course about differentiated instruction into his/her own classroom practice.	learned in this course about differentiated instruction into his/her own classroom practice, but the question(s) /wondering(s) are not clearly articulated.		
<b>Design of the Action Research</b>	The action researcher collected three to five different sources of data (i.e., test scores, surveys, field notes, student work, interviews, anecdotal records, journal entries, etc.). There is a clear connection between the data collection plan and the question(s) /wondering(s). Each data collection strategy employed is clearly explained. The action researcher includes a detailed explanation of all procedures and timeline for data collection, as well as an explanation of how data were analyzed.	The action researcher collected one or two different sources of data only. There is a clear connection between the data collection plan and the question(s) /wondering(s). Each data collection strategy employed is clearly explained. The action researcher includes an explanation of all procedures and timeline for data collection, as well as an explanation of how data were analyzed.	The action researcher relied on 1 source of data only and/or the connection between the data collection plan and the question(s) /wondering(s) is not clear. The action researcher includes a minimal explanation of the data collection and analysis strategy employed for the research.	There is no clear articulation of any data collection and analysis strategies and/or data collection and analysis was not completed in a planned, intentional, and systematic way. There is little or no connection between the data collection and the question(s) /wondering(s).
<b>Statements about What You Learned as a Result of the Action Research Process</b>	This section provides thoughtful, clearly articulated learning statements and each statement is supported, in detail, by data. If relevant, data may also be	This section provides learning statements, and each statement is supported by data. The action researcher weaves readings and experiences	This section provides learning statements, but there is not a clear connection between the statements of learning made	The section provides learning statements, but the statements are not supported by data. There is little or no mention of the relationship of the action

	<p>included that did not appear to fit with what the action researcher is claiming, with possible explanations for the discrepant data. The action researcher weaves readings and experiences completed both inside and outside of this course into the discussion of their findings as the readings and experiences relate to what was learned. The action researcher discusses not only what was learned about their topic of study, but includes a personal reflection on what was learned about the process of action research.</p>	<p>completed in this course into the discussion of their findings as the readings and experiences relate to what was learned.</p>	<p>and the data the action researcher collected. There is little or no mention of the relationship of the action researcher's findings' to any other readings or experiences.</p>	<p>researcher's findings to any other readings or experiences.</p>
<p><b>Conclusions and Implications for Future Practice</b></p>	<p>This section provides multiple detailed examples of instructional change the action researcher has made or will consider making based on the results of the teacher action research performed during this unit. In addition, the action researcher discusses action research that might be pursued in the future based on what was learned from the current action research process.</p>	<p>This section provides multiple detailed examples of instructional change the action researcher has made or will consider making, but the direct connection of these changes to what was learned is not clearly articulated. In addition, the action researcher discusses action research that might be pursued in the future based on what was learned from the current action research process.</p>	<p>This section provides limited examples of implications for instructional change based on the results of the teacher action research performed during this unit, and/or the examples provided are unrealistic and unconnected to the learning that occurred during the current action research cycle. Little attention is given to projecting future action research projects.</p>	<p>Provides no clear examples of implications for instructional change based on the results of the teacher action research performed during this unit. Does not discuss future action research.</p>

<b>Conventions</b>	Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than two errors.	Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than five errors.	Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than 10 errors.	Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation—more than 10 errors.
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\*\* Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.

<b>Metacognitive Research Review Rubric</b>					
<b>Formal Scientific Reasoning Scoring Rubric © Wilkes University Master's Education Dept.</b>					
<b>Proficiency</b>	<b>Advanced 67 Points</b>	<b>Proficient 57 Points</b>	<b>Basic 46 Points</b>	<b>Below Basic 34 Points</b>	<b>No Credit</b>
<b>Identification of a problem or topic</b>	Clear, concise problem or topic stated; explains why research regarding selected topic is important to the field; includes case examples in supporting evidence	Problem or topic adequately stated; explains why research regarding selected topic is important to the field; does not include case examples in supporting evidence	Problem or topic statement attempted but, not clearly stated; explanation as to why research on selected topic is important not clear; does not include supporting evidence	Problem or topic is evident but, no explanation as to why research on selected topic is important; no supporting evidence provided	<b>Assignment not submitted</b>
<b>Source quality of literature review</b>	Includes 5-7 data-based articles ▲ from peer-reviewed journals plus at least one primary source (e.g., personal communication with professional expert, review of original document, interview of personal witness, etc.)	Includes 5-7 data based articles from peer- reviewed journals	Includes at least 3 data-based articles from peer- reviewed journals	Includes at least 3 articles from professional journals; one or more is not data-based	
<b>Purpose of Study</b>	Clearly stated so that relationships with problem or topic and design are obvious	Stated so relationship to problem/topic or design is somewhat unclear	Stated so relationship to problem/topic and results is barely recognizable	Present but relationship with key points of assignment is not clear	
<b>Research design: For article review assignment, multiple articles required</b>	Correctly identifies research designs described in all articles reported and concisely	Correctly identifies research designs described in all but one article reported	Correctly identifies one research design	Attempts, but incorrectly labels research designs reported in articles	
<b>Data Gathering Assignment:</b>	<i>Correctly identifies research design(s) appropriate for addressing the research purpose</i>	<i>Correctly identifies research design(s) appropriate for addressing the research purpose</i>	<i>Identifies research design(s) that addresses at least partially addresses the research purpose</i>	<i>Identifies research design(s) that does not address the research purpose</i>	
<b>Method: Article Review</b>	Summarizes methods of all articles effectively	Summarizes all but one method effectively	Summarizes only one method effectively	Method section for each article not summarized	
<b>Data Gathering Assignment</b>	<i>All components of methods section present; procedures explained using research terminology consistently</i>	<i>All components of methods section present; procedures explained using research terminology frequently</i>	<i>At least one component missing; procedures explained using research terminology occasionally</i>	<i>At least one component missing; procedures explained using research terminology occasionally</i>	

<p><b>Conventions</b></p>	<p>APA format was used completely and thoughtfully.</p> <ul style="list-style-type: none"> <li>• 1 inch margins are used throughout the entire paper (top, bottom, right, and left)</li> <li>• 12 pt Times Roman font was used throughout the entire paper</li> <li>• The entire paper is double spaced</li> <li>• ALL new paragraphs are indented by 5-7 spaces.</li> <li>• The title page is formatted correctly and includes all components</li> <li>• Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than two errors.</li> </ul>	<p>APA format was used adequately throughout.</p> <ul style="list-style-type: none"> <li>• 1 inch margins are used throughout most of the paper (top, bottom, right, and left)</li> <li>• 12 pt Times Roman font was used most of the paper</li> <li>• Most of the paper is double spaced</li> <li>• Most new paragraphs are indented by 5-7 spaces.</li> <li>• The title page is mostly formatted correctly, but missing a component</li> <li>• Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than five errors.</li> </ul>	<p>APA format was used sometimes, or incompletely.</p> <ul style="list-style-type: none"> <li>• 1 inch margins are used throughout some of the paper (top, bottom, right, and left)</li> <li>• 12 pt Times Roman font was used throughout some of the paper</li> <li>• Some of the paper is double spaced</li> <li>• Some new paragraphs are indented by 5-7 spaces.</li> <li>• The title page is not formatted correctly and missing some components.</li> <li>• Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than 10 errors.</li> </ul>	<p>APA format was not used, or was applied poorly.</p> <ul style="list-style-type: none"> <li>• 1 inch margins are not used (top, bottom, right, and left)</li> <li>• 12 pt Times Roman font was not used</li> <li>• The paper is not double spaced</li> <li>• New paragraphs are not indented by 5-7 spaces.</li> <li>• The title page is not formatted correctly and is missing all components</li> <li>• Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation—more than 10 errors.</li> </ul>	
<p><b>NOTE:</b> ▲ data-based articles include presentation and analysis/ interpretation of recorded facts gathered from direct observation or experimentation. Commentaries, expert opinion, review of the literature articles will not satisfy this requirement.</p>					

### Course Grading

Assessments	Point Value	Weight (% out of 100)
Learning Logs	7/9/11/13	20%
Online Discussions	19/26/32/38	15%
Essays	34/46/57/67	20%
Multiple choice Questions	2 pts. each	5%
Metacognitive Research Review	0-402	40%

### Graduate Education Grading Scale (MS Level):

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

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/facilitator 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/facilitator 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/facilitator 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/facilitator.

**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. Discussion deadlines are set by the instructor/facilitator. **Late discussions are not accepted for partial credit after the dates set for each discussion.**

**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/facilitator'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/facilitator 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/facilitator.

Penalties levied by the instructor/facilitator 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:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**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. the National Institute for Professional Practice uses its own proprietary learning management system.

**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/gradededucation>

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/facilitators 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/facilitator 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**

An activity time breakdown is located in the Learning Guide document available with course access. The course instructor/facilitator will send learners a schedule for completing assignments once the course begins.