COURSE NUMBER
NUR 6306 (3-0-0)

COURSE TITLE
Teaching Strategies in Nursing Education

CREDITS
3 Credit Hours (This is an online course offering)

PREREQUISITE COURSES
NUR 6319

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Collaborative management programs such as PBwiki may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course. [http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014]

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage: blackboard.angelo.edu Select “Browser Test” option.

Please see technical requirements for MSN classes at this link: http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

COURSE DELIVERY
This is an online course offering. [http://blackboard.angelo.edu]
For computer or technical issues, please contact: ASU Helpdesk at 325-942-2911

FACULTY
Dr. Kelly Michael
**OFFICE HOURS**
CST/USA (Virtual) **Tue:** 1:00 PM - 4:00 PM, **Wed:** 1:00 PM - 4:00 PM, and **By Appointment.**
I strive to respond to messages within 24 to 36 hours during the work week. **If you have a question and an email response would suffice, then let me know when you contact me.** Weekend messages may not be returned until Monday. Depending on the nature of the meeting we may employ use of the telephone, Blackboard Collaborate, or Google Hangout.

**COURSE DESCRIPTION**
This course is designed to explore the knowledge and competencies needed to develop and apply innovation strategies and technologies in classroom, laboratory, and clinical settings. Strategies for distance and web-based learning are also addressed.

**MSN PROGRAM OUTCOMES**
Upon program completion, the graduate will be prepared to:
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives.
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams.
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN MSN Essentials</th>
<th>Mapping to NE Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the importance of having students establish personal learning goals for a course</td>
<td>Discussion Board Short Paper#1: Personal Learning Goals Wiki #1: Go 2 Guide 4</td>
<td>5; 9</td>
<td>5.5; 9.1; 9.2; 9.12; 9.14; 9.15</td>
<td>7.1; 7.2; 8.1; 8.4</td>
</tr>
<tr>
<td>2. Use knowledge of learning science as a basis to design learning environments</td>
<td>Short Paper #2: How People Learn</td>
<td>9</td>
<td>9.2; 9.12; 9.15</td>
<td>1.2; 3.1; 3.2; 3.3; 4.3; 7.1</td>
</tr>
<tr>
<td>3. Use methods of assessments of learner needs and teaching styles to guide educational decisions for individuals.</td>
<td>Short Paper #3: Learning Styles Wiki #2: Learning Styles Wiki #3: Student Disabilities</td>
<td>5; 9</td>
<td>5.5; 9.1; 9.2; 9.12; 9.14</td>
<td>1.1; 3.1; 3.2; 3.3; 7.1; 8.1</td>
</tr>
<tr>
<td>4. Use a learning design framework to design a Learning Project</td>
<td>Learning Project – Draft Discussion Board #2:</td>
<td>9</td>
<td>9.1; 9.2; 9.12; 9.15</td>
<td>3.1; 4.3; 7.1; 8.1</td>
</tr>
</tbody>
</table>
### Required Texts

### Other Required Materials
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

### Recommended Texts (Not Required)

<table>
<thead>
<tr>
<th>5. Use knowledge of effective lesson strategies and cooperative learning strategies in learning environment design</th>
<th>Learning Project Wiki #4: Teaching Strategies Wiki #5: Cooperative Learning</th>
<th>5; 9</th>
<th>5.5; 9.2; 9.4; 9.12</th>
<th>3.1; 3.2; 3.3; 4.3; 5.7; 7.1; 8.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Use facets of effective lecturing in the design of a learning project</td>
<td>Learning Project Wiki #6: Effective lecturing</td>
<td>5; 9</td>
<td>5.5; 9.2; 9.12</td>
<td>3.1; 3.2; 3.3; 4.3; 5.7; 7.1; 8.1</td>
</tr>
<tr>
<td>7. Integrate technology into teaching and learning practices</td>
<td>Learning Project Wiki #6: Teaching with Technology</td>
<td>5; 9</td>
<td>5.5; 9.2; 9.4; 9.12</td>
<td>3.1; 3.2; 3.3; 4.3; 5.7; 7.1; 8.1</td>
</tr>
<tr>
<td>8. Engage nursing faculty skills for managing student issues</td>
<td>Short Paper #4: Student Issues and New faculty Skills</td>
<td>9</td>
<td>9.1; 9.2; 9.12</td>
<td>6.6; 6.7; 8.1</td>
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<tr>
<td>TOPIC OUTLINE</td>
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</tbody>
</table>
| **Week 1:** *Introduction to Class / Setting Goals*  
During this week, students will familiarize themselves with the course management system, introduce themselves to the community of learners, explore the importance of having students establish personal learning goals for courses, develop learning goals for themselves and share a portion of their findings of available resources with the community of learners. |
| **Weeks 2, 3 & 4:** *Exploring How People Learn*  
During these three weeks students will explore research in the learning sciences regarding what we know about how individuals learn. Additionally, students will investigate how learning theories and educational frameworks are explained and employed in nursing education. Students are expected to write a short paper on this topic. |
| **Weeks 5 & 6:** *Learning Styles, Teaching Styles & Disability in Education*  
During these two weeks, students will explore the need to assess and evaluate learning styles of students as a way to better understand student populations and as a basis for designing learning activities. Students will also explore teaching styles to better understand one self when it comes to functioning as a teacher. Additionally, students will engage an issue in education, students with disabilities, to develop a better understanding of how to assist these students and to develop an understanding of the scope of legal issues. Students are expected to write a short paper and engage two wiki assignments. |
| **Week 7 & 8:** *A Framework for Learning*  
During this week the students will explore a framework for designing learning environments to best optimize learning. The students will begin developing a learning project and will engage a discussion board assignment. |
| **Week 9 & 10:** *Effective Lessons & Cooperative Learning*  
During these two weeks students will explore the nature of effective lessons and how cooperative learning can effectively be achieved and enhance the learning experiences of students and instructors. Students will continue to develop individual learning projects and will engage in two wiki assignments. |
| **Week 11:** *Effective Lecturing*  
During this week students will explore facets of effective lecturing in the classroom and in the online environments. Students will continue to develop individual learning projects informed by effective teaching and lecturing methods and will engage in one wiki assignment. |
| **Week 12 & 13:** *Teaching with Technology in the Classroom & Clinical Settings*  
During this week students will explore a variety of technologies to be in the classroom and in the online environments to facilitate student learning. Students will continue to develop individual learning projects informed by use of technology in classroom spaces and will engage in one wiki assignment. |
| **Week 14 & 15:** *Student Issues & New Faculty Skills*  
During this week students will explore student issues in education and skills necessary for new faculty members. Students will continue to develop and will submit individual learning projects to the class via Discussion Board for review and critique. Lastly, students will engage in a short paper regarding Student Issues & New Faculty Skills. |
| **Week 16:** *Final Project Due / End of Course Evaluations* |
GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. For any and all assignments, I will allow revision of that assignment after an analysis is made. If you are not happy with your personal progress towards meeting the outcomes, then feel free to revise your work and resubmit.

The following grading scale is in use for this course:
- A = 90-100 percent
- B = 80-89 percent
- C = 70-79 percent
- F = <70 percent

GRADES
Graded activities and percent of the overall course grade:
- Discussion Board Activities 20%
- Short Papers 30%
- Learning Project 30%
- Wikis 20%

TEACHING STRATEGIES
- Project development
- Readings
- Group work
- Writing assessments
- Technology enhanced learning

Learning Project:
Each student will design a learning project this semester on a subject in nursing education of his or her choosing. This document will be informed by the readings and assignments throughout this course.

Readings:
Readings in this course have been selected to help develop knowledge and understanding regarding the teaching and learning process. These readings will be valuable in helping engage in all assessments of this course.

Additional suggested readings and texts are offered throughout the course. These are not assigned readings. They are resources for your future educator practice.

Discussion Board Activities:
Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment.

Short Papers:
The Short Paper assignment is a type of response paper. During these assignments, students will engage guided questions and case studies on a variety of topics related to this course.

Wiki Go 2 Guide Assignments: Wikis are a technology which provides a useful way for multiple individuals to write and edit on a common document. This benefit allows a way to pool our intellectual resources in quick and easy format. There are several wikis we will complete this semester. The wiki will house the class “Go 2 Guides.”
ASSESSMENT SUBMISSION
In this class, all assessments need to be submitted through the Assessments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email me at robert.michael@angelo.edu and attach a copy of what you are trying to submit. This lets me know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

POLICY ON LATE OR MISSED ASSESSMENTS
Dates for assessments are posted. Failure to submit your assessments on the assigned date will result in a five percent deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

LIFELINE POLICY: I realize that unforeseen minor circumstances occasionally arise. Therefore, each student is allowed one lifeline this semester. A lifeline is a 4 hour extension that can be redeemed on any single assessment (except the final culminating group project) without explanation or penalty. To redeem your lifeline, simply write “Lifeline” at the top of your assessment.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
• Angelo State Student Handbook located on the ASU website: http://www.angelo.edu/student-handbook/
• University Catalog located on the ASU website: https://www.angelo.edu/catalogs/
• University Graduate Nursing Handbook, located on the Nursing website: http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014

IMPORTANT UNIVERSITY DATES
See Academic Calendar at: http://www.angelo.edu/services/registrars_office/academic_calendar.php
August 28  First Day of Class
September 1  Last day to register or make changes
September 4  Holiday
November 3  Last day to drop a class or withdraw from the University for this Semester.
Forms must be received by 5:00 p.m. CDT. * / **
November 22-24  Thanksgiving Holiday
December 11-15  Final Exams Week
December 15  Fall Semester ends
December 16  Fall Commencement***
* https://www.angelo.edu/content/forms/290-drop-request-form-for-online-courses-only
** Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.
***If you are graduating this semester please make sure you complete your application for graduation.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24-36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.
Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms. / Mr. unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else’s messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald’s article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ACADEMIC INTEGRITY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Nursing Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/forms/pdf/Honor_Code.pdf. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all nursing papers. Quotes should be used sparingly. It is expected that you will summarize or
paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. We also run papers through originality checks via Bb Safe Assignment or Turnitin. Anything greater than 30% could result in failure of the assessment, failure of the course and/or expulsion from the university. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

PERSONS WITH DISABILITIES
“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.” The following includes contact information for Disability Services at ASU: ada@angelo.edu / 325-942-2047 / Fax: 325-942-2211 / Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
1. “A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in (NUR 6306) should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEBLINKS:
• Board of Nursing for the State of Texas http://www.bne.state.tx.us/
• National Institute of Nursing Research (NINR)
  HTTPS://WWW.NIH.GOV/ABOUT-NIH/WHAT-WE-DO/NIH-ALMANAC/NATIONAL-INSTITUTE-NURSING-RESEARCH-NINR
• National Magnet
• Campaign for Action (The Future of Nursing) http://campaignforaction.org/

WEB RESOURCE
As a graduate nurse educator student at ASU, you have access to Faculty Development Material hosted and developed by Dr. Patricia Benner webpage http://www.educatingnurses.com/
To use, you will have to set up an account and indicate that you are a student at Angelo State University. Relevant videos and articles are available to you by virtue of your enrollment in this program.

**COURSE EVALUATION**

Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. ASU uses the IDEA Student Ratings of Instruction Learning Objectives.

**Fatal Error Policy:**

Rationale: Effective communication of ideas and information with members of the nursing community and the general public is an important skill for all nurses to develop. Documents containing grammatical and spelling errors can distract and frustrate the reader. If your papers contain these types of errors, it will be difficult for me to focus on the content written and grade fairly. For this reason, I use a fatal error policy, which allows you to correct your mistakes in exchange for a penalty of a letter grade, rather than failing the assignment.

Policy: Papers containing more than 3 of the following errors will be returned without a grade. You will have 24 hours to fix the error(s) and resubmit the paper. Resubmitted papers will be graded, but will only be marked at 89% of the earned grade. So, the highest grade you can make if your paper must be resubmitted is a B.

List of fatal errors: ¹

1. misspelled words (run spell-check)
2. misused words (e.g. "proven", affect/effect, absorbance/absorbency)
3. improper use of singular or plural forms of scientific words
4. sentence fragments
5. run-on sentences or comma splices
6. improper formatting of medical terminology / scientific names
7. capitalization mistakes
8. serious errors in punctuation that obscure meaning
9. errors in verb tense or subject/verb agreement
10. first person pronouns
11. other serious grammatical errors
12. lack of conformity with assignment format
13. each improper citation, or lack of citation where one is needed
14. blocks of quotations strung together with linking words or minimal original writing
15. improper formatting of tables and figures
16. lack of units reported on quantitative data

Avoiding fatal errors: While the spelling and grammar check features on word processing programs are helpful, their suggestions aren't always correct. So please use other methods of proofreading. Read the paper yourself. Have someone else read your paper. Use the University writing center. Use a dictionary or composition book to assist you when you are uncertain of spelling or grammar.

# Short Paper #1: Personal Learning Goals Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Items</strong></td>
<td>Does not answer items.</td>
<td>Thoroughly answers a minority of the items. 36 points</td>
<td>Answers a majority, but not all items. 40.5 points</td>
<td>Thoroughly answers each item. 45 points</td>
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<tr>
<td>Short term goals (STG)</td>
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<tr>
<td>Plans for achieving (STG)</td>
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<tr>
<td>Long term goals (LTG)</td>
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<tr>
<td>Plans for achieving (LTG)</td>
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<td></td>
</tr>
<tr>
<td><strong>Evidence of evaluation and synthesis of material</strong></td>
<td></td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present 36 points</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present 40.5 points</td>
<td>Always uses concepts and terminology appropriately; when applicable, Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present 45 points</td>
</tr>
<tr>
<td><strong>Scholarly writing and Citations using APA formatting</strong></td>
<td></td>
<td>Occasionally uses consistent citation style; Greater than two APA mistakes noted. 8 points</td>
<td>Routinely uses consistent citation style; Two or fewer APA mistakes noted. 9 points</td>
<td>Always uses consistent citation style; No APA mistakes noted. 10 points</td>
</tr>
<tr>
<td>Uses consistent style.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Unacceptable</td>
<td>Marginal</td>
<td>Proficient</td>
<td>Exemplary</td>
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</tr>
<tr>
<td>Part 1</td>
<td>Does not answer item. 0 points</td>
<td>Answers the item at a marginal level. 6 points</td>
<td>Answers the item at a proficient level. 8 points</td>
<td>Answers the item at an exemplary level. 10 points</td>
</tr>
<tr>
<td>Part 2</td>
<td>Does not answer item. 0 points</td>
<td>Answers the item at a marginal level. 6 points</td>
<td>Answers the item at a proficient level. 8 points</td>
<td>Answers the item at an exemplary level. 10 points</td>
</tr>
<tr>
<td>Part 3</td>
<td>Does not answer item. 0 points</td>
<td>Answers the item at a marginal level. 6 points</td>
<td>Answers the item at a proficient level. 8 points</td>
<td>Answers the item at an exemplary level. 10 points</td>
</tr>
<tr>
<td>Part 4</td>
<td>Does not answer item. 0 points</td>
<td>Answers the item at a marginal level. 6 points</td>
<td>Answers the item at a proficient level. 8 points</td>
<td>Answers the item at an exemplary level. 10 points</td>
</tr>
<tr>
<td>Part 6</td>
<td>Does not answer item. 0 points</td>
<td>Answers the item at a marginal level. 6 points</td>
<td>Answers the item at a proficient level. 8 points</td>
<td>Answers the item at an exemplary level. 10 points</td>
</tr>
<tr>
<td>Evidence of evaluation and synthesis of material</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis 0 points</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present 2 points</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present 4 points</td>
<td>Always uses concepts and terminology appropriately; when applicable, Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present 6 points</td>
</tr>
<tr>
<td>Scholarly writing and Citations using APA formatting</td>
<td>Lacks use of consistent style. 0 points</td>
<td>Occasionally uses consistent citation style; Greater than two APA mistakes noted. 2 points</td>
<td>Routinely uses consistent citation style; Two or fewer APA mistakes noted. 3 points</td>
<td>Always uses consistent citation style; No APA mistakes noted. 4 points</td>
</tr>
</tbody>
</table>
# Short Paper #3: Learning Styles & Disability

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 1</td>
<td>Does not answer item.</td>
<td>Answers the item at a marginal level.</td>
<td>Answers the item at a Proficient level.</td>
<td>Answers the item at an exemplary level.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>6 points</td>
<td>8 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Q 2</td>
<td>Does not answer item.</td>
<td>Answers the item at a marginal level.</td>
<td>Answers the item at a Proficient level.</td>
<td>Answers the item at an exemplary level.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>6 points</td>
<td>8 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Q 3</td>
<td>Does not answer item.</td>
<td>Answers the item at a marginal level.</td>
<td>Answers the item at a Proficient level.</td>
<td>Answers the item at an exemplary level.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>6 points</td>
<td>8 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Q 4</td>
<td>Does not answer item.</td>
<td>Answers the item at a marginal level.</td>
<td>Answers the item at a Proficient level.</td>
<td>Answers the item at an exemplary level.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>6 points</td>
<td>8 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Q 5</td>
<td>Does not answer item.</td>
<td>Answers the item at a marginal level.</td>
<td>Answers the item at a Proficient level.</td>
<td>Answers the item at an exemplary level.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>6 points</td>
<td>8 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Q 6</td>
<td>Does not answer item.</td>
<td>Answers the item at a marginal level.</td>
<td>Answers the item at a Proficient level.</td>
<td>Answers the item at an exemplary level.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>6 points</td>
<td>8 points</td>
<td>10 points</td>
</tr>
</tbody>
</table>

**Evidence of evaluation and synthesis of material**

- Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis - 0 points
- Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present - 2 points
- Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present - 4 points
- Always uses concepts and terminology appropriately; when applicable, always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present - 6 points

**Scholarly writing and Citations using APA formatting**

- Lacks use of consistent style. - 0 points
- Occasionally uses consistent citation style; Greater than two APA mistakes noted. - 2 points
- Routinely uses consistent citation style; Two or fewer APA mistakes noted. - 3 points
- Always uses consistent citation style; No APA mistakes noted. - 4 points
## Short Paper #4: Student Issues and New Faculty Skills

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1</strong></td>
<td>Does not answer item. 0 points</td>
<td>Answers the item at a marginal level. 6 points</td>
<td>Answers the item at a proficient level. 8 points</td>
<td>Answers the item at an exemplary level. 10 points</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td>Does not answer item. 0 points</td>
<td>Answers the item at a marginal level. 6 points</td>
<td>Answers the item at a proficient level. 8 points</td>
<td>Answers the item at an exemplary level. 10 points</td>
</tr>
<tr>
<td><strong>Part 3</strong></td>
<td>Does not answer item. 0 points</td>
<td>Answers the item at a marginal level. 6 points</td>
<td>Answers the item at a proficient level. 8 points</td>
<td>Answers the item at an exemplary level. 10 points</td>
</tr>
<tr>
<td><strong>Part 4</strong></td>
<td>Does not answer item. 0 points</td>
<td>Answers the item at a marginal level. 6 points</td>
<td>Answers the item at a proficient level. 8 points</td>
<td>Answers the item at an exemplary level. 10 points</td>
</tr>
<tr>
<td><strong>Evidence of evaluation and synthesis of material</strong></td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis 0 points</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present 2 points</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present 4 points</td>
<td>Always uses concepts and terminology appropriately; when applicable, always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present 6 points</td>
</tr>
<tr>
<td><strong>Scholarly writing and Citations using APA formatting</strong></td>
<td>Lacks use of consistent style. 0 points</td>
<td>Occasionally uses consistent citation style; Greater than two APA mistakes noted. 2 points</td>
<td>Routinely uses consistent citation style; Two or fewer APA mistakes noted. 3 points</td>
<td>Always uses consistent citation style; No APA mistakes noted. 4 points</td>
</tr>
</tbody>
</table>
# Learning Project - Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 10 points</th>
<th>Proficient 8 points</th>
<th>Marginal 7 points</th>
<th>Unacceptable 0-6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Completed ADDIE Instructional Design Lesson Planning Worksheet</strong> (Module 4 - Part 1)</td>
<td>Thoroughly answers all worksheet items.</td>
<td>Answers a majority, but not all worksheet items.</td>
<td>Answers a minority of the worksheet items.</td>
<td>Does not answer worksheet items.</td>
</tr>
<tr>
<td><strong>2. Evidence of use of Learning Framework</strong> (Learning Centered; Knowledge-Centered; Community-Centered; Assessment-Centered) (Module 4 – Part 2)</td>
<td>Thoroughly addresses all aspects of the Learning Framework</td>
<td>Addresses a majority, but not all aspects of the Learning Framework</td>
<td>Addresses a minority of aspects of the Learning Framework</td>
<td>Does not address any aspect of the Learning Framework</td>
</tr>
<tr>
<td><strong>3. Lecture Draft (Module 6)</strong></td>
<td>Thorough Lecture Draft Present – Ex. slides, worksheets, case studies, etc.</td>
<td>Moderate Lecture Draft Present</td>
<td>Marginal Lecture Draft Present</td>
<td>No Lecture Draft Present</td>
</tr>
<tr>
<td><strong>4. Evidence of technology use in the learning project.</strong> (I will not accept a Powerpoint© or slide presentation as the technology example unless it is part of a screencast video.) (Module 7)</td>
<td>Use of Technology present in course from examples offered on the Module</td>
<td></td>
<td></td>
<td>No use of Technology present in course</td>
</tr>
<tr>
<td><strong>5. Evidence of evaluation and synthesis of material</strong></td>
<td>Always uses concepts and terminology appropriately; when applicable, always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis</td>
</tr>
<tr>
<td><strong>6. Scholarly writing and Citations using APA formatting</strong></td>
<td>Always uses consistent citation style and cites all sources. No APA mistakes noted.</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer APA mistakes noted.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two APA mistakes noted.</td>
<td>Does not cite sources or use consistent style.</td>
</tr>
</tbody>
</table>

All items must be above the Unacceptable level to pass