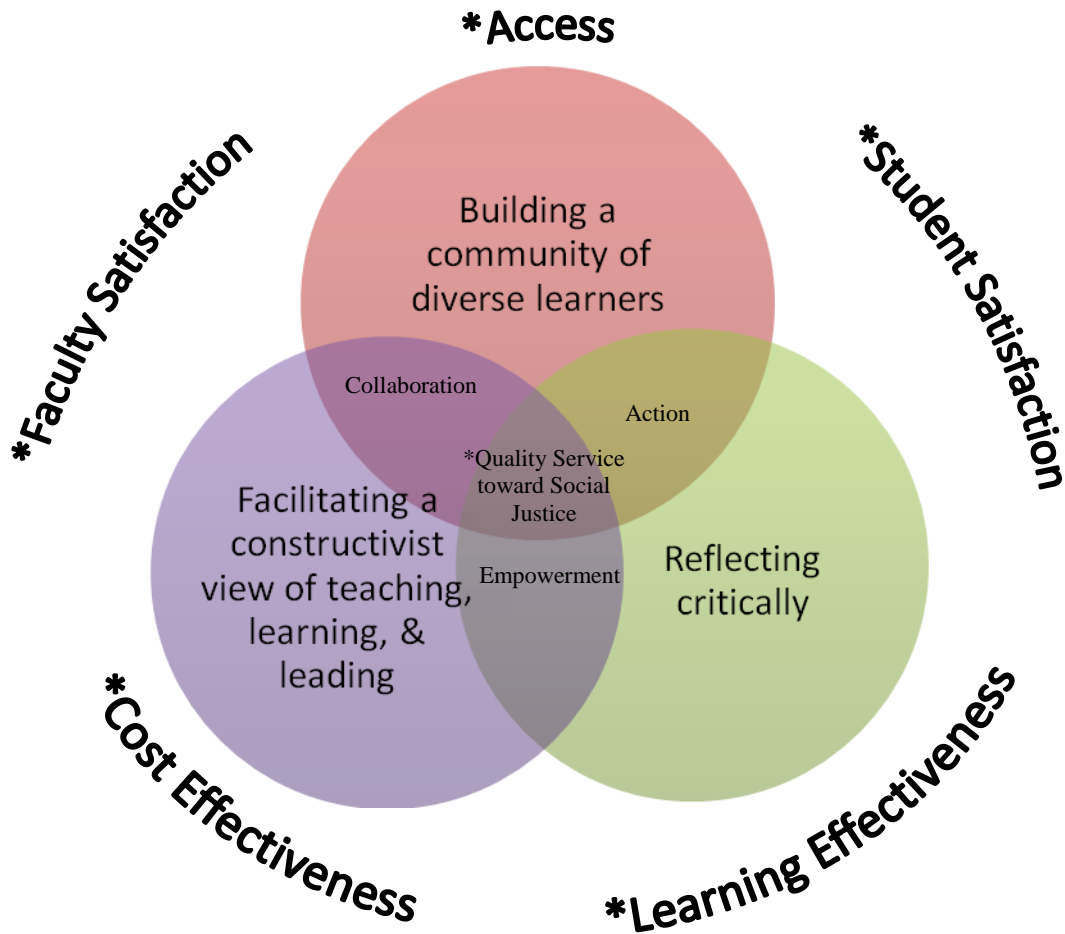


GRADUATE ONLINE SYLLABUS

Course Title	Credits	Semester and Year	Course Location Internet
Course Meeting Dates and Time			
Instructor	Email	Phone	
Office Hours	Note: Online students must take a pre-class training on Elluminate.com The website address is: http://www.elluminate.com/Training/Documentation/Detail/88/?id=227		



Conceptual Framework: "Knowledge Brings Us Together"
 Building Community While Constructing Knowledge to Serve a Pluralistic Society

The philosophy underlying the conceptual framework adopted for Heritage University's College of Education and Psychology is that of "constructivism". As conceptualized by the College, and paraphrased here, constructivism asserts that knowledge 1) is richer when created by the learner, 2) is more meaningful for the learner when it is related to prior knowledge, 3) is shaped by both the social and non-social experiences of the learner, and 4) is in a variety of ways collaboratively established within the culture of the learner.

The mission of the OCRGP project is to deepen Heritage University's commitment to underrepresented graduate students by providing quality academic access to the historically marginalized and culturally and financially isolated populations in Washington State. The four indicators in the outside circle tie to the Sloan Consortium's pillars.

* The Five Sloan Consortium Pillars are added as indicators of exceptional online graduate programs

Note: Online students must take a pre-class training on Elluminate.com
The website address is: <http://www.illuminate.com/Training/Documentation/Detail/88/?id=227>

2. Course Description and Prerequisites:
 [TEXT from HU Course Catalog

]

a. Balance of virtual/synchronous and off line class times. *(Depending on the needs of the curriculum and the students, HU online graduate program recommends a maximum of 10-15 hours of virtual/synchronous work—however this requirement is flexible. If you have questions, please contact either Cathy Hardison at hardison_c@heritage.edu or Marisol Rodriguez-Price at Rodriguez-Price_m@heritage.edu to discuss the balance of virtual/synchronous and asynchronous hours)*

b. Technology Requirements

- Students are expected to use the Heritage Email system and check their email frequently to ensure effective communication between instructor and student.
- Access to headphones with a microphone is required!
- Students who will complete an electronic portfolio should have must have access to a scanner or digital camera to insert copies of evidence.
- Internet Browser: Should have latest updates and support packages. It is strongly recommended students use High-Speed Internet connections rather than dial-up, as this will ensure better communication without lag time.
- Microsoft Word: All work must be saved as Version 2003 to ensure all participants can open and view the files.

c. Pre-class Information:

- Elluminate has the following web address that is a wonderful site for students to learn how to use Elluminate as a participant: <http://www.illuminate.com/Training/Documentation/Detail/88/?id=227> Click on Participant Orientation and listen to the seven minute recording. Students can also download the participants guide and print it for their reference.

3. A. Learner Outcomes/WAC's, ISLLC Standards/ Performance Indicators, and Assessment Methods:

LEARNER OUTCOMES/WAC'S (KNOWLEDGE & SKILLS)	*HU GOALS	PERFORMANCE INDICATORS (EVIDENCE) (Products and Performance)	**ASSESSMENT METHODS/CODES

*HU GOALS: HU has adopted four goals as part of its accreditation process; Please indicate the symbol of the goal as it connects to the course outcomes. *Please refer to the last page of this template for a complete copy of the goals.*

- K = **Knowledge** of the Physical World and of Human Culture,
- S = Intellectual and Practical **Skills**,
- P = Personal and Social **Responsibility**,
- A = Integrative and **Applied** Learning.

** Assessment Methods or Codes (Suggestions—add or delete to list)

- Performance (skills, products, and presentations).....Code = P
- Oral communication (interviews, conferences, oral examinations, formative questioning).....Code = OC
- Self reflection.....Code = SR
- Small Group (Community Learning Teams).....Code = SG
- Course Rubrics.....Code = CR
- Essay-written.....Code = E

- Technology.....Code = T
- Individual Homework Assignment Including Essential Questions.....Code = IHA
- Graded Presentations/Activities.....Code = GP

3. B. Essential Questions:

- A. *If applicable, the essential questions are already designed and are placed in the model syllabi for the face to face traditional courses posted in the Faculty Resource Manual :*
https://myheritage.heritage.edu/ics/Colleges/College_of_Education_and_Psychology/Faculty_Resource_Center.jn
 z After arriving at the site, go to the right hand side and click on the class under the program title and determine if essential questions are part of the course

4. Culminating Project(s):

- A. One or more of the following as assigned by the instructor—*list here*

5. Course Guidelines and Professional Expectations

A. Attendance and Absence Policy:

Statement for all online graduate syllabi: “Candidates are expected to be in attendance and participate in all virtual/synchronous sessions and as well as offline course work. The dates for the online courses are listed at the back of the syllabus. Please mark them on your schedule”.

B. Assignments:

Statement for all online graduate syllabi: “Students are expected to prepare thoroughly for each online session, to complete all assigned reading, and to become deeply involved in the sessions. (Assignments should be well-written using correct spelling and grammar. Part of development as a professional includes providing reports, projects, and other materials on time and in electronic format. All class assignments must be submitted for grading by the due date)”.

C. Group work:

Statement for all online graduate syllabi: “Group work will be organized in different ways during different times”.
[Here describe the way you will organize Community Learning Teams]

D. Collaboration and peer review of different assignments:

Statement for all online graduate syllabi: “Students are expected to fully participate in Elluminate Break Out sessions as well as other Learning Community Activities”

E. Timeline for completion of identified criteria:

[Here reference your addendum(da)]

F. Written Reflections:

[Here identify coursework that will require a written reflection].

G. Use of Technology:

Statement for all online graduate syllabi: “Students must demonstrate their use educational technology in their online presentations (e.g., PowerPoints, video clips, handouts, posters, charts).

H. Use of APA format.

Statement about requirement or non-requirement of APA needed here

I. Online Protocol, Respect and Collaboration:

Statement for all online graduate syllabi: “In the K12 education system, classroom teachers are expected to work in collaborative teams and to be respectful of each other’s positions and suggestions. Likewise, in the Heritage Master of Education Program, each student is expected to carry his/her portion of the responsibilities as well as be supportive of other participants’ efforts. Disrespectful comments and behaviors toward other students and/or the faculty are not acceptable at any time in the on or off line environment (e.g. Respect for the opinion of others, nonuse of inappropriate humor, timely completion of assignments, acceptable contributions to collaboration activities).”

J. Integration of Culturally Responsive Research into class.

Online classes need to have a culturally responsive component. Please contact Dr. Marisol Rodriguez-Price at 509.865.8656 or rodriguez-price_m@heritage.edu for any needed guidance and fill out the table in Number 7.

Culturally Relevant Infusion: *Here you will define how you will infuse the 6 themes into your course as well as the assignment to the student to define how he/she will infuse the themes into their classroom, building, workplace: (Dr. Marisol Rodriguez-Price is your contact for assistance)*

Culturally Relevant Teaching is	Class Infusion Methodology	Specific Activity	Description	Assignment
Validating because it assures students that they have a place in the teaching process.				
Comprehensive because it provides a holistic picture for curriculum understanding.				
Multidimensional because it highlights a plethora of perspectives while examining information.				
Empowering because it fosters a sense of confidence.				
Transformative because it leads learners to action.				
Emancipatory because it frees them to be critical thinkers.				

6. Texts and Study Aids:

A. Required:

List your textbook(s): Name, Author, Edition, ISBN Number

B. Supplemental Reading Material:

Please post your syllabus four weeks ahead of your first class on My Heritage and send a copy to Imelda Balderas at balderas_m@heritage.edu

- 1) Comment to students: "Please access the instructor/class website through my Heritage student site. If you are registered for the specific class, then the handouts, weblinks, etc. will be available after I post them."*

C. Recommended Web Sites:

7. Assessment and Grading Procedures:

MINIMUM GPA for Graduate School: A minimum cumulative grade point average of 3.0 (**B**) **must be maintained in graduate work. Note: Educational Administration students** can earn no lower than a 3.0 (B) grade in each course. Counseling students can earn no lower than a 2.7 (B-) grade in each course. M.I.T. students can earn no lower than a 2.0 (C) in each course. Other degree program students can earn no lower than a 2.0 (C) grade in each course. *HU Catalog 2010-2011, p. 15*

A. Grading Scale:

Heritage University Goals and Key Assessment Indicators

University Goals are a set of learning priorities held by Heritage University for all students which permeates all learning experiences at both the undergraduate and graduate level. University Goals identify a broader set of academic achievements, professional and personal attitudes, dispositions and individual and community priorities embraced by the institution. All courses (both within GUCRs and within academic majors) should incorporate University Goals.

1) KNOWLEDGE of the Physical World and of Human Cultures (K)	2) Intellectual and Practical SKILLS (S)	3) Personal and Social RESPONSIBILITY (R)	4) Integrative and APPLIED LEARNING (AL)
<p>a) Students will possess the knowledge of the physical world and scientific methodology necessary to engage in informed discussions regarding currently relevant issues in science and society.</p> <p>b) Students will explain contributions and impacts of as well as the connections among history, the arts, social sciences, and cultural elements such as religion, philosophy, and literature.</p>	<p>a) Students will employ the appropriate methods to find, evaluate, produce, share, and use information.</p> <p>b) Students will ask questions, think systematically, and answer their questions by analyzing literature or conducting investigations.</p> <p>c) Students will demonstrate communication skills including reading, writing, speaking, listening, and use of visual media in a variety of contexts.</p> <p>d) Students will construct valid and sound arguments.</p> <p>e) Students will employ the mathematical knowledge and skills necessary to succeed in their disciplines and to contribute to their communities and to society.</p> <p>f) Students will express themselves creatively through experience in the arts.</p>	<p>a) Students will display the emotional competence, self-awareness, and resilience to maintain a sense of well being. (Aligned to Bringing Theory to Practice)</p> <p>b) Students will interpret and explain issues impacting society including issues of sustainability and justice.</p> <p>c) Students will develop knowledge of the interconnections among ecological, social, and economic systems.</p> <p>d) Students will respect, with dignity, the similarities and differences among people with whom they live and work. (Aligned to <i>Bringing Theory to Practice</i>)</p>	<p>a) Students will synthesize and apply the knowledge and skills gained through their university experience in the contexts of their fields.</p> <p>b) Students will bring what they have learned about personal and social responsibility into practice in service for the community. (Aligned to <i>Bringing Theory to Practice</i>)</p> <p>c) Students will practice personal, professional, and academic ethics in the appropriate contexts. (Aligned to <i>Bringing Theory to Practice</i>)</p>

Revised: August 20, 2010