WILKES UNIVERSITY

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		Course Title	
EDAM 5043		**Actively Processing New Content**	
Section/Semester	Location Online		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:

Focuses on developing a comprehensive approach to introducing new content, which will provide learners with tools to support student construction of meaning through active interaction with content. Learners will acquire the skills needed to introduce new knowledge through critical input experiences using active processing strategies that will allow students in their classrooms to achieve their learning goals.

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:

Marzano, R. J. (2007). T*he art & science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: ASCD.

Marzano, R. J., & Brown, J. L. (2009). *A handbook for the art and science of teaching*. Alexandria, VA: ASCD.

Marzano, R. J., & Kendall, J. S. (2008). *Designing & assessing educational objectives: Applying the new taxonomy*. Thousand Oaks, CA: Corwin Press.

Required Readings (No purchase required)

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge

Marzano, R. J. (2010). Summarizing to comprehend. *Educational Leadership*, 67(6), 83-84.

Marzano, R. J. (2010). Teaching inference. *Educational Leadership,* 67(7), 80-81.

Marzano, R. J. (2010). Tucson schools enhance learning with the arts. *Educational Leadership, 67*(6), 83-84.

Marzano, R. J. (2009). Helping students process information. *Educational Leadership, 67*(2), 86-87.

Marzano, R. J. (2009). Teaching with interactive whiteboards. *Educational Leadership, 67*(3), 80-81.

Northwest Regional Educational Laboratory. (n.d.). *Cooperative grouping*. Retrieved from,
http://www.netc.org/focus/strategies/coop.php

Northwest Regional Educational Laboratory. (n.d.). *Cues, questions, and advance organizers*. Retrieved from,
http://www.netc.org/focus/strategies/cues.php

Northwest Regional Educational Laboratory. (n.d.). *Nonlinguistic representation.* Retrieved from,
http://www.netc.org/focus/strategies/nonl.php

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

Recommended Texts:
Sahadeo-Turner, T. & Marzano, R.J. (2015. *Processing new information: Classroom techniques to help students engage with Content*. West Palm Beach, FL: Learning Sciences International.

Schmidt, R. A., & Marzano, R. J. (2015). *Recording and Representing Knowledge: Classroom Techniques to Help Students Accurately Organize and Summarize Content*. West Palm Beach, FL: Learning Sciences International.

Senn, D., Rutherford, A. C., & Marzano, R. J. (2014). *Identifying Critical Content: Classroom Techniques to Help Students Know What Is Important*. West Palm Beach, FL: Learning Sciences International.

Senn, D. & Marzano, R.J. (2015). *Organizing for learning: Classroom techniques to help students interact with small groups*. West Palm Beach, FL: Learning Sciences International.

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

International Literacy Association
www.reading.org

Course Pre-requisites:
EDAM 5040: Foundations of the Art & Science of Teaching

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

Art and Science of Teaching Program Outcomes (ASTPO)

1. Students will synthesize the research findings on effective teaching strategies
2. Students will develop a learning goal representing four levels of difficulty demonstrating a progression from simple to complex thinking as a framework for differentiating instruction for the topic or unit of study
3. Students will monitor and measure student progress by developing, implementing, and analyzing a formative assessment strategy with instructional feedback for one learning goal
4. Students will identify and create critical-input experiences along a continuum from simple to complex levels of knowledge aligned to the learning goal
5. Students will develop and implement a lesson plan that incorporates strategies and techniques that support hypothesis generating and testing
6. Students will develop and implement a lesson plan that incorporates strategies and techniques that foster high levels of student engagement
7. Students will design and implement an overall disciplinary plan, including a clearly defined strategy for high intensity situations
8. Students will analyze the research findings that provide an in-depth understanding of the dynamics that constitute and effective teacher-student relationship including concern, cooperation, guidance, and control
9. The student will demonstrate evidence of learning and competency across components of the art and science of teaching through the collection and analysis of course artifacts and self-reflection

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	Evidence of Learning*
1. Analyze the research findings on processing new content in order to understand how students acquire knowledge, and compare	SELO 1, 2, 7 GEPO 1, 2, 5 ASTPO 1, 4, 9	• Written Assignment: Processing Goal • Sync Point Discussion: Research and Theory

	these ideas to your current instructional planning and practice.		
2.	Identify and create critical-input experiences—that are aligned to the learning goals and involve a variety of mediums—along a continuum, from simple to complex levels of knowledge.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 2, 4, 9	• Learning Log: Technology and Critical-Input • Sync Point Discussion: Critical-Input • Learning Log: Integrating the Arts • Mini-Study on Critical-Input Experiences & Previewing Experiences; Video Submission (Note: This is one assessment that incorporates learning goals 2 and 3.)
3.	Design and implement strategies and experiences for previewing new content.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 4, 9	• Sync Point Discussion: Previewing • Mini-Study on Critical-Input Experiences & Previewing Experiences; Video Submission (Note: This is one assessment that incorporates learning goals 2 and 3.)
4.	Design and implement grouping strategies and experiences that enhance active processing of information.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 4, 9	• Learning Log: Collaboration Reflection • Sync Point Discussion: Groupings • Mini-Study on Actively Processing New Content** and Video Submission
5.	Incorporate and utilize strategies for presenting new information in small chunks.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 4, 9	• Sync Point Discussion: Chunking • Learning Log: Chunking Experience • Mini-Study on Actively Processing New Content** and Video Submission
6.	Understand how the critical aspect of scaffolding relates to different types of knowledge.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 4, 9	• Learning Log: Processing Information • Sync Point Discussion: Scaffolding • Learning Log: Collaboration Reflection 2 • Mini-Study on Actively Processing New Content** and Video Submission
7.	Design and implement strategies and experiences for processing and interacting with new information (discussions, descriptions, predictions, reciprocal teaching, concept attainment, cooperative learning).	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 4, 9	• Learning Log: Summarizing • Sync Point Discussion: Descriptors, Discussions, & Predictions • Learning Log: Lesson Design • Mini-Study on Actively Processing New Content** and Video Submission
8.	Analyze and refine questioning techniques that require students to elaborate on information.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 4, 9	• Learning Log: Teaching Inference • Sync Point Discussion: Questioning Techniques • Mini-Study on Student Expression*** and Video Submission
9.	Implement and analyze the effectiveness of strategies that allow students to process and refine new information through writing or nonlinguistic representation.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 4, 9	• Sync Point Discussion: Representing Content • Learning Log: Representing Lesson Design • Mini-Study on Student Expression *** and Video Submission
10.	Implement and analyze the impact of purposeful student self-reflection opportunities, using a variety of strategies and experiences to enhance the processing of new information.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 4, 9	• Sync Point Discussion: Self-Reflection • Mini-Study on Student Expression*** and Video Submission
11.	Develop and implement a series of lessons or a unit plan	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5	• Mini-Study on Critical-Input Experiences & Previewing Experiences; Video Submission

incorporating strategies and processes for actively processing new content.	ASTPO 1, 4, 9	• Mini-Study on Actively Processing New Content; Video Submission • Mini-Study on Student Expression*** and Video Submission • Written Analysis

*Learners will be required to complete additional tasks not listed in this table. These tasks are designed to scaffold learning so learners are able to successfully complete the key instructional assignments, activities, and assessments that are designated as evidence of learning.

**Learners select two processing strategies (from: cooperative groupings, curriculum chunking, scaffolding, and/or descriptions, discussions, and predictions), each aligned to the learning goal to include in the Mini-Study on Actively Processing New Content.

***Learners select two strategies (from: elaborating, writing, nonlinguistic representation, and/or self-reflection), each aligned to the learning goal to include in the Mini-Study on Student Expression.

Course Requirements & Assessments

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

Written Assignment: Processing Goal: In this activity, students will identify—based upon the research findings—a short-term goal specifically aligned to processing new information, a rationale for selecting that goal, and a prediction on the impact this goal will have on their classroom practice.

Sync Point Discussion: Research and Theory: In this activity, students will participate in an online discussion on the following prompt: Identify two pieces of information from chapter one of the textbook that stood out to you the most. What about these pieces of information did you find interesting? How does this information relate to your current classroom practice?

Learning Log: Technology and Critical-Input: In this activity, students will review the article titled, *Teaching With Interactive Whiteboards.* The reflection will include an analysis of the implications of technology-generated critical-input experiences on their classroom instruction—with specific focus on the variety of mediums—along a continuum from simple to complex levels of knowledge.

Sync Point Discussion: Critical-Input: In this activity, students will participate in an online discussion on the following prompt: Reflect on the questions that follow. What are two key comparisons and contrasts between a critical-input experience and a hook? How does this information relate to your current classroom practice?

Learning Log: Integrating the Arts: In this activity, students will review and reflect on the article titled, *Tucson Schools Enhance Learning with the Arts.* The reflection will include an analysis of the implications of integrating the arts into critical-input experiences in classroom practice.

Sync Point Discussion: Previewing: In this activity, students will participate in an online discussion on the following prompt: Reflect on the questions that follow. What is the relationship between critical-input and previewing experiences? What are the implications for your lesson planning process and your current classroom practice?

Mini-Study on Critical-Input Experiences & Previewing Experiences: In this activity students will conduct a mini-study concentrated on both a critical-input experience and previewing experiences. The submission of a videotape and an analysis is part of the mini-study. The purpose of the mini-study submission is to provide an authentic view of the student's classroom climate and relationship with students, and the effectiveness of specific instructional techniques. The videotape provides a means for students to self-reflect and analyze their current

instructional practices against the Art and Science of Teaching Framework. In addition, it provides a means to assess the impact of professional learning on their instructional practices in the classroom.

Mini-Study Video Analysis: In this activity, students will analyze the mini-study video against the Observation and Feedback Protocol and complete a written analysis utilizing APA format.

Learning Log: Collaboration Reflection: In this activity, students reflect on the collaboration experience, the lesson implemented, and the implications for their instructional practice. Students may elect to use this lesson for part of the mini-study video submission.

Sync Point Discussion: Grouping: In this activity, students will participate in an online discussion on the following prompt: Reflect on the questions that follow. What new insights have you gained on designing and implementing grouping strategies and experiences that enhance active processing of new information? How does this information

Sync Point Discussion: Chunking: In this activity, students will participate in an online discussion on the following prompt: Reflect on the questions that follow. What are the similarities and differences when chunking information for declarative vs. procedural knowledge? What are the instructional implications when deciding on the size (large or small) of content chunks? What are the instructional implications when deciding the level of difficulty of the knowledge chunked for students?

Learning Log: Chunking Experience: In this activity students will reflect upon their key findings on chunking content as it relates to their current practice, the implemented lesson on chunking, and the instructional design of this course. Students may elect to use this lesson for part of the mini-study video submission.

Learning Log: Processing Information: In this activity, students will review and reflect on the article titled, *Helping Students Process Information.* The reflection will include an analysis of the implications of processing

Sync Point Discussion: Scaffolding In this activity, students will participate in an online discussion on the following prompt: Reflect on the questions that follow. What is the instructional purpose of presenting new content in a scaffolded manner? How could you use different types of knowledge to create scaffolding tools for students? What new implications are relevant for your classroom practice?

Learning Log: Collaboration Reflection 2: In this activity, students will reflect on their experiences with peer partnership in developing scaffolding techniques to facilitate students in processing new content.

Learning Log: Summarizing: In this activity, students will review and reflect on the article titled, *Summarizing to Comprehend.* The reflection will include an analysis of the implications of summarizing experiences in their classroom practice.

Sync Point Discussion: Descriptors, Discussions, & Predictions: In this activity, students will participate in an online discussion on the following prompt: Reflect on the questions that follow. When planning for incorporating descriptors, discussions, and predictions, what are the key points of importance to consider? What could be confusing about implementing these strategies, and what are the implications for your classroom practice?

Learning Log: Lesson Design: In this activity, students will design, implement, and reflect upon a lesson or unit plan that asks students to process new information using descriptors, discussions, and predictions. Students may elect to use this lesson for part of the mini-study video submission.

Mini-Study on Actively Processing New Content: In this activity students will conduct a mini-study concentrated on two strategies for actively processing new content. The submission of a videotape and an analysis is part of the mini-study. Students may focus the mini-study video on cooperative groupings, curriculum chunking, scaffolding, and/or descriptions, discussions, and predictions. They may elect to include any combination of these strategies in

their video, but at least two are required. The purpose of the mini-study submission is to provide an authentic view of their classroom climate, their relationship with students, and the effectiveness of specific instructional techniques. The videotape provides a means to self-reflect and analyze their current instructional practices against the Art and Science of Teaching Framework. In addition, it provides a means to assess the impact of professional learning on their instructional practices with students.

Mini-Study Video Analysis: In this activity, students will analyze the mini-study video against the Observation and Feedback Protocol and complete a written analysis utilizing APA format.

Learning Log: Teaching Inference: In this activity students will review and reflect on the article titled, *Teaching Inference.* The reflection will include an analysis of the implications of teaching inferences

Sync Point Discussion: Questioning Techniques: In this activity, students will participate in an online discussion on the following prompt: Reflect on the questions that follow. How do you use questions to help students process new information, skills, and procedures? How do you use questions to encourage students to elaborate on their insights and inferences as they gain new knowledge? What are the implications for your current classroom practice?

Sync Point Discussion: Representing Content: In this activity, students will participate in an online discussion on the following prompt: Reflect on the questions that follow. Based on your new understandings, what is the effectiveness of strategies that allow students to process and refine new information through writing or nonlinguistic representations? Consider why you think teachers resist instructional strategies that require students to write or create nonlinguistic representation. What are the implications for your current classroom practice?

Learning Log: Representing Lesson Design: In this activity, students will design, implement, and reflect upon a lesson or unit plan asking students to process new information using writing and/or nonlinguistic representation. Students may elect to use this lesson for part of the mini-study video submission.

Sync Point Discussion: Student Self-Reflection: In this activity, students will participate in an online discussion on the following prompt: Reflect on the questions that follow. Based upon your new insight, what is the impact of purposeful student self-reflection opportunities? What are the implications for your classroom practice?

Mini-Study on Student Expression: In this activity students will conduct a mini-study concentrated on two strategies for student expression. The submission of a videotape and an analysis is part of the mini-study. Students may focus the mini-study video on elaborating, writing, nonlinguistic representation, and/or self reflection. They may elect to include any combination of these strategies in the video, but at least two are required. The purpose of the mini-study submission is to provide an authentic view of their classroom climate, their relationship with students, and the effectiveness of specific instructional techniques. The videotape provides a means to self-reflect and analyze their current instructional practices against the Art and Science of Teaching Framework. In addition, it provides a means to assess the impact of professional learning on their instructional practices with students.

Mini-Study Video Analysis: In this activity, students will analyze the mini-study video against the Observation and Feedback Protocol and complete a written analysis utilizing APA format.

Written Analysis: In this activity, students will submit a final analysis of their instructional practice. The purpose of this submission is to provide—as a result of this course—an authentic view of their new areas of strength, awareness, improvement, and leadership growth, as well as areas that require continued professional development. To document this experience, they will complete a final analysis written in APA format. This analysis will be organized into seven sections: Title Page, Abstract, Introduction, Analysis Results, Reflective Discussion, and References.

Work Habit: Throughout the course, the learner will be assessed on levels of honesty, plagiarism, professionalism in communication and work submitted, quality of sync point and wiki postings, and learning log entries, and

accepted writing conventions. The work habits will be scored by the facilitator and averaged into the final grade for each objective.

Rubrics

1.2.1 Written Assignment Rubric: Processing Goal	
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the learner provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how to apply the strategies for actively processing new content in their own classroom.
	The assignment includes insight and the ability to make inferences concerning the challenges and possible solutions to actively processing new content strategies.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Identifies a specific processing goal and the rationale for selecting that goal, while using the research findings to predict the impact and challenges on their classroom practice.
	The assignment includes open examination of the challenges and possible solutions to actively processing new content strategies.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Identifies a specific processing goal and the rationale for selecting that goal, but does not illustrate the research findings to predict the impact and challenges on their classroom practice.
	The assignment includes cautious examination of the challenges and possible solutions to actively processing new content strategies.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, identifies a specific processing goal and the rationale for selecting that goal, but has difficulty connecting the research findings to a prediction on the impact and challenges on their classroom practice.
	With help, the assignment includes irrelevant challenges and solutions to actively processing new content strategies.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the learning goal, rationale, and the research-based predictions are not identified.
Note: This will be used as a holistic rubric.	

	1.2.1 Sync Point Discussion Rubric: Research & Theory	
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other postings suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes an analysis of two key elements from the research and theory on actively processing new content, and includes a well-supported response to how these key strategies relate to current classroom practice. Responses to other postings relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes an analysis of two key elements from the research and theory on actively processing new content, but does not include a response on how these key strategies relate to current classroom practice. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, the initial posting includes an analysis of one key strategy from the research and theory on actively processing new content, and responses to other postings are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include an analysis of any strategy from the research and theory on actively processing new content and no responses to other postings are made.
Note: This will be used as a holistic rubric.	

	2.2.1 Learning Log Rubric: Technology and Critical-Input
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the learner identifies potential challenges with using their chosen technology and reflects on how they would overcome these challenges. The Learning Log includes a sophisticated arrangement of content, with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Analyze the implications of technology-generated critical-input experiences on your classroom instruction—with specific focus on the variety of mediums—along a continuum from simple to complex levels of knowledge, including how the issues and concepts raised relate to your current classroom instruction. The Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Analyze the implications of technology-generated critical-input experiences on your classroom instruction—with specific focus on the variety of mediums—along a continuum from simple to complex levels of knowledge, but does not include how the issues and concepts raised relate to your current classroom instruction. The Learning Log has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, demonstrates some understanding of the implications of technology-generated critical-input experiences on classroom instruction—with specific focus on the variety of mediums—along a continuum from simple to complex levels of knowledge, including how the issues and concepts raised relate to your current classroom instruction. The content of the Learning Log is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.
Note: This will be used as a holistic rubric.	

	2.2.1 Sync Point Discussion Rubric: Critical-Input	
Score	**Criteria**	
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other postings suggest a solution or provide additional information.	
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.	
3	Initial posting includes an analysis of two key comparisons and contrasts between critical-input experiences and a hook or motivational opening, and includes a well-supported response to how these key points relate to current classroom practice. Responses to other postings relate to the topic and their own experiences.	
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2	Initial posting includes an analysis of two key comparisons and contrasts between critical-input experiences and a hook or motivational opening, but does not include a response on how these key points relate to current classroom practice. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.	
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1	With help, the initial posting includes an analysis of one key comparison and contrast between critical-input experiences and a hook or motivational opening, and responses to other postings are made, but they do not relate to the topic.	
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.	
0	Even with help, the initial posting does not include an analysis of any comparisons or contrasts between critical-input experiences and a hook or motivational opening, and no responses to other postings are made.	
Note: This will be used as a holistic rubric.		

	2.2.1 Learning Log Rubric: Integrating the Arts
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the learner identifies potential challenges with using their chosen arts integration and reflects on how they would overcome these challenges. The Learning Log includes a sophisticated arrangement of content, with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Analyzes the implications of integrating the arts into critical-input experiences on your classroom instruction, including how the issues and concepts raised relate to your current classroom instruction. The Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Analyzes the implications of integrating the arts into critical-input experiences on your classroom instruction, but does not include how the issues and concepts raised relate to your current classroom instruction. The Learning Log has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, demonstrates some understanding of the implications of integrating the arts into critical-input experiences, including how the issues and concepts raised relate to your current classroom instruction. The content of the Learning Log is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.
Note: This will be used as a holistic rubric.	

	2.3.1 Sync Point Discussion Rubric: Previewing
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other postings suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes an analysis of the relationship between critical-input and previewing experiences, and includes a well-supported response to the implications to the lesson planning process and current classroom practice. Responses to other postings relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes an analysis of the relationship between critical-input and previewing experiences, but does not include a well-supported response to the implications to the lesson planning process and current classroom practice. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of the relationship between critical-input and previewing experiences and a well-supported response to the implications to the lesson planning process and current classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include an analysis of any key pieces of information on previewing, and no responses to other postings are made.
Note: This will be used as a holistic rubric.	

2.3.1 Mini-Study Video Analysis Rubric	
Score	**Criteria**
4	In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught. Demonstrates an open, non-defensive ability to self-appraise understanding and interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Reflective analysis conveys insight and the ability to make inferences extending beyond the information gleaned from the self-assessment results of the observation and feedback protocol, personal experience, and classroom practice.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	The learner develops, implements, and analyzes a lesson plan that introduces the processing strategies, critical-input experiences, and previewing experiences that compliment a properly-aligned learning goal, task, assessment, and scale. Seeks to understand concepts by openly examining interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Conveys a personal response to the issues raised and demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol and classroom practice. Provides specific examples related to classroom.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	The learner develops, implements, and analyzes a lesson plan that introduces the processing strategies, critical-input experiences, and previewing experiences, but no alignment is evident. Seeks to understand concepts by cautiously examining interpretations of what happened during the lesson against the results of the observation and feedback protocol. Includes specific evidences and/or examples that support the analysis, but does not generate conclusions. Some evidence of a personal response to the issues and concepts raised from the self-assessment results of the observation and feedback protocol is present, but the ability to reflect on or apply that to classroom practice is not demonstrated.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, the learner develops, implements, and analyzes a lesson plan that introduces the processing strategies, critical-input experiences, and previewing experiences that compliment a properly aligned learning goal, task, assessment, and scale. With help, little self-disclosure and minimal risk in connecting interpretations of what happened during the lesson to the results of the observation and feedback protocol are present. Self-disclosure provides a limited analysis, without supporting evidence or conclusions. With help, makes irrelevant personal responses to the issues and concepts raised from the self-assessment results of the observation and feedback protocol and/or personal reflection about classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.

0	Even with help, no understanding or skill demonstrated.
	Even with help, no self-disclosure or risk is exemplified in analyzing the connection between the observation and feedback protocol and personal classroom experiences.
	Even with help, no personal reflective response is included.

Note: This will be used as a holistic rubric.

	Mini-Study Video Submission Rubric
	(also used for the Actively Processing New Content and the Student Expression Mini-Studies)
Score	**Criteria**
4	Video is postmarked by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline. Video is at least 10 minutes and no longer than 15 minutes in length.
	Video is unedited, with a clear picture and sound.
	The main focus of the video is on the teacher giving a lesson in a classroom.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Video is postmarked by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline.
	Video is at least 8 minutes in length OR is between 16 and 17 minutes in length. Video is unedited, but the picture OR the sound is not clear.
	The main focus of the video is on the teacher giving a lesson in a classroom.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	Video is postmarked by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline.
	Video is at least 6 minutes in length OR is between 18 and 19 minutes in length.
	Video is unedited, but the picture AND the sound are not clear in parts of the video. The video is of a lesson, but the focus of the video is unclear.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	Video is postmarked by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline.
	Video is at least 4 minutes in length OR is between 20 and 21 minutes in length.
	Video is edited, OR the picture AND the sound are not clear throughout the entire video. Part of the video is of a lesson, and the focus of the video is unclear.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no video is submitted OR the video is submitted in an unacceptable format OR the video is postmarked after the deadline has passed.
	No permissions for ANY video participants are submitted.
	Video is less than 4 minutes in length OR is greater than 21 minutes in length.
	Video is edited, AND the picture AND the sound are not clear throughout the entire video. The video is not of a lesson in a classroom.
Note: This will be used as a holistic rubric.	

	3.2.1 Learning Log Rubric: Collaboration Reflection	
Score	**Criteria**	
4	In addition to the requirement indicated in level 3 of this rubric, the learner reflects on how they would overcome potential challenges. The Learning Log includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.	
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.	
3	Analyzes the collaborative experience, including the benefits and challenges raised as they relate to the implemented instructional lesson and the implications for the current instructional practice. The Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.	
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2	Analyzes the collaborative experience, including the benefits and challenges raised as they relate to the implemented instructional lesson, but does not include the implications for current instructional practice. The Learning Log has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.	
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1	With help, demonstrates some understanding of the collaborative experience, including the benefits and challenges raised as they relate to the implemented instructional lesson and the implications for current instructional practice. The content of the Learning Log is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.	
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.	
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.	
Note: This will be used as a holistic rubric.		

3.2.1 Sync Point Discussion Rubric: Groupings	
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other postings suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes an analysis of insight gained on designing and implementing grouping strategies and experiences that enhance active processing of new information, and also includes a well-supported response on how it relates to current classroom practice. Responses to other postings relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes an analysis of insight gained on designing and implementing grouping strategies and experiences that enhance active processing of new information, but does not include a response on how it relates to current classroom practice. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of insight gained on designing and implementing grouping strategies and experiences that enhance active processing of new information, and also includes a well-supported response on how it relates to current classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include an analysis of any key pieces of information on collaborative groupings, and no responses to other postings are made.
Note: This will be used as a holistic rubric.	

	3.3.1 Sync Point Discussion Rubric: Chunking	
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other postings suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes an analysis of similarities and differences when chunking information for declarative vs. procedural knowledge, as well as instructional implications for designing a lesson in chunks. Responses to other postings relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes an analysis of similarities and differences when chunking information for declarative vs. procedural knowledge, but does not include instructional implications for designing a lesson in chunks. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, the initial posting includes an analysis of similarities and differences when chunking information for declarative vs. procedural knowledge, and responses to other postings are made; posting also includes instructional implications for designing a lesson in chunks.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include an analysis of any key pieces of information on chunking, and no responses to other postings are made.
Note: This will be used as a holistic rubric.	

	3.3.1 Learning Log Rubric: Chunking Experience	
Score	**Criteria**	
4	In addition to the requirement indicated in level 3 of this rubric, the learner reflects on how he/she would overcome potential challenges. The Learning Log includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.	
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.	
3	Analyzes the implications of the chunking experience as it relates to current classroom practice, the implemented lesson on chunking, and current application of chunked content, including the benefits and challenges raised and implications for your instructional practice. The Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.	
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2	Analyzes the implications of the chunking experience as it relates to current classroom practice, the implemented lesson on chunking, and current application of chunked content—including the benefits and challenges raised—but does not include the implications for instructional practice. The Learning Log has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.	
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1	With help, demonstrates some understanding of the implications of the chunking experience as it relates to current classroom practice, the implemented lesson on chunking, and current application of chunked content, including the benefits and challenges raised and implications for instructional practice. The content of the Learning Log is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.	
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.	
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.	
Note: This will be used as a holistic rubric.		

**3.4.1 Learning Log Rubric: Processing Information**
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the learner identifies potential challenges with using processing information strategies and reflects on how they would overcome these challenges. The Learning Log includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Analyzes the implications of processing information during critical-input experiences on classroom instruction, including how the issues and concepts raised relate to current classroom instruction. The Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Analyzes the implications of processing information during critical-input experiences on classroom instruction, but does not include how the issues and concepts raised relate to current classroom instruction. The Learning Log has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, demonstrates some understanding of the implications of processing information during critical-input experiences on classroom instruction, including how the issues and concepts raised relate to current classroom instruction. The content of the Learning Log is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.
Note: This will be used as a holistic rubric.

**3.4.1 Sync Point Discussion Rubric: Scaffolding**	
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other postings suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes an analysis of the rationale for scaffolding, including the relationship to the different types of knowledge, and implications for classroom practice. Responses to other postings relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes an analysis of the rationale for scaffolding, including the relationship to the different types of knowledge, but does not identify implications for classroom practice. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of the rationale for scaffolding, including the relationship to the different types of knowledge, and implications for classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include an analysis of or rationale for scaffolding, and no responses to other postings are made.
Note: This will be used as a holistic rubric.	

	3.4.1 Learning Log Rubric: Collaboration Reflection 2
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the learner reflects on how they would overcome potential challenges. The Learning Log includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Analyzes the implications of the collaborative experience—including the benefits and challenges raised—as they relate to your current classroom instruction and how this collaborative experience could be transferred to your instructional practice with students. The Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Analyzes the implications of the collaborative experience, but does not include the benefits and challenges raised as they relate to current classroom instruction and how this collaborative experience could be transferred to instructional practice with students. The Learning Log has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, demonstrates some understanding of the implications of the collaborative experience, but does not include the benefits and challenges raised as they relate to current classroom instruction and how this collaborative experience could be transferred to instructional practice with students. The content of the Learning Log is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.
Note: This will be used as a holistic rubric.	

	3.5.1 Learning Log Rubric: Summarizing
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the learner reflects on how they would overcome potential challenges. The Learning Log includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Analyzes the implications of incorporating summarizing experiences—including the benefits and challenges raised—as they relate to current classroom instruction and how summarizing experiences could be transferred to instructional practice with students. The Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Analyzes the implications of incorporating summarizing experiences, but does not include the benefits and challenges raised as they relate to current classroom instruction and how summarizing experiences could be transferred to instructional practice with students. The Learning Log has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, demonstrates some understanding of incorporating summarizing experiences, but does not include the benefits and challenges raised as they relate to current classroom instruction and how summarizing experiences could be transferred to instructional practice with students. The content of the Learning Log is poorly arranged, with a minimal variety of word choice and minimal control of sentence structure.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.
Note: This will be used as a holistic rubric.	

Score	Criteria
3.5.1 Sync Point Discussion Rubric: Descriptions, Discussions, & Predictions	
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other postings suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes an analysis of key pieces of information on descriptions, discussions, and predictions, including clarification of any confusion and the implications to current classroom practice. Responses to other postings relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes an analysis of key pieces of information on descriptions, discussions, and predictions, including clarification of any confusion, but does not include any implications to current classroom practice. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of key pieces of information on descriptions, discussions, and predictions, including clarification of any confusion and implications to current classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include an analysis of any key pieces of information on descriptions, discussions, and predictions, and no responses to other postings are made.
Note: This will be used as a holistic rubric.	

**3.5.1 Learning Log Rubric: Lesson Design**	
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the learner reflects on how he/she would overcome potential challenges. The Learning Log includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Analyzes the implemented lesson focused on descriptors, discussions, and predictions, including the benefits and challenges raised and the implications for instructional practice. The Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Analyzes the implemented lesson focused on descriptors, discussions, and predictions, including the benefits and challenges raised, but does not include the implications for instructional practice. The Learning Log has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, demonstrates some understanding of the implemented lesson focused on descriptors, discussions, and predictions, including the benefits and challenges raised and the implications for instructional practice. The content of the Learning Log is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.
Note: This will be used as a holistic rubric.	

**3.5.1 Mini-Study Video Analysis Rubric**
Score	**Criteria**
4	In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught. Demonstrates an open, non-defensive ability to self-appraise understanding and interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Reflective analysis conveys insight and the ability to make inferences extending beyond the information gleaned from the self-assessment results of the observation and feedback protocol, personal experience, and classroom practice.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	The learner develops, implements, and analyzes a lesson plan that introduces two of the following processing strategies: cooperative groupings, curriculum chunking, scaffolding, and/or descriptions, discussions, and predictions. Learner ensures that each strategy compliments a properly aligned learning goal, task, assessment, and scale. Seeks to understand concepts by openly examining interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Conveys a personal response to the issues raised and demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol and classroom practice. Provides specific examples related to classroom.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	The learner develops, implements, and analyzes a lesson plan that introduces two of the following processing strategies: cooperative groupings, curriculum chunking, scaffolding, and/or descriptions, discussions, and predictions. No alignment is evident between the learning goal, task, assessment, and scale. Seeks to understand concepts by cautiously examining interpretations of what happened during the lesson against the results of the observation and feedback protocol. Includes specific evidences and/or examples that support the analysis, but does not generate conclusions. Some evidence of a personal response to the issues and concepts raised from the self-assessment results of the observation and feedback protocol is present, but the ability to reflect on or apply that to classroom practice is not demonstrated.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.

1	With help, the learner develops, implements, and analyzes a lesson plan that introduces two of the following processing strategies: cooperative groupings, curriculum chunking, scaffolding, and/or descriptions, discussions, and predictions. Learner ensures that each strategy compliments a properly aligned learning goal, task, assessment, and scale. With help, little self-disclosure and minimal risk in connecting interpretations of what happened during the lesson to the results of the observation and feedback protocol are present. Self-disclosure provides a limited analysis, without supporting evidence or conclusions. With help, makes irrelevant personal responses to the issues and concepts raised from the self- assessment results of the observation and feedback protocol and/or personal reflection about classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated. Even with help, no self-disclosure or risk is exemplified in analyzing the connection between the observation and feedback protocol and personal classroom experiences. Even with help, no personal reflective response is included.
Note: This will be used as a holistic rubric.	

4.2.1 Learning Log Rubric: Teaching Inference	
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the learner identifies potential challenges with teaching inferences and reflects on how they would overcome these challenges. The Learning Log includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Analyzes the implications of teaching inferences on classroom instruction, including how the issues and concepts raised relate to current classroom instruction. The Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Analyzes the implications of teaching inferences on classroom instruction, but does not include how the issues and concepts raised relate to current classroom instruction. The Learning Log has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, demonstrates some understanding of the implications of teaching inferences on classroom instruction, including how the issues and concepts raised relate to current classroom instruction. The content of the Learning Log is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.
Note: This will be used as a holistic rubric.	

**4.2.1 Sync Point Discussion Rubric: Questioning Techniques**
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other postings suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes an analysis of how to help students process new information, skills, and procedures, as well as details on using questions to encourage students to elaborate. Also includes the implications for current classroom practice. Responses to other postings relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes an analysis of how to help students process new information, skills, and procedures, as well as details on using questions to encourage students to elaborate, but does not include the implications for current classroom practice. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of how to help students process new information, skills, and procedures, as well as details on using questions to encourage students to elaborate. Also includes implications for current classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include an analysis of any key pieces of information on questioning techniques, and no responses to other postings are made.
Note: This will be used as a holistic rubric.

4.3.1 Sync Point Discussion Rubric: Representing Content	
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other postings suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes an analysis of new insights on the effectiveness of strategies that allow students to process new information through writing and/or nonlinguistic representation. Includes the implications for current classroom practice. Responses to other postings relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes an analysis of new insights on the effectiveness of strategies that allow students to process new information through writing and/or nonlinguistic representation, but does not include the implications for current classroom practice. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of new insights on the effectiveness of strategies that allow students to process new information through writing and/or nonlinguistic representation. Includes the implications for current classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include an analysis of any key pieces of information on writing and nonlinguistic representation, and no responses to other postings are made.
Note: This will be used as a holistic rubric.	

	4.3.1 Learning Log Rubric: Representing Lesson Design
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the learner reflects on how he/she would overcome potential challenges. The Learning Log includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Analyzes the implications of the lesson design focused on using writing and/or nonlinguistic representations, including the benefits and challenges raised as they relate to current classroom instruction and the implications for instructional practice with students. The Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Analyzes the implications of the lesson design focused on using writing and/or nonlinguistic representations, but does not include the benefits and challenges raised as they relate to current classroom instruction and the implications for instructional practice with students. The Learning Log has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, analyzes the implications of the lesson design focused on using writing and/or nonlinguistic representations, including the benefits and challenges raised as they relate to current classroom instruction and the implications for instructional practice with students. The content of the Learning Log is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.
Note: This will be used as a holistic rubric.	

	4.4.1 Sync Point Discussion Rubric: Student Self-Reflection
Score	**Criteria**
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other postings suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes an analysis of new insights on the impact of purposeful student self-reflection. Includes the implications for current classroom practice. Responses to other postings relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes an analysis of new insights on the impact of purposeful student self-reflection, but does not include the implications for current classroom practice. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of new insights on the impact of purposeful student self-reflection. Includes the implications for current classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include an analysis of any key pieces of information on purposeful student self-reflection, and no responses to other postings are made.
Note: This will be used as a holistic rubric.	

	4.4.1 Mini-study Video Analysis Rubric
Score	Criteria
4	In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught. Demonstrates an open, non-defensive ability to self-appraise understanding and interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Reflective analysis conveys insight and the ability to make inferences extending beyond the information gleaned from the self-assessment results of the observation and feedback protocol, personal experience, and classroom practice.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	The learner develops, implements, and analyzes a lesson plan that introduces two of the following processing strategies: elaborating, writing, nonlinguistic representations, and/or self-reflection. Ensures that each strategy compliments a properly-aligned learning goal, task, assessment, and scale. Seeks to understand concepts by openly examining interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Conveys a personal response to the issues raised and demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol and classroom practice. Provides specific examples related to classroom.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	The learner develops, implements, and analyzes a lesson plan that introduces two of the following processing strategies: elaborating, writing, nonlinguistic representations, and/or self-reflection. However, no alignment is evident between the learning goal, task, assessment, and scale. Seeks to understand concepts by cautiously examining interpretations of what happened during the lesson against the results of the observation and feedback protocol. Includes specific evidences and/or examples that support the analysis, but does not generate conclusions. Some evidence of a personal response to the issues and concepts raised from the self-assessment results of the observation and feedback protocol is present, but the ability to reflect on or apply that to classroom practice is not demonstrated.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, the learner will develop, implement, and analyze a lesson plan that introduces two of the following processing strategies: elaborating, writing, nonlinguistic representations, and/or self-reflection. Ensures that each strategy compliments a properly-aligned learning goal, task, assessment, and scale. With help, there is little self-disclosure and minimal risk in connecting interpretations of what happened during the lesson to the results of the observation and feedback protocol. Self-disclosure provides a limited analysis, without supporting evidence or conclusions. With help, makes irrelevant personal responses to the issues and concepts raised from the self- assessment results of the observation and feedback protocol and/or personal reflection about classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.

0	Even with help, no understanding or skill is demonstrated.
	Even with help, no self-disclosure or risk is exemplified in analyzing the connection between the observation and feedback protocol and personal classroom experiences.
	Even with help, no personal reflective response is included.

Note: This will be used as a holistic rubric.

5.2 Written Analysis Rubric	
Score	**Criteria**
4	Identifies and provides a detailed written response for all of the required elements of each section, including three major insights, two questions, and one action step. Demonstrates an open, non-defensive ability to self-appraise understanding and interpretations of three major insights, including specific evidences and/or examples that demonstrate how the new insight has changed instructional practice. Openly examines two lingering questions that convey insight and make inferences extending beyond the information gained, including potential sources that could assist in answering, clarifying, or understanding the proposed questions. Conveys a clear action step priority, including in-depth, logical reason(s) for the selection. There is strong, concise evidence that the action step includes components of the course content that will improve instructional practice.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Provides a written response for all of the required elements for each of the following sections: three major insights, two questions, and one action step. Openly examines interpretations of three major insights, including specific evidences and/or examples that demonstrate how the new insight has changed instructional practice. Openly examines two lingering questions, including potential sources that could assist in answering, clarifying, or understanding the proposed questions. Conveys a clear action step priority, including the reason(s) for the selection. There is evidence that the action step includes components of the course content that will improve instructional practice.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Written response is missing any of the following: three major insights, two questions, OR one action step. Cautiously examines interpretations of three major insights. Includes specific evidences and/or examples, but does not demonstrate how the new insight has changed instructional practice. Cautiously examines two lingering questions, but does not include potential sources that could assist in answering, clarifying, or understanding the proposed questions. Conveys a clear action step priority, including the reason(s) for the selection, but with limited evidence that the action step includes components of the course content that will improve instructional practice.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.

1	With help, written response is present for all of the required elements for each of the following sections: three major insights, two questions, and one action step. With help, examines interpretations of three major insights, including specific evidences and/or examples that demonstrate how the new insight has changed instructional practice. With help, examines two lingering questions. Includes potential sources that could assist in answering, clarifying, or understanding the proposed questions. With help, provides clear action step priority, including the reason(s) for the selection. There is evidence that the action step includes components of the course content that will improve instructional practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, does not include written responses for all of the required elements in the following sections: three major insights, two questions, and one action step. Even with help, missing interpretations of three major insights. Does not include specific evidences and/or examples that demonstrate how the new insight has changed instructional practice. Even with help, missing two lingering questions. Does not include potential sources that could assist in answering, clarifying, or understanding the proposed questions. Even with help, missing a clear action step priority, including the reason(s) for the selection. There is no evidence that the action step includes components of the course content that will improve instructional practice.
	Note: This will be used as a holistic rubric.

Work Habit Rubric	
Score	**Criteria**
4	All work submitted is original work free of plagiarism, collusion, and cheating. Exhibits professional and respectful behaviors in all communications and in all work that is submitted. When participating in Sync Point Discussions, the response indicates thoughtful ideas and explicit suggestions to the initial posting and other group members' postings. No grammatical, spelling, and/or punctuation errors are evident in any work that is submitted.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	All work submitted is original work free of plagiarism, collusion, and cheating. Exhibits professional and respectful behaviors in all communications and in all work that is submitted. When participating in Sync Point Discussions, the response indicates thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings. Almost no grammatical, spelling, and/or punctuation errors in any work that is submitted.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	All work submitted is original work free of plagiarism, collusion, and cheating. Exhibits professional and respectful behaviors in all communications and in all work that is submitted. When participating in Sync Point Discussions, the response indicates thoughtful ideas and/or suggestions to the initial posting and other group members' postings. A few grammatical, spelling, and/or punctuation errors exist in work that is submitted.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, all work submitted is original work free of plagiarism, collusion, and cheating. With help, exhibits professional and respectful behaviors in all communications and in all work that is submitted. With help, Sync Point Discussion responses indicates thoughtful ideas and/or explicit suggestions to initial postings and other group members' postings. With help, a few grammatical, spelling, and/or punctuation errors are evident in work that is submitted.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.

0	Even with help, work submitted has evidence of plagiarism, collusion, or cheating.	
	Even with help, does not exhibit professional and respectful behaviors in all communications and in all work that is submitted.	
	Even with help, no postings are made to Sync Point Discussions.	
	Even with help, work is Incomprehensible due to grammatical, spelling, and/or punctuation errors.	
Note: This will be used as a holistic rubric.		

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective 1 • Written Assignment: Processing Goal • Sync Point Discussion: Research and Theory	0-4	5%
Objective 2 • Learning Log: Technology and Critical-Input • Sync Point Discussion: Critical-Input • Learning Log: Integrating the Arts • Mini-Study on Critical-Input Experiences & Previewing Experiences; Video Submission (Note: This is one assessment that incorporates learning goals 2 and 3.)	0-4	5%
Objective 3 • Sync Point Discussion: Previewing • Mini-Study on Critical-Input Experiences & Previewing Experiences; Video Submission (Note: This is one assessment that incorporates learning goals 2 and 3.)	0-4	5%
Objective 4 • Learning Log: Collaboration Reflection • Sync Point Discussion: Groupings • Mini-Study on Actively Processing New Content; Video Submission	0-4	5%
Objective 5 • Sync Point Discussion: Chunking • Learning Log: Chunking Experience • Mini-Study on Actively Processing New Content; Video Submission	0-4	5%
Objective 6 • Learning Log: Processing Information • Sync Point Discussion: Scaffolding • Learning Log: Collaboration Reflection 2 • Mini-Study on Actively Processing New Content; Video Submission	0-4	5%
Objective 7 • Learning Log: Summarizing • CSync Point Discussion: Descriptors, Discussions, & Predictions • Learning Log: Lesson Design	0-4	5%

• Mini-Study on Actively Processing New Content; Video Submission		
Objective 8 • Learning Log: Teaching Inference • Sync Point Discussion: Questioning Techniques • Mini-Study on Student Expression; Video Submission	0-4	5%
Objective 9 • Sync Point Discussion: Representing Content • Learning Log: Representing Lesson Design • Mini-Study on Student Expression; Video Submission	0-4	5%
Objective 10 • Sync Point Discussion: Self-Reflection • Mini-Study on Student Expression; Video Submission	0-4	5%
Objective 11 • Mini-Study on Critical-Input Experiences & Previewing Experiences; Video Submission • Mini-Study on Actively Processing New Content ; Video Submission • Mini-Study on Student Expression; Video Submission • Written Analysis	0-4	40%
Work Habit	0-4	10%

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/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/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.