Graduate Education 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	
ED 585		Integrating Technology Into Curriculum	
Section/Semester	Location	Meeting Times	
Summer 2017	MTHS/Online	Mondays/By Appointment	

Instructor Contact Information

Instructor Name		Office Hours (if applicable)	
Brian Lownsbery			
Phone Number	E-mail		Best time(s) to be contacted
(717) 435-2168	lownsberytech@mac.com		Voicemail/Email

Course Description

The course will present models of instructional design to provide a theoretical framework in the application and integration of microcomputer technology into the K-12 curriculum. Participants will develop a portfolio of computer-generated materials for their classroom.

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

Recommended Textbook(s)

Teachers Discovering Computers: Integrating Technology in a Connected World 8/e
Gunter, & Gunter, ISBN #978-1285845432, Course Technology, Copyright: 2014

Recommended Reading List or Resources

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

Bitter, Gary G. and Jane M. Legacy. *Using Technology in the Classroom (7th Ed.).*

Docterman, D. A. (2002). *Great teaching in the One Computer Classroom*. Watertown, MA: Tom Snyder Productions. (Available at www. tomsnyder.com).

Marzano, Robert, Debra Pickering, and Jane E. Pollock, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (ASCD).*

Throne, Stephanie and Grace Smith. *Differentiating Instruction with Technology in K-5 Classrooms.*

Warlick, David (2004.). *Redefining Literacy for the 21st Century*. Linworth.

Recommended Websites:
Technology and Learning Magazine
http://www.techlearning.com/

Kathy Schrock
http://school.discovery.com/schrockguide/

ISTE
http://www.iste.org/

Teachers Discovering Computers Textbook Website
http://oc.course.com/sc/tdc6/

Inspiration Software
http://www.inspiration.com/

Microsoft Education Home
http://www.microsoft.com/education/

Apple Learning Interchange
http://edcommunity.apple.com/ali/

KidsClick
http://www.kidsclick.org/

Scholastic
http://www.scholastic.com/

Mid-continent Research for Education and Learning
http://www.mcrel.org/

Discovery Education streaming
http://streaming.discoveryeducation.com/

Thinkfinity Website
Excellent resource for using the Internet in the classroom.
http://www.thinkfinity.org/

A Tutorial on Searching the Web
http://www.sc.edu/beaufort/library/pages/bones/bones.shtml
Blooms' Revised Taxonomy - question/project generator
 Screencast1 (see a video explanation of the website)
Digital Taxonomy - web 2.0 tools organized by the taxonomy level
Screencast 2 (see a video explanation of the website)
Rubrics for Digital Work - rubrics created for student blog entry, comments - organized by taxonomy level
Screencast 3 (see a video explanation of the website)
TPACK – Technological Pedagogical and Content Knowledge http://www.tpck.org/

<div align="center">**Student Learning Objectives & Evidence of Student Learning**</div>

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

Institutional Student Learning Outcomes (ISLO)
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:
1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

APA Online References:
> http://apastyle.apa.org/
> http://owl.english.purdue.edu/owl/resource/560/01/
> email apasupport@wilkes.edu with any APA questions
> go to http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

*CT program Mission/Goal: Prepare educators to integrate technology into their curriculum and update their computer skills..		

*CT Program Outcomes	*Student Learning Outcomes	Evidence Of Learning
Core Competency 1: ***Student Learning and Creativity** Professionals use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	a. promote, support, and model creative and innovative thinking and inventiveness. b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources. c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.	
Core Competency 2: ***Digital Learning** Professionals design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources that promote the use of technology to meet current academic needs.	a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources. d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.	Unit 8 - Podcast
Core Competency 3: ***Information & Technological Literacy** Professionals exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.	Unit 9 Presentation - QR-OC Rubric Unit and Class Discussions
Core Competency 4: ***Digital Citizenship and Responsibility** Professionals understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.	a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources. c. promote and model digital etiquette and responsible social interactions related to the use of technology and information. d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.	Unit 12 - Jing Lesson
Core Competency 5: ***Professional Growth and Leadership** Professionals continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. *National Educational Technology Standards for Teachers, Second Edition ©2008, ISTE® (International Society for Technology in Education), www.iste.org	a. participate in local and global learning communities to explore creative applications of technology to improve student learning. b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others. c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning. d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.	

Course Requirements & Assessments

Assignment Descriptions

This course includes ten unit discussions, class discussions, a final project (3 parts), and other assignments. The assignments are intended both to facilitate and assess your progress.

Discussions (Required for Online Classes) (F2F classes are encouraged to use them as each instructor does have a D2L course shell)

Discussions are designed to engage your thinking about the readings as well as your interaction with other students in the course. Discussion postings should be courteous, thoughtful and carefully written.

Scoring Guide for Unit and Class Discussion Postings

Seminar Discussion Leader/ Participant Rubric				
Class Discussion Leader		**Unit Discussion Participant Response**		
Well-developed introduction Makes connections to reading.	5	Related to leader's topic. Asks a related question; relates to own experience.		3.5
Clear explanation. Shares own experience or opinion.	5	Respectful of other's opinions, suggests a solution or provides additional information.		3.0
Creates interest and uses words appropriate for the audience.	5	Uses appropriate grammar.		3.5
Total	**15**	**Total**		**10**

Unit Discussions, 5 points each (3 points for your response, 1 point for response to another post) - 11 discussions = 55 points total, due dates are located in Course Announcements and in online calendar from Course Tools Menu.

Quizzes - 4 quizzes worth a total of 30 points

Class Discussion, 15 points for your post (due when assigned, check Announcements) and 10 points for answering other posts ((at least 5 required over the duration of the class) 2 points each)) in the Class discussion. (25 points total) **(Excluded this semester)**

Specific rubrics are listed online for the each of the assignments.

Portfolio Projects

<u>**Unit Assignment One:**</u> Provide a short (no more than 200-word) description of yourself.

<u>**Unit Assignment Two:**</u> Create and format a school activity flyer. Create a flyer for parents/students/ night with class information and add a QR code that links to your teacher or school website. Show evidence that you understand and can apply visual design principles of alignment, proximity, repetition, and contrast. **In the comment section of the dropbox when you are uploading your project, state the purpose of the flyer and write a synopsis of what you did and which design principles you used to make your design decisions**. (20 Points)

Unit Assignment Three: Flipped Classroom Proposal - This will be the first step in your learning some ways you can flip your classroom. You will begin to think about and select an idea, topic, or concept you want to flip. More of this concept will be found in ED 530 - Utilizing Emerging Technologies. What you get in this course is just the introduction. (25 points)

Unit Assignment 3: Flipped Lesson Assignment
Using Jing, Jing Tutorial, or other screencast app, create that 3-5 minute screencast or video for your Flipped Classroom. **(100 points) This assignment meets Competency 4b.**

Jing Rubric:

Superior	Good	Adequate	Below Basic	
Use of Jing or other software (34)	Jing or camera is used to create a narrated video between 5 and 7 minutes long and the video is stored on and accessible from screencast.com or is included or embedded in an email or document and Teacher directs students to write certain key terms down in their notes, complete a problem with the teacher, pause the video and complete a problem and when they press play have the answer for them, or write down a question to discuss in class for the next day.	One of the following is true: The video is less than 5 minutes, or is not narrated, or is not accessible from screencast.com or in an email or document.	Two of the following are true: The video is less than 5 minutes, or is not narrated, or is not accessible from screencast.com or in an email or document	All three are true: The video is less than 5 minutes, or is not narrated, or is not accessible from screencast.com or in an email or document
Educational Content (33)	Narration has a clear introduction. Steps of the lesson are explained thoroughly and clearly and a complete teaching moment is presented.	Narration is mostly complete with brief introduction and steps of the lesson are visible but not clearly explained and a complete teaching moment is presented.	A complete teaching moment present with little or no introduction.	Narration is rudimentary or nonexistent, steps are unclear, and video lacks a conclusion.
Compliance with Instructions (33)	All instructions are followed.	All but one instruction is followed	A few instructions are not followed	A significant number of instructions are not followed

Unit Assignment Four: Create a concept map, flowchart, story web, storyboard or other graphic organizer to assist your students with visualizing a concept or organizing information. **In the comment section of the dropbox when you are uploading your project, state the purpose of the project that makes it clear to the viewer what they should see when they open your project.** (25 points)

Unit Assignment Five: Technology Research Project Proposal (25 points)
Select and evaluate an emerging technology (Glogster, PhotoPeach, Edmodo, Prezi, Khan Academy, Doodle etc....) that you would like to implement in your classroom/school. Prepare a proposal for formal presentation that you would deliver to your teachers, principal, school district personnel or school board to convince them to fund and adopt this technology. Also, begin thinking about at least 2 to 3 "How-To" screencasts using Jing or Screencast-o-Matic that focus on how to use the technology so staff, students, and administrators would be able to refer back to these screencasts when they begin integrating the technology that you will research. *(CTC3a) **You will be creating these Screencasts to go along with your oral presentation in Phase 3.**
Phase 1: (**Unit 5 Project**) Select and evaluate an emerging technology and prepare a formal 1 - 2 page proposal using APA style with title page (abstract not needed) for the technology that you would deliver to your teachers, principal, school district personnel or school board to convince them to fund and adopt this technology. Use the rubric below as your guide for this 1-2 page proposal.

Criteria	25	20	15	0
TRP Proposal	**Proposal clearly describes the technology and its general purpose and effectively describes how it would support the vision for technology use in classroom/school.**	Proposal alludes to the general purpose of the technology and how it would support the vision for technology use in classroom/school.	Proposal requires reader to assume how the technology would support the vision for use in classroom/school.	Proposal does not describe the technology and its general purpose and does not effectively describe how it would support the vision for technology use in classroom/school.

Once this proposal is completed and approved, you can begin to think about Phase 2 and Phase 3. **Phase 2** is the actual creation of the presentation or put another way, your slide show design and development phase. **Phase 3 is the oral presentation**.

During **Phase 2** (**Unit 7 Project**), use the steps listed below as your guide as you prepare the presentation. **Remember, you will be making an oral presentation to try to convince your school board to adopt this technology you just researched**. The steps below should give you an indication of what will be in this presentation.

Slide 1 may be your title slide. Slide 2 may have information that describes the technology. Slide 3 may have information as to how this technology supports the vision of your school/classroom...and so on.

When your slide show is completed it should be able to convey all the information included in steps 1 thru 8 below. Use specific examples of how the technology will be used as much as you can especially in step 8.

Steps to completing presentation:
1. Once you have researched and evaluated the technology, describe the technology and its general purpose. (CTC3d)
2. Present information that describes how well this technology supports the vision of technology use in your classroom/school. (CTC5d)
3. Describe the age range and grade level appropriate for this technology. Include strategies to ensure equitable access for all students and teachers. (CTC 1b)
4. Describe the equipment and/or software required for implementing the technology. CTC2a)
5. Describe technical support available for teachers, administrators, and students. (CTC2b)
6. Describe the cost including training and technical support if applicable. (CTC3a)
7. Describe how you will use this technology in your classroom. Include in the presentation how the technology could be used to meet content standards, promote specific learning goals, and differentiate instruction. (CTC 1b& CTC1d & CTC4b))
8. Reflect on what you learned while selecting and evaluating this technology. (CTC5b)
9. Create the screencasts that could be used by teachers, students, and administrators as they begin to implement the technology in their particular environment.
Once your slide presentation is completed you will make the oral presentation (Phase 3). At this oral presentation you will also show your screencasts referenced in step 9.

There Is No Unit 6 Assignment

Unit Assignment Seven (Phase 2): Technology Research Project Presentation File Creation (175 Pts.)
Up to this point in the course you have experienced some really cool technologies and have spent the last week researching that one specific technology that you want to present to your fellow teachers, administrators, and/or students. It is now time to plan and develop the actual presentation you will give during the oral presentation time in Unit 9. The first thing you need to do it to choose what presentation software you will be using for this presentation. More information can be found in the Unit 7 assignment section.

Begin the development of the presentation. Here are some areas to consider for the content of the presentation:
1. Describe the technology and its general purpose. (CTC3d)
2. Present information that describes how well this technology supports the vision of technology use in your classroom/school. (CTC5d)
3. Describe the age range and grade level appropriate for this technology. Include strategies to ensure equitable access for all students and teachers. (CTC 1b)
4. Describe the equipment and/or software required for implementing the technology. CTC2a)
5. Describe technical support available for teachers, administrators, and students. (CTC2b)
6. Describe the cost including training and technical support if applicable. (CTC3a)
7. Describe how you will use this technology in your classroom. Include in the discussion how the technology could be used to meet content standards, promote specific learning goals, and differentiate instruction. (CTC 1b& CTC1d & CTC4b))
8. Reflect on what you learned while selecting and evaluating this technology. (CTC5b)
9. Provide links in the presentation to the "How To' screencasts that could be used by teachers, students, and administrators as they begin to implement the technology in their particular environment.

REMEMBER: As you develop the presentation keep in mind visual design techniques and how the content should be presented on the screen. REMEMBER: You are making a presentation that will convey the information in points 1 - 9 above. This is not a paper so there should be very little reading of text on the screen. Tips you can use can be found HERE. Be sure your presentation covers the content in points 1 - 9 above.

Unit Assignment Eight: Create a podcast, (What is a podcast?) you can use in your classroom. The podcast should be not more than 5 minutes. Feel free to involve your students in the production of the podcast. **You must submit a script along with the actual podcast.** Do not forget, **In the comment section of the dropbox when you are uploading your project, state the purpose of the project that makes it clear to the viewer what they should see when they open your project.** (You don't have to create the RSS file that allows people to subscribe to the podcast. To create a podcast, you need a microphone, free software such as Audacity. (Check this out before downloading Audacity). Your final project will be saved as a .WAV file and submitted to the dropbox. **(25 points)**

An interview focusing on K-12 podcasting with Tony Vincent, technology specialist from Willowdale Elementary School in Omaha, NE may help you with some ideas, tips and tricks for this assignment. He describes his experiences with podcasting and student examples and reactions from students, teachers and parents. http://www.indiana.edu/%7Eicy/download/twtep7.mp3

Unit 8 - Podcast Rubric - Take note of each section.

Criteria	Level 4 6.25 points	Level 3 4 points	Level 2 2 points	Level 1 1 point
Script	The script is very well written, uses interesting language and relevant vocabulary, contains a great deal of correct factual material and has no grammaticalerrors.			No script is present. O Points
Delivery	The podcast is well rehearsed and delivered smoothly. Much of the content is original. The enunciation is clear and intelligible, and there is much expression and enthusiasm in the recitation. It is very clear that podcast creator is enthusiastically immersed in this presentation.	The podcast is rehearsed and delivered smoothly. There is some original content. The enunciation is clear and intelligible, and there is expression and enthusiasm in the recitation.	The podcast appears to not have been rehearsed. There is little or no original content. The enunciation is sometimes clear and intelligible, and there is some excitement and enthusiasm in the recitation.	The podcast appears unrehearsed, the enunciation is muddled and not clear and the recitation lacks expression and enthusiasm..
Technical	The volume is good for both music and voice, there is no background or other distracting noise, and there are no technical glitches.	The volume is good for both music and voice, there is littlebackground or other distracting noise, and there are no technicalglitches.	The volume is fair for both music and voice, there is background and other distracting noise, and there are some technical glitches.	The volume is poor for both music and voice, there is considerablebackground and other distracting noise, and there are several technical glitches. (1 point)
Music	The music selected enhances the podcast, fits the mood and content of the piece, and is at a volume level that does not overpower the voice.	The music selected is appropriate for the podcast, fits the mood and content of the piece, and is at avolume level that does not overpower the voice.	The music selected is somewhat appropriate for the podcast, somewhat fits the mood and content of the piece, and is at a volume level that does sometimes overpower the voice or is barely audible.	There is no music, or the music selected is not appropriate for thepodcast, does not fit the mood and content of the piece, and is at a volume level that overpowers the voice or is not audible at all. (1 point)
Overall Score	**Level 4 - 20 or more**	**Level 3 - 15 to 19**	**Level 2 - 9 to 14**	**Level 1 - 0 to 8**

Unit Assignment Nine: (Phase 3) Technology Research Project Oral Presentation (25 points)
This is the 3rd phase of the Technology Research Project that began in Unit 5 with the TRP proposal and then again in Unit 7 with the creation of your TRP presentation. It is now time to actually give your oral presentation.
For this part of the project, you will need a computer with a camera and a quiet place where you could sit. You could use a video camera set on a tripod if you desire. What I need you to do here is to set up in your quiet location and have the camera focused on your head and shoulders. If you have that camera on your computer, this would be the easiest way to do this. Just open your presentation file on your computer and begin recording through your camera the presentation you would be giving to your school board. All I need to see is your face making the presentation because I will have the actual presentation file on my computer so I can follow along as you present. I will give more detail regarding this part of the assignment during our live online class meeting.

No Unit 10 Assignment

Unit Assignment Eleven: Creating a Teacher's Web Page: Use teacher web page creation sites discussed in this unit, or go to http://sites.google.com/?pli=1 **(25 points)**

Webpage Rubric

Criteria	Advanced	Proficient	Basic	Below Basic	No credit
Relevance/Objectives	5 points The content has a unique main idea/purpose/theme and includes useful educational information for students and parents. Information is relevant to the site and organized in a very clear manner. The content is written clearly using high quality, up to date pertinent resources. The content is highly informative and provides essential information to the reader.	4 points The purpose, theme, or main idea of the website is evident with appropriate educational information for students and parents. The content points readers to quality information resources. The content is informative and provides useful information to the reader.	3 points The theme or main idea of the website is vague and does not create a strong sense of purpose or include educational information that students and parent can use. The content points readers to information that does not relate to the purpose or theme of the page.	2 points The website lacks a clear purpose or central theme and is not useful to students and parents. The content points readers to some information resources which are inaccurate or misleading or inappropriate for the intended audience.	0 points No assignment has been submitted.
Use of Graphics	4 points Photographs, graphics, video are all used and enhance the content and create interest. The graphics load properly. Images enhance the content of the Web pages in an innovative way. There is a minimum of 4 graphics located on the site.	3 points Two of the three (Photographs, graphics, video) are used and enhance the content and create interest. 3 out of 4 required graphics are included.	2 points One of the 3 (photographs, graphics, video are used. Some of the photos and graphics are not high quality images and do not create interest. Two out of the required 4 graphics are included.	1 point The photographs, graphics, and/or videos are inappropriate for the content or are distracting decorations that create a busy feeling and detract from the content. Many of the photos and graphics are not high quality images or are not properly edited for Web display. Site includes less than 2 graphic images.	0 points No graphics are included or no assignment has been submitted.
Internal & External Navigation	4 points All of the menus, navigation links and all internal links and sections of the website connect back to the home page and/or sitemap. All external links to connecting websites are active and functioning. There should be four or more hyperlinked web resources. A working email link to the author of the website is included. A minimum of 2 individual pages must be linked together.	3 points Most of the menus, navigation links and internal links to sections of the website connect back to the home page and/or sitemap. Three of the external links to connecting websites are active and functioning. A working email link to the author of the website is included. There are 2 - 3 hyperlinked web resources.	2 points Less than half of the menus, navigation links and internal links to sections of the website connect back to the home page, but in other places the links do not connect to preceding pages or to the original index page. Some of the external links to connecting websites are not active and functioning. Only 1 web link is included. An email link to the author of the website is not hyperlinked.	1 point There are significant problems with menus, navigation links and internal links to sections of the website and few or no connections back to the preceding pages or to the original index page. Many external links to connecting websites are not active and functioning. No email link to the author of the website is included.	0 points Navigation is non-existent or no assignment has been submitted.
Layout & Text Elements	4 points The typography is easy-to-read and point size varies appropriately for headings and text. Consistent format extends page-to-page. The layout uses horizontal and vertical white space appropriately. The background, colors and layout are artful and consistent across the website and enhance the readability of the information presented.	3 points Sometimes the typography is easy-to-read, but in a few places the use of fonts, point size, bullets, italics, and bold text detract and do not enhance readability. A few irregularities in format decrease readers' accessibility to the content. The layout uses horizontal and vertical white space appropriately in most places. The background, colors and layout are consistent across the website and make it easy to read the	2 points The typography is difficult to read and uses too many different fonts, overuse of bold, bullets, italics or lack of appropriate indentations of text. Some formatting tools are under or over utilized and decrease the readers' accessibility to the content. There are several format inconsistencies throughout the website. Horizontal and vertical white spaces are inappropriate in some places. The background, colors and	1 point The text is extremely difficult to read due to inappropriate use of fonts, point size of text. Many formatting tools are under or over utilized and decrease the readers' accessibility to the content. There are numerous format inconsistencies throughout the website. The content appears cluttered. The background, colors and layout make the site unattractive, and it is difficult to read the information presented.	0 points No assignment has been submitted.

			information presented.	layout are distracting and make it difficult to read the information presented		
Assignment Requirements	4 points All of the assessed items are present. All links, graphics, and navigation works. The assignment goes beyond the requirements.		3 points One or two of the assessed items are missing or do not work.	2 points Three to four of the assessed items are missing or do not work.	1 point Five or six of the assessed items are missing or do not work.	0 points No assignment has been submitted.
Writing Mechanics	4 points The text has no errors in grammar, capitalization, punctuation, and spelling. Fair use guidelines are followed with proper use of citations throughout the Web page.		3 points The text has a few errors in grammar, capitalization, punctuation, and spelling requiring minor editing and revision. Fair use guidelines are frequently followed and proper citations are used.	2 points The text has errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. (4 or more Sometimes fair use guidelines are followed errors).	1 point The text has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. (more than 6 errors) Fair use guidelines are not followed. Non original material is improperly cited.	0 points No assignment has been submitted.
Overall Score	Level 5 23 or more		Level 4 15 or more	Level 3 12 or more	Level 2 6 or more	Level 1 0 or more

Course Grading: (Points may need to change depending on use of Discussion in course)
A   94-100% Academic achievement of superior quality
B+   87-93% Academic achievement of good quality
B   80-86% Academic achievement of acceptable quality in meeting graduation requirements
C+   75-79% Academic achievement of adequate quality but below the average required for graduation
C   70-74% Academic achievement below the average required for graduation
F   Below 70% Failure. No graduate course credit

Points	Grade
515 – 550	A
476 - 514	B+
440 – 475	B
416 - 439	C+
390– 415	C
<390	F

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 Schedule:

Week	Units
Week 1 – Monday 5/8 – 4:30pm **Wednesday 5/10 (Online)** **Assignments Due: Sunday 5/14**	**1/2**
Week 2 – Monday 5/15 – 4:30pm **Wednesday 5/17 (Online)** **Assignments Due: Sunday 5/21**	**3/4**
Week 3 – Monday 5/22 – 4:30pm **Wednesday 5/24 (Online)** **Assignments Due: Sunday 5/28**	**5/6**
No Class – Monday 5/29 **Wednesday 5/31**	
Week 4 – Monday 6/5 – 4:30pm **Wednesday 6/7 (Online)** **Assignments Due: Sunday 6/11**	**7/8**
Week 5 – Monday 6/12 – 4:30pm **Wednesday 6/14 (Online)** **Assignments Due: Sunday 6/18**	**9/10**
Week 6 – Monday 6/19 – 4:30pm **Wednesday 6/21 (Online)** **Assignments Due: Sunday 6/25** ****All course materials due no later than 6/25**	**11/12**

course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

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

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

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

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

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

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

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

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

Graduate Course Expectations

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

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

Reference Text:
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.

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

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

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

Academic Supports

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

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at http://wilkes.beta.libguides.com/library/databases

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

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

Writing: The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at http://www.wilkes.edu/resources/writing

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical,

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

Wilkes Graduate Education Program

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

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

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

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