Proposal for New Program Approval

Certificate in Teaching English Learners aligned to REPA English Learners Standards

Teachers of English Learners (EL) are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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STANDARD 1: RATIONALE

1.1 PROGRAM DESCRIPTION

- *Proposal identifies content area, licensure level and delivery model of the program.*
- *Program is innovative and designed to meet needs of 21st century candidates for this content area. Program may include promising "out of the box" approaches to teacher preparation.*

The Certificate in Teaching English Learners through American College of Education (ACE) provides an "addition option" for currently licensed teachers in the state of Indiana who are already in the field with pedagogical experience. Additionally, the online program is designed to meet the needs of 21st century candidates seeking to effectively serve growing English Learner populations in the state of Indiana and across the nation. ACE relies heavily on evidence-based research to provide an affordable, effective online delivery system designed to prepare teachers of English Learners to use research-based strategies to effectively improve achievement and promote higher levels of postsecondary college and career readiness for these students.

The courses in this certificate are also part of two degree programs and one non-licensure certificate program should students choose to continue their education. The Certificate in Teaching English Learners was designed specifically to meet the Indiana REPA standards and provide students several pathways to a master's degree.

Certificate in Teaching English Learners	**M.Ed. in English as a Second Language and Bilingual Education**	**Certificate in English as a Second Language and Bilingual Education**	**M.Ed. in Teaching English Learners**
BE5013 Foundations of ESL and Bilingual Education	BE5013 Foundations of ESL and Bilingual Education	BE5013 Foundations of ESL and Bilingual Education	BE5013 Foundations of ESL and Bilingual Education
BE5023 Assessment of ESL and Bilingual Students	BE5023 Assessment of ESL and Bilingual Students	BE5023 Assessment of ESL and Bilingual Students	BE5023 Assessment of ESL and Bilingual Students
BE5033 Methods and Materials for Teaching English as a Second Language	BE5033 Methods and Materials for Teaching English as a Second Language	BE5033 Methods and Materials for Teaching English as a Second Language	BE5033 Methods and Materials for Teaching English as a Second Language
BE5043 Cross-Cultural Studies for Teaching English Language Learners	BE5043 Cross-Cultural Studies for Teaching English Language Learners	BE5043 Cross-Cultural Studies for Teaching English Language Learners	BE5043 Cross-Cultural Studies for Teaching English Language Learners
ES5063 Linguistics for TESOL	ES5063 Linguistics for TESOL	ES5063 Linguistics for TESOL *or* BL5063 Methods and Materials for Teaching Bilingual Education	ES5063 Linguistics for TESOL
TEL5081 Certificate Capstone Experience for Teaching English Learners			
	ED5123 Diverse Learners	ED5123 Diverse Learners	ED5123 Diverse Learners
	CI5353 Standards-Driven Learning		
	CI5423 Community of Learners		
	CI5103 Curriculum and Instructional Design for Diversity		

Certificate in Teaching English Learners	**M.Ed. in English as a Second Language and Bilingual Education**	**Certificate in English as a Second Language and Bilingual Education**	**M.Ed. in Teaching English Learners**
	BL5063 Methods and Materials for Teaching Bilingual Education	ES5063 Linguistics for TESOL *or* BL5063 Methods and Materials for Teaching Bilingual Education	BL5063 Methods and Materials for Teaching Bilingual Education
	RES5153 Research Methods		RES5153 Research Methods
			BE5053 Advocacy and Leadership
			ES5073 Applied Linguistics
	EBL5091 Capstone Experience for ESL and Bilingual Education		TEL5091 Capstone Experience for Teaching English Language Learners
16 credit hours	**34 credit hours**	**18 credit hours**	**31 credit hours**

The passion for promoting success for teachers preparing to serve diverse English Learner populations can be seen in the mission, vision, core values, certificate description, certificate rationale, certificate outcomes, and in the overview of the college below.

Overview of American College of Education

- 1 bachelor degree (Launching in Spring 2017)
- 18 master's degree programs
- 1 specialist degree program
- 1 doctoral degree program
- 5 professional development courses
- Over 400 current courses
- According to official IPEDS data of conferred degrees per academic year (academic year 2014-2015), American College of Education is one of the largest conferrers of graduate degrees in education:
    - #8 overall
    - #1 in CIP 13.02 Bilingual/Multilingual/Multicultural Education
    - #4 in CIP 13.03 Curriculum and Instruction
    - #5 in CIP 13.04 Educational Administration and Supervision
    - #4 in CIP 13.05 Educational/Instructional Media Design
- Instructional delivery is provided in an online format that is both interactive and collaborative. The technology standards are fully aligned to the International Society for Technology in Education (ISTE) National Educational Technology Standards for Coaches and Teachers and are integrated throughout the coursework. Online course components include video presentations; authentic application assignments; formative, summative, and diagnostic assessments; self-evaluations, and reflections. Scholarly readings in each course provide students with current, relevant research on evidence-based practices in education. Students are able to effectively communicate with their professors and each other in engaging online discussions which provide opportunities to debate, reflect, and share knowledge and skills. Application assignments and assessments also effectively demonstrate the integration of technology into the curriculum and programs. Digital Learning Connections (DLCs) feature technology tools and resources for student use.

Mission of American College of Education

The mission of American College of Education is to deliver high-quality, affordable, and accessible online programs grounded in evidence-based content and relevant application, preparing graduates to serve, lead, and achieve personal and professional goals in diverse, evolving communities.

Vision of American College of Education

The vision of American College of Education is to be a significant leader in higher education by providing high-value, innovative, and impactful programs to its chosen markets. By unapologetically breaking perceived links between cost of tuition and quality of programing, the College will prepare today's students to be tomorrow's global leaders.

Core Values of American College of Education

American College of Education has established a set of core values which undergird both its mission statement, and the goals/objectives established as guidelines for realizing the mission and vision. Those core values include:

1. Accountable – for our programs and for demonstrating their relevance and effectiveness through a multi-dimensional assessment system
2. Affordable – committed to establishing and maintaining low-cost, highly affordable degrees and programs through scalable and efficient operations
3. Accessible – committed to expanding access to higher education
4. Technological – committed to using emerging technologies to transform the presentation, delivery, and evaluation of education for 21st century adult learners
5. Innovative – committed to a culture and strategy centered around continuous innovation into the markets we serve, resulting in greater value for student learners
6. Ethical –committed to maintaining strong integrity and ethical principles in relationships with all stakeholders, including students, faculty, staff, and community partners
7. Diverse –preparing our students to serve and work effectively with evolving diverse communities

Certificate Description

This certificate is intended to prepare educators to be successful in supporting English Learners (ELs) in a variety of school settings. Teachers of English Learners are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

Teaching English Learner Certificate Outcomes

1. Design and implement appropriate curriculum and instructional practices to enhance knowledge and awareness of language development and acquisition, cultural factors, ethics, and linguistic diversity issues. (Aligned to Academic Outcomes I & III)
2. Apply knowledge of linguistics and language acquisition and development to develop relevant curriculum and foster appropriate instructional practices and assessment to teach English learners. (Aligned to Academic Outcome VI)
3. Employ academic theories, standards and frameworks to direct the selection and integration of content and research-based instructional strategies to support learning English within a discipline. (Aligned to Academic Outcome II)

4. Promote the development of language acquisition skills by utilizing assessment instruments, critically evaluated materials, and targeting specific learning outcomes. (Aligned to Academic Outcome I)
5. Establish a culturally relevant environment by incorporating evidenced-based instructional practices and resources, materials and technology and through the influence of social interaction (Aligned to Academic Outcome VI)
6. Construct a framework for establishing and maintaining partnerships between the school, family, and community by advocating for academic and social growth for English learners within civic and global settings. (Aligned to Academic Outcomes IV, V, VII)

Certificate Outcomes	BE5013	BE5023	BE5033	BE5043	ES5063	TEL5081
1	X	X	X	X	X	X
2	X		X			X
3	X	X	X			X
4	X		X	X		X
5	X				X	X
6		X	X	X	X	X

Note: Academic Outcomes (AO) define the expected accomplishments of students graduating with a program degree or certificate from American College of Education. They exemplify the skills and abilities professionals at the graduate level should exhibit and are used across the institution as the framework for assessment, aligning certificate outcomes to academic outcomes.

Academic Outcome I. Apply what is known through *Evidence-based Learning and Assessment*
Academic Outcome II. Justify actions based upon *Theory, Standards, and Frameworks*
Academic Outcome III. Differentiate the use of situation-appropriate *Intellectual Processes*
Academic Outcome IV. Establish comprehensive *Communication and Collaboration*
Academic Outcome V. Understand and interpret the impact of *Civil and Global Learning*
Academic Outcome VI. Build *Professional Skills and Performance*
Academic Outcome VII. Enhance *Leadership*

1.2 NEEDS ASSESSMENT DATA

- *Data clearly identifies need for licensure program and has established LEA relations or defined state needs in order to ensure local and/or state needs will be fulfilled.*

More school districts and educational settings are requiring teachers to have an endorsement or a degree in working with ELs; this program, therefore, is designed to prepare students interested in earning those credentials to meet this need within their school districts. The program focuses on theories of second language acquisition, methods of teaching, and leadership and communication skills. An American College of Education graduate with a Master of Education in Teaching English Learners may work as a teacher and/or teacher leader (program coordinator, lead teacher, program specialist) in a school or school system. The ultimate goal of the Teaching English Learners certificate is to promote diversity, imagination, and innovation with instructional planning and to provide a high-quality experience that effectively prepares professional educators to meet pressing social needs.

According to the United States Census Bureau (2013), the net international migration (NIM) reported 981,100 NIM for those of Hispanic origin and 848,000 for non-Hispanic origin during the decade of 2000-2010. "International migration of the foreign born represents the largest subcomponent of NIM, accounting for over 90 percent of the total" and representing a wide range of languages (U.S. Census Bureau, 2013, p. 14). During 2009, it was estimated over 40 different major languages were spoken at home (U.S. Census Bureau, 2009, Survey B16001). For children between the ages of 5 and 17, it was estimated 21.1% spoke a different language at home than they did at school (U.S. Census Bureau, 2009, Survey B16003). This information demonstrates the growing need for teachers to be prepared to teach English Learners. The percentage of public school students in the United States who were English Learners (ELs) was higher in 2012-2013 (9.2%) than in 2002-2003 (8.7%), and in 2011–12 (9.1%). Ten percent of students across the nation struggle with the English language, and only 1% of teachers are qualified to teach them. During 2012-2013, 5% of Indiana public school students were EL, up from 4.3% in 2002-2003, approaching the U.S. average of 9.2%. The number of public school students participating in programs for ELs in Indiana rose from 42,560 in 2002-2003 to 50,750 during 2012-2013.

Since 2006, two-thirds of Indiana schools have seen an increase in students learning English as a new language, and the number of English learners attending Marion County schools has more than tripled to nearly 13,000 since 2001. Additionally, of the 25 Indiana schools with the biggest jumps in the percentage of students learning English as a new language, 13 of them have seen their A-to-F grades either drop or stagnate.

After successfully completing the certificate, American College of Education students will be prepared to eliminate achievement gaps among diverse populations of students, promote higher levels of student performance and achievement in accordance with both state and federal accountability standards, and ensure higher levels of postsecondary college and career readiness for EL populations.

Sources
Elliott, Scott. (2015). *Chalkbeat Indiana.* Retrieved from http://www.indystar.com/story/news/education/2015/04/19/schools-tested-rise- immigrants-learning-english/26041505/

U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2012–13. See Digest of Education Statistics 2014, table 204.20.

STANDARD 2: CURRICULUM

2.1 MATRIX ALIGNING PROGRAM TO APPROPRIATE EDUCATOR STANDARDS

- *Program aligns to state approved standards and provides candidates with the knowledge specifically relevant to 21st century candidates.*
- *Matrix documents standards coverage at the micro or indicator level.*
- *General education, professional education, and content preparation must be included for initial preparation.*

Matrix for macro and micro alignment are attached to email submission.

2.2 SYLLABI FOR REQUIRED COURSES

- *A syllabus is submitted for each course.*
- *Required courses are streamlined, progressive, and model innovative pedagogy.*
- *Course materials and assignments are strategic, rigorous, and target skills required of 21st century teachers.*
- *Syllabi include course objectives and goals, lists of required texts with citations, outline of class schedule, description of required assignments, sample of 2-3 assessments.*

Syllabi are attached to the email submission.

TABLE 2.2.1

- *Include a table that highlights in which specific courses program candidates are instructed and assessed on the following: assessment, use of technology to impact P-12 learning, cultural competency, and scientifically-based reading instruction (SBRI).*

Topic	**Syllabus/Reference to Courses**
Assessment	**BE5023 Assessment of ESL and Bilingual Students** **Module 4 Assessment** ***Evidence-Based Learning and Assessment*** Students will research and report on the accommodations provided to English learners who are required to take annual, state-mandated, standardized exams. They will also describe the state process in place to request accommodations for English learners. Students will then practice the accommodation of linguistic simplification by applying it to a reading passage and/or test item (designed for mainstream students) to make it appropriate for use with English language learners.
Use of Technology to Impact P-12 Student Learning	**ES5063 Linguistics for TESOL** **Module 2** ***Researching Students' Mother Tongues – Parts 1 and 2*** Students apply terminology to which they were introduced in the previous module in the context of learning about languages that may be the mother tongues of students they now serve or will one day serve. The assessment has two parts. In Part 1, students develop a list of teaching points, classroom management considerations, and background resources with a bibliography of at least three online linguistic resources for each of three different languages. In Part 2, they select one of the languages and create a slide presentation to share their research
Cultural Competency	**BE5043 Cross-Cultural Studies for Teaching ELLs** **Module 2** ***Identify Options and Research an Opportunity Area*** Students continue to build an action plan from a previous module for an opportunity area that will help them more effectively address the needs of culturally and linguistically diverse learners. In this module, they will gather feedback on their action plan from an individual who will be affected by the plan (a fellow educator, student, parent, community member, business owner, etc.). Then they will implement the first step of their plan, as well as enter target completion dates for each step in the plan, and identify any need for additional resources.
Scientifically Based Reading Instruction (SBRI)/SBRR	**BE5033 Methods and Materials for Teaching ESL** **Module 4** ***Research to Practice: Part 4*** As a part of a thematic, interdisciplinary lesson plan for English learners, students create an evidence-based (Natural Approach) reading/writing activity in English at a specific grade level and literacy acquisition stage and add review and assessment activities to their lesson plan.

STANDARD 3: CLINICAL AND FIELD BASED EXPERIENCES

- *Supervised field experience (CFE) is defined as a university employed adjunct or faculty member assigned or contracted with to provide feedback to candidates based on observation of a candidate's performance in a school setting.*

The Certificate in Teaching English Learners at American College of Education does not directly lead to initial teacher certification. Therefore, the program does not include student teaching or supervised clinical field experience. The program is, however, application-based, and in each course, students are required to put theory and research into practice in their current classroom settings. If students hold a valid teaching license, upon completion of the Certificate in Teaching English Learners, they can apply to the Indiana State Department of Education for an added certification to their existing license. Students entering the certificate program without a teaching license may use the completed certificate in their current or future work settings but will not earn a teaching license by way of this certificate. To earn a teaching license at American College of Education, students need to enroll in the Master of Arts in Teaching (MAT) or the Transition to Teaching (T2T) program.

3.1 EVIDENCE-LOCATION AND LEARNER CONTACT

- *CFE provides minimum requirements of 10 weeks of fulltime student teaching with an experienced teacher.*

Not applicable.

3.2 SUPERVISION

- *CFE Supervisor is a university employed adjunct or faculty member knowledgeable in the candidate's anticipated educational role and capable of providing multiple forms of feedback.*
- *Supervision provides systematic formative candidate feedback based on actual observation of candidate's performance.*
- *Cooperating teacher is rated effective or highly effective. Innovative and collaborative student teaching models are used.*

Not applicable.

3.3 CANDIDATE IMPACT ON STUDENT LEARNING

- *CFE includes opportunities to assess student learning outcomes in a variety of ways using formative and summative measures, develops candidate's ability to enhance learning by analyzing assessment results, and allows candidate to practice developing, delivering and analyzing results of commonly used assessments in the state and schools most appropriate for expected educational role.*

Not applicable.

3.4 DIVERSITY AND GRADE LEVEL COVERAGE

- *Proposal clearly describes tracking system to ensure diversity in field placements as well as appropriate grade level coverage.*
- *CFE provides opportunities for candidates to participate with students of diversity in a variety of ways, including that of the candidate's expected educational role, as well as opportunities to work with a variety of parents, administrators, and school staff.*

Not applicable.

STANDARD 4: EVALUATION

Program Evaluation

1. *UAS clearly denotes how the program and program participants will be assessed. Specific attention should be paid to addressing how the new program assessment fits within the current UAS and how data will be disaggregated for program assessment and improvement.*
2. *There are provisions for continuing evaluation of the program based on performance criteria to be met by those graduates completing the program.*

Candidate Evaluation

1. *The program has systematic procedures for monitoring candidate admission, progress, and completion of the program.*
2. *The proposal includes a description of assessment procedures and timelines that reference the approved Unit Assessment System and specifies:*
    - *Products and performances to be assessed*
    - *Standards of performance required to advance in the program.*
3. *The proposal should include plans/assessments to address:*
    - *Candidate knowledge (min of 2 assessments for this area)*
    - *Pedagogical knowledge*
    - *Student impact/P-12 student outcomes*
    - *SBRR reading*
    - *Use of technology for effective teaching and cultural competency*
4. *Systematic approaches are used to assist candidates who are making unsatisfactory progress in their programs.*
5. *Candidate evaluation includes all required testing requirements for licensure.*

4.1 UNIT ASSESSMENT SYSTEM (UAS) PROGRAM EVALUATION

- *Includes a summary of UAS.*
- *Unit regularly examines validity and utility of program data and makes modifications to keep abreast of changes in assessment technology and in professional standards.*
- *Unit regularly evaluates the capacity and effectiveness of the UAS with internal and external stakeholders.*
- *Effective steps have been taken to eliminate bias in assessments and to establish fairness, accuracy, and consistency.*
- *Data is systemically used for program improvements.*
- *Provisions are in place to collect follow-up data.*
- *Description includes a flowchart and timeline for collection and analysis of data.*

PROGRAM EVALUATION

ACE's UAS consistently provides a systematic approach to the collecting, analyzing, and reporting of data that are evident across all certificates and programs within the College. This systematic approach relies on the use of consistent and multiple measures across all College programs and courses. Given that ACE builds degree programs across a number of content or discipline areas within the broad area of education, the College uses relevant standards and changes in those standards.

ACE aligned the Certificate in Teaching English Learners to the following standards:

- National/Professional Association Standards
    - National Board of Professional Teaching Standards English as a New Language Standards
    - International Society for Technology in Education
- State Education Standards
    - Indiana Content Standards for Educators – English Learners (EL)
    - Indiana Content Standards for Educators
    - Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary
- American College of Education Standards
    - American College of Education Academic Outcomes

[See Appendix A]

The College's Academic Outcomes, which are aligned to the Degree Qualifications Profile by the Lumina Foundation [See Appendix B and C], underlie all assessment measures, discussion forums, course exams, assignments, capstone experiences, and field experiences. The academic outcomes align with the specific program outcomes and course objectives. In this way, the College can look at the same variables across programs and across constituencies to see if these outcomes are achieved and are reported as being achieved. The College's academic outcomes are aligned to College-wide rubrics deployed in all programs.

In all master's certificate and graduate programs, the following rubrics are used to ensure consistency in unit assessment: Discussion Board Rubric, Reflection Rubric, and Assignment Rubric. In each program's Capstone Course, students are again assessed with common program-level rubrics. [See Appendix D]

The UAS has three components: quantitative assessments (final exams in applicable courses), learner-centered assessments (student self-evaluations and student reflections), and performance-based assessments (application-based assignments).

On a yearly basis, the College gathers all components of the assessment system to determine the performance of each program and produces a yearly report of assessment data. These data are used to determine any needed revisions for continuous improvement. In addition, each program has full comprehensive program review every 3 to 5 years, which includes both internal program faculty and external reviewers.

In addition, mentors and supervisors of ACE graduates are surveyed every two years regarding graduates' on-the-job performance in six areas: content knowledge, assessment, leadership, professional development, multicultural perspective, and technology skills. Mentors and supervisors are asked to rate the graduates on overall performance satisfaction and whether or not the graduate would be rehired.

The following table details the assessment plan for this certificate program. These data are gathered annually as part of the yearly report on assessment data.

PROGRAM ASSESSMENT PLAN

Faculty assess students on numerous direct and indirect measures categorized as Performance Assessments (e.g., assignments/evidence-based assessments), Learner-Centered Assessments (e.g., Student Pre- and Post-Course Self-Evaluations, Student Self-Reflections), and Quantitative Assessments (e.g., final exams). Scores on these measures are supported by rubrics that provide more detailed information regarding student achievement. Targets are set for each assessment method with the current initial standard of 80% of students earning an 80% or better on each assessment.

Certificate in Teaching English Learners

CERTIFICATE ASSESSMENT PLAN

Certificate Outcomes	**Type of Assessment & Practices Leading to Outcome**	**Rubric**	**Methods & Targets**
1. Design and implement appropriate curriculum and instructional practices to enhance knowledge and awareness of language development and acquisition, cultural factors, ethics, and linguistic diversity issues.	PERFORMANCE ASSESSMENT: TEL5081 Certificate Capstone in Teaching English Learners, Module 5 Reflection and Original Contribution Students complete an original contribution which demonstrates cumulative learning in working with English learners. This assignment is then revised by the student and graded as part of Capstone.	Innovative/Creative Rubric	Course instructor evaluates updated student assignment submission, as resubmitted during capstone TEL5081. The re-evaluation is graded using a new rubric which is specific to mastery of the certificate outcome. Data from the rubric and assignment are stored in the LMS. 80% of students are expected to earn a score of 80% or better on all parts of the assignment.
	LEARNER-CENTERED ASSESSMENT: BE5023 Assessment of ESL and Bilingual Student, Module 5 Reflection	Reflection Rubric	Course instructors evaluate student reflection submissions using a standardized reflection rubric. Data from the rubric and the student submissions are stored in the LMS. 80% of students are expected to earn a score of 80% or better on this assignment.
	QUANTITATIVE ASSESSMENT: BE5033 Methods and Materials for Teaching English as a Second Language, Objective Scenario-based Final Exam	System generated quantitative score	The LMS grades the final exam. Exam scores are gathered through LMS and stored in data warehouse. 80% of students are expected to earn a score of 80% or better on the final exam.
2. Apply knowledge of linguistics and language acquisition and development to develop relevant curriculum and foster appropriate instructional practices and assessment to teach English Learners.	PERFORMANCE ASSESSMENT: ES5063 Linguistics for TESOL, Module 2 Assignment Students apply terminology they were introduced in the previous module in the context of learning about languages that may be the mother tongues of students they now serve or will one day serve. The assessment has two parts. In Part 1, students develop a list of teaching points, classroom management considerations, and background resources with a bibliography of at least three online linguistic resources for each of three different languages. In Part 2, they select one of the languages and create a PowerPoint presentation to share their research. This assignment is then revised by the student and graded as part of Capstone.	Professional Skills and Performance Rubric	Course instructor evaluates updated student assignment submission, as resubmitted during capstone TEL5081. The re-evaluation is graded using a new rubric which is specific to mastery of the certificate outcome. Data from the rubric and assignment are stored in the LMS. 80% of students are expected to earn a score of 80% or better on this assignment.

Certificate in Teaching English Learners			
CERTIFICATE ASSESSMENT PLAN			
Certificate Outcomes	**Type of Assessment & Practices Leading to Outcome**	**Rubric**	**Methods & Targets**
	LEARNER-CENTERED ASSESSMENT: BE5033 Methods and Materials for Teaching English as a Second Language, Module 5 Reflection Assignment	Reflection Rubric	Course instructors evaluate student reflection submissions using a standardized reflection rubric. Data from the rubric and the student submissions are stored in the LMS. 80% of students are expected to earn a score of 80% or better on this assignment.
	QUANTITATIVE ASSESSMENT: ES5063 Linguistics for TESOL, Objective Scenario-based Final Exam	System generated quantitative score	The LMS grades the final exam. Exam scores are gathered through LMS and stored in data warehouse. 80% of students are expected to earn a score of 80% or better on the final exam.
3. Employ academic theories, standards and frameworks to direct the selection and integration of content and research-based instructional strategies to support learning English within a discipline.	PERFORMANCE ASSESSMENT: BE5033 Methods and Materials for Teaching English as a Second Language, Module 3 Assignment Students create a one-week, thematic, interdisciplinary lesson plan for English language learners. In previous modules, students summarized research; considered its application to a one-week thematic, interdisciplinary lesson plan, and selected strategies/activities for the lesson plan. In this assignment, they organize the strategies/activities into a sequential, day-by-day lesson plan appropriate for English language learners. This assignment is then revised by the student and graded as part of Capstone.	Theory, Standards and Frameworks Rubric	Course instructor evaluates updated student assignment submission, as resubmitted during capstone TEL5081. The re-evaluation is graded using a new rubric which is specific to mastery of the certificate outcome. Data from the rubric and assignment are stored in the LMS. 80% of students are expected to earn a score of 80% or better on this assignment.
	LEARNER-CENTERED ASSESSMENT: BE5033 Methods and Materials for Teaching English as a Second Language, Module 5 Reflection Assignment	Reflection Rubric	Course instructors evaluate student reflection submissions using a standardized reflection rubric. Data from the rubric and the student submissions are stored in the LMS. 80% of students are expected to earn a score of 80% or better on this assignment.
	QUANTITATIVE ASSESSMENT: BE5033 Methods and Materials for Teaching English as a Second Language, Objective Scenario-based Final Exam	System generated quantitative score	The LMS grades the final exam. Exam scores are gathered through LMS and stored in data warehouse. 80% students are expected to earn a score of 80% or better on the final exam.

Certificate in Teaching English Learners

CERTIFICATE ASSESSMENT PLAN

Certificate Outcomes	Type of Assessment & Practices Leading to Outcome	Rubric	Methods & Targets
4. Promote the development of language acquisition skills by utilizing assessment instruments, critically evaluated materials, and targeting specific learning outcomes.	PERFORMANCE ASSESSMENT: BE5023 Assessment of ESL and Bilingual Students, Module 4 Assignment Students will research and report on the accommodations provided to English language learners who are required to take annual, state-mandated, standardized exams. They will also describe the state process in place to request accommodations for English language learners. Students will then practice the accommodation of linguistic simplification by applying it to a reading passage and/or test item (designed for mainstream students) to make it appropriate for use with English language learners. This assignment is then revised by the student and graded as part of Capstone.	Evidence-Based Learning and Assessment Rubric	Course instructor evaluates updated student assignment submission, as resubmitted during capstone TEL5081. The re-evaluation is graded using a new rubric which is specific to mastery of the certificate outcome. Data from the rubric and assignment are stored in the LMS. 80% of students are expected to earn a score of 80% or better on this assignment.
	LEARNER-CENTERED ASSESSMENT: BE5023 Assessment of ESL and Bilingual Students, Student Pre- and Post-Course Self-Evaluation	System generated quantitative score	The LMS grades the pre- and post-course self-evaluations. Evaluation scores are gathered through LMS and stored in data warehouse. 80% students' post-course self-evaluation scores are expected to increase.
	QUANTITATIVE ASSESSMENT: BE5023 Assessment of ESL and Bilingual Students, Objective Scenario-based Final Exam	System generated quantitative score	The LMS grades the final exam. Exam scores are gathered through LMS and stored in data warehouse. 80% of students are expected to earn a score of 80% or better on the final exam.
5. Establish a culturally relevant environment by incorporating evidenced-based instructional practices and resources, materials and technology and through the influence of social interaction.	PERFORMANCE ASSESSMENT: BE5043 Cross-Cultural Studies for Teaching ELLs, Module 4 Assignment Students continue to build an action plan from a previous module for an opportunity area that will help them more effectively address the needs of culturally and linguistically diverse learners. In this module, they will gather feedback on their action plan from an individual who will be affected by the plan (a fellow educator, student, parent, community member, business owner, etc.). Then they will implement the first step of their plan, as well as enter target completion dates for each step in the plan, and identify any need for additional resources. This assignment is then revised by the student and graded as part of Capstone.	Professional Skills and Performance Rubric	Course instructor evaluates updated student assignment submission, as resubmitted during capstone TEL5081. The re-evaluation is graded using a new rubric which is specific to mastery of the certificate outcome. Data from the rubric and assignment are stored in the LMS. 80% of students are expected to earn a score of 80% or better on this assignment.

Certificate in Teaching English Learners

CERTIFICATE ASSESSMENT PLAN

Certificate Outcomes	Type of Assessment & Practices Leading to Outcome	Rubric	Methods & Targets
	LEARNER-CENTERED ASSESSMENT: BE5033 Methods and Materials for Teaching English as a Second Language, Student Pre- and Post-Course Self-Evaluation	System generated quantitative score	The LMS grades the pre- and post-course self-evaluations. Evaluation scores are gathered through LMS and stored in data warehouse. 80% of students' post-course self-evaluation scores are expected to increase.
	QUANTITATIVE ASSESSMENT: BE5043 Cross-Cultural Studies for Teaching ELLs, Objective Scenario-based Final Exam	System generated quantitative score	The LMS grades the final exam. Exam scores are gathered through LMS and stored in data warehouse. 80% of students are expected to earn a score of 80% or better on the final exam.
6. Construct a framework for establishing and maintaining partnerships between the school, family, and community by advocating for academic and social growth for English learners within civic and global settings.	PERFORMANCE ASSESSMENT: BE5013 Foundations of ESL and Bilingual Education, Module 2 Assignment Students design a one-hour professional development workshop for their colleagues on a current events topic related to immigration or ESL/bilingual education and its impact on linguistically and culturally diverse students. The session must include an ice-breaker, a teacher-engaged activity, and a reflection activity for the participants, as well as a means for their colleagues to evaluate the session. Students may present to a small group of teachers or the entire faculty. At the conclusion of the workshop, students analyze their evaluations and reflection on the effectiveness of their presentation. This assignment is then revised by the student and graded as part of Capstone.	Leadership Rubric	Course instructor evaluates updated student assignment submission, as resubmitted during capstone TEL5081. The re-evaluation is graded using a new rubric which is specific to mastery of the certificate outcome. Data from the rubric and assignment are stored in the LMS. 80% of students are expected to earn a score of 80% or better on this assignment.
	LEARNER-CENTERED ASSESSMENT: BE5043 Cross-Cultural Studies for Teaching ELLs, Module 5 Reflection Assignment	Reflection Rubric	Course instructors evaluate student reflection submissions using a standardized reflection rubric. Data from the rubric and the student submissions are stored in the LMS. 80% of students are expected to earn a score of 80% or better on this assignment.
	QUANTITATIVE ASSESSMENT: BE5013 Foundations of ESL and Bilingual Education, Objective Scenario-based Final Exam	System generated quantitative score	The LMS grades the final exam. Exam scores are gathered through LMS and stored in data warehouse. 80% of students are expected to earn a score of 80% or better on the final exam.

Ethics and diversity are addressed in various courses and are part of the College's core values. Assessments are regularly examined for bias by the VP of Curriculum Development and Assessment. Every assessment item is reviewed and evaluated for cultural bias in addition to level of difficulty. Rubrics are aligned across programs and assignments and faculty are trained on the expected number of points to deduct for common issues, so grading is consistent and reliable.

In February 2014, the chair of the Department of Curriculum and Instruction conducted a study to explore the overall effectiveness of the course rubrics utilized to evaluate student submissions. The study was conducted to determine if the rubrics serve as a consistent and accurate measure of ACE's mission to providing high-quality education to students. By examining the consistency of the rubric usage between courses and across terms, the program was able to inspect the reliability of faculty use of the rubric. Although the content of the courses differs, this rubric allowed students to demonstrate mastery across the areas of communication, specialized knowledge, evidence-based theory, student-focused observation, assessment, action research, and relevance and leadership. The unified rubric promoted consistency across departments in grading and graduate expectations.

The findings of this study indicated, as a whole, the rubrics had a strong level of internal consistency. When data between years 2012 and 2014 were compared, the College overall showed an 8.53% increase in internal consistency. The biggest increase was found in scores for Educational Leadership which increased from α =.442 in 2012 to α = .780 in 2013. The other programs also fluctuated in scores, demonstrating slight decreases in Curriculum and Instruction and Educational Technology. The score for the common core courses demonstrated a slight increase.

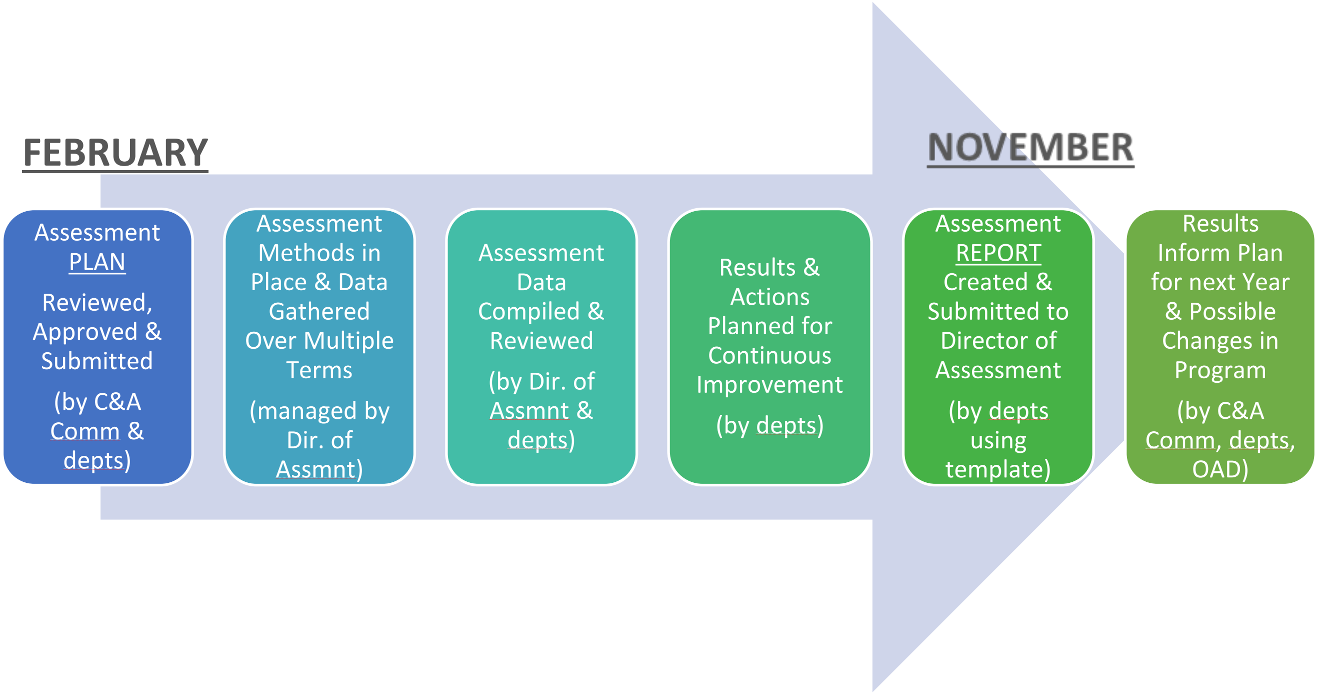
With the internal consistency strong, department chairs, program coordinators, and faculty shifted their focus on clarification of terminology, seeking to make the rubrics more meaningful for student feedback while also aligning these to the academic outcomes. After a review of the narrative, it was determined to use more intentional descriptors to help students understand expectations and if points were lost, a clear way to communicate expectations, particularly in reference to mechanics and the use of APA style and format. The rubrics built upon the strengths of the previous version by adjusting the terminology, descriptors, and points to enhance the functionality of the rubrics without distracting from the infrastructure.

In 2015 a second study was conducted to examine the effectiveness and consistency of the rubrics. The study found the current rubric was not providing an accurate assessment of the intended goals of the courses. As a result, new rubrics were designed based on the findings of the study and feedback provided by faculty within the college. All faculty were contacted to contribute to the rubric re-design and were involved in the development of the new tool. The final product resulted in the creation of three different rubrics designed to assess specific portions of the course which included the discussion board, the assignments, and the final reflection. After the rubrics were finalized, faculty were provided with specific training for the new rubrics. The goal of this training was to enhance consistency in the utilization of the rubric by faculty across the college.

The program review process is a collaborative effort, including leadership and faculty. A comprehensive review targets multiple programs in a systematic schedule to ensure regular evaluations of program outcomes, current standards, course content, and delivery approaches, using numerous performance indicators including but not limited to student learning outcomes data, survey results, and completion rates. In addition, the program mission, description, outcomes, and course objectives are analyzed to determine continued effectiveness. For example, the Educational Leadership program, designed around ISLLC standards, required updating when these changed to the Professional Standards for Educational Leaders (PSEL) which also provided an opportunity to review internship mentor surveys and the employer survey results.

The revisions in the internship process also indicated how the College uses data to make decisions for continuous improvement. The development of the College's internship process has been evolutionary precipitated by data from students, faculty, practitioners in various states, and school districts. After several live chats held with Educational Leadership students in the fall of 2009, the college provided students with more dedicated resources to answer questions regarding internship activities. Using student end-of-course comments along with other survey data, additional changes to the internship were made in 2015 based upon the feedback received. In response to the findings, the internship was modified. Prior to these changes, 357 students out of 585 finished the internship on time, a 60% completion rate. In 11 months, 307 students out of 337 finished on time, a 93% completion rate for an improvement of 33%. By tracking the completion rates, the data give evidence to the effectiveness of the changes.

FLOWCHART AND TIMELINE – ANNUAL STUDENT LEARNING OUTCOMES ASSESSMENT PROCESS


FEBRUARY
NOVEMBER
Assessment PLAN Reviewed, Approved & Submitted (by C&A Comm & depts)
Assessment Methods in Place & Data Gathered Over Multiple Terms (managed by Dir. of Assmnt)
Assessment Data Compiled & Reviewed (by Dir. of Assmnt & depts)
Results & Actions Planned for Continuous Improvement (by depts)
Assessment REPORT Created & Submitted to Director of Assessment (by depts using template)
Results Inform Plan for next Year & Possible Changes in Program (by C&A Comm, depts, OAD)

CANDIDATE EVALUATION

Monitoring admission, progress, and completion

In order to graduate from American College of Education, each student must have a minimum 3.0 cumulative grade point average in coursework taken in his/her master's or licensure program at ACE. A course in which a grade below a "C" is earned will not be counted toward graduation requirements and must be retaken. When the course is retaken, each course and grade will appear on the transcript, but only the highest grade will be reflected in the student's cumulative grade point average.

Satisfactory Academic Progress (SAP): Students are required to maintain satisfactory progress toward degree completion. This policy defines standards for satisfactory academic progress and related procedures. A student must maintain academic standards set by the College in order to graduate.

Academic Achievement Standards: Provisional Admission

If the applicant's overall GPA (grade-point average) does not meet the minimum requirements for full admission outlined in the admissions policy, the applicant will be allowed to enroll as a provisionally admitted student.

- Provisional students will be placed on Academic Probation status from their first term of entry into the College and will remain on Academic Probation through the duration of their first two courses regardless of the grade earned in the first course.
- Students cannot earn a grade below a "B" in either of the first two courses.
- Students must have earned a cumulative GPA of 3.0 by the end of their second course in order to be removed from Academic Probation status and be in good standing with the college.
- Students who earn below a B in either of their first two courses or do not earn a cumulative GPA of 3.0 by the end of their second course will be dismissed from the College for poor scholarship after consultation with the Dean or Designee.
- Students who believe their GPAs do not reflect their academic ability may appeal the dismissal decision to the Academic Appeals Committee within 4 weeks of the date on the dismissal letter.

Academic Achievement Standards: Academic Warning

Academic Warning is assigned when a student's cumulative grade point average falls below a 3.0. A student who is withdrawn or dismissed from ACE while on Academic Warning will return under this same status if he or she is granted reentry or readmission.

- Academic Warning is assigned for two terms to provide the student with the opportunity to raise the cumulative grade point average to at least 3.0.
- A student placed on Academic Warning must earn only A's and B's while on Warning, or he or she will be dismissed from the college for poor scholarship.
- Previous courses in which a failing grade or a D was earned must be retaken the immediate next term it is offered after consultation with the Registrar. The Registrar will re-configure the student's course map accordingly. Due to course rotation, a retake of a course may impede consistent scheduling—causing a break in a student's enrollment. If this occurs, the student would be placed in "Active Waiting for Class" until a course is available to take.
- A student on Academic Warning is eligible for academic advising services through Student Services.
- If the cumulative 3.0 grade point average is achieved within two courses, the student is returned to 'good standing' status at the end of the term.
- If the cumulative 3.0 grade point average is not achieved by the end of the second course while on Academic Warning, the student will be placed on Academic Probation in the next term.

Academic Achievement Standards: Academic Probation

Academic Probation is assigned when a student on Academic Warning status is not successful in raising his or her cumulative GPA to a 3.0 within two terms. A Provisionally Admitted student (due to admission GPA below program requirements) will enter the college on Academic Probation. A student who is withdrawn or dismissed from ACE while on Academic Probation will return under this same status if he or she is granted reentry or readmission.

- A student placed on Academic Probation must earn only A's and B's while on Probation, he or she will be dismissed from the college for poor scholarship.
- Previous courses in which a failing grade or a D was earned must be retaken the immediate next term it is offered after consultation with the Registrar. The Registrar will re-configure the student's course map accordingly. Due to course rotation, a retake of a course may impede consistent scheduling—causing a break in a student's enrollment. If this occurs, a student would be placed in "Active Waiting for Class" until a course is available to take.

- A student on Academic Probation status is eligible for academic advising services through Student Services.
- If the cumulative 3.0 grade point average is achieved while on Probation, the student is returned to 'good standing' status at the end of the term.
- So long as the student maintains B's or better while on Academic Probation, he or she will be permitted to continue to attempt satisfactory academic progress toward degree completion. If, at the end of degree required coursework the student fails to achieve a cumulative 3.0 GPA, he or she will be required to retake courses in which a grade less than a B was earned to raise his or her GPA to the minimum requirements.
- Any grade earned below a B while on probation will result in dismissal from the college.

Assessment Procedures

At a candidate level, students will use the key assessments (identified in the Program Assessment Plan) in addition to self-selected artifacts to clearly demonstrate mastery of certificate outcomes as part of their final capstone course. As referenced above, SAP is assessed at the end of each course, and students who do not make satisfactory academic progress will work on a remediation plan with the Office of Academic Excellence.

The following chart identifies those assessments used to address candidate knowledge, pedagogical knowledge, student impact/P-12 student outcomes, SBRR reading, use of technology for effective teaching, and cultural competency.

Topic	**Syllabus/Reference to Courses**
Candidate knowledge (min of 2 assessments)	***BE5043 Cross-Cultural Studies for Teaching ELLS, Module 4*** has students develop an action plan to engage students, parents, community members, and business owners to address needs of culturally and linguistically diverse learners. ***BE5013 Foundations of ESL and Bilingual Education, Module 2*** has students design a one-hour professional development workshop for a group of teachers in a school on a current events topic related to immigration or ESL/bilingual education and its impact on linguistically and culturally diverse students in the educational system.
Pedagogical knowledge	**BE5033** ***Methods and Materials for Teaching English as a Second Language*** investigates the stages of language acquisition and ways to develop appropriate levels of vocabulary while providing strategies for engaging students.
Student impact/P-12 student outcomes	**BE5023** ***Assessment of ESL and Bilingual Students*** explores a range of assessment options for the purpose of providing accommodations, interventions, and determining best approaches for individual students. ***BE5013 Foundations of ESL and Bilingual Education, Module 2*** has students design a one-hour professional development workshop for a group of teachers in a school on a current events topic related to immigration or ESL/bilingual education and its impact on linguistically and culturally diverse students in the educational system.

Topic	Syllabus/Reference to Courses
Scientifically Based Reading Instruction (SBRI)/SBRR	The critical nature of reading requires embedded focus across multiple courses: BE5013, BE5023, BE5033, BE5043, and ES5063. **ES5063 *Linguistics for TESOL*** provides students with an opportunity to investigate how a native language impacts language acquisition as evidenced in learning to read.
Use of technology for effective teaching	Digital Connections are embedded throughout courses. Students target ways to support their students in using technology in several courses. ***BE5033 Methods and Materials for Teaching ESL*** has students organize evidence-based strategies/activities into a sequential, day-by-day lesson plan appropriate for English learners. As a part of the lesson plan, you will they include a strategy/activity for each of the following: Sheltered instruction, review, and assessment. They use the free online tool http://quizlet.com/ to transform one of their ideas into an online activity. They include a link to the Quizlet.com activity where appropriate.
Cultural competency	***BE5043 Cross-Cultural Studies for Teaching ELLs*** has students apply data from a culture snapshot of their design to select an opportunity area, conduct research to locate best practices related to that area of need, and design an action plan to address the opportunity area.
Assessment, Use of Technology to Impact P-12 Student Learning, Cultural Competency, and SBRR/SBRI	**TEL5081 *Certificate Capstone Experience for Teaching English Learners*** also encompasses all of the above topics, concepts, and courses in which program candidates are instructed and assessed in the areas of assessment, use of technology to impact P-12 student learning, cultural competency, and scientifically based reading instruction.

4.2 EVALUATION OF STUDENT TEACHING

- *Student teacher evaluation tools or rubrics are well designed, reliable, valid assessment instruments.*
- *When rubrics are used descriptions of indicators are given at all levels.*

Not applicable.

STANDARD 5: GOVERNANCE

5.1 GOVERNANCE

- *Brief descriptions of program leadership roles and responsibilities are provided.*
- *Leadership for program ensures effective coordination of systems needed.*
- *Governance process manages curriculum, instruction and resources needed to support high quality program.*

College Governance

- **Board of Trustees**: Overall oversight of the college is the responsibility of the Board of Trustees. The Board meets quarterly and is in frequent communication with the ACE executive team.
- **Executive Cabinet and President's Cabinet:** The Cabinets each meet twice a month to discuss items of college-wide importance and to engage in decision making related to major initiatives. Reports from each department are a staple at Cabinet meetings to facilitate collaborative decision making.
- **Academic Council:** Independent of the President's Cabinet, the Academic Council meets periodically as needed. It is composed of the provost, academic dean, associate deans, department chairs/program coordinators/curriculum directors, senior vice presidents, and two faculty representatives. Academic Council decisions include academic policies and procedures. It is chaired by the academic dean.
- **Curriculum and Assessment Committee:** The Curriculum and Assessment Committee meets every term, or more often if needed. It is chaired by the provost. The committee reviews and makes decisions about course structure, design, and content, as well as program and course assessments. It is composed of the provost, academic dean, associate/assistant deans, department chairs/program coordinators, academic curriculum directors, vice president of curriculum development and assessment, director of assessment, and faculty representatives. The Academic Council and the Curriculum and Assessment Committee work with the director of Institutional Research and Effectiveness to review and respond to course and program surveys, as well as institutional effectiveness measures.

Program Governance

All new programs are developed by a collaborative team that typically includes the provost, deans, VP of curriculum development and assessment, and faculty subject matter experts. Any changes to developed programs are routed through the Curriculum and Assessment Committee for approval.

In the case of Teaching English Learners, this certificate program is housed in the Department of Teaching and Learning, which is chaired by the leader of the Teaching and Learning Department and supported by the academic curriculum director for Teaching and Learning. The Teaching English Learner certificate program has a program coordinator who assumes responsibility for all student issues and reports to the chair of the department.

The ACE Library includes numerous databases covering topics such as English learning, language acquisition, cultural competencies, teaching practices, and instructional technologies to support students and faculty. Relevant journals include *Literacy Teaching and Learning*, *English Education*, and *English Language Teaching*.

In addition to training modules provided by the learning management system, Canvas, the College is dedicated to improving the use of technology, bringing appropriate learning experiences to online delivery. This process is regularly reviewed as a response to evolving technology, including the use of digital devices. The College utilizes leading technology to provide effective instruction, communication, and student support aligned to student success. This is evidenced by the creation of the Student Commons, Doctoral Commons, and Faculty Commons through Canvas. In the spring of 2017, the College will launch a DigiTools Center which will provide an array of apps and how to use them, supporting students and faculty educational endeavors.

Teaching English Learners program leadership

- Department Chair, Teaching and Learning, Dr. Tiffany Hamlett
- Academic Curriculum Director, Teaching and Learning, Dr. Rebecca Wiehe
- ESL/BL Program Coordinator, Dr. Katrina Landa

STANDARD 6: SCHEDULE

6.1 PROJECTED IMPLEMENTATION

- *Plan for communication, implementation, graduation, and anticipated census are included in the proposal.*

The current M.Ed. in Teaching English Learners was approved for student deployment by the Indiana Board of Proprietary Education in September 2014. The notification for the certificate program, created from the approved master's degree, was sent to the Indiana Board of Proprietary Education in August of 2016. At this time, American College of Education does not offer the program for licensure addition, only for a master's degree without licensure or a certificate program without licensure. This application is seeking Department of Education approval to also offer the certificate program for licensure addition.

Communication

The College would immediately upon approval post the new offering on its website as an opportunity for Indiana residents. It would amend the Graduate Catalog to include the Indiana approval information required for consumer awareness and arrange for email communications with Indiana teachers and other education professionals. It would consider local advertising possibilities and begin working with individual school districts and regional centers to raise awareness of the program.

Implementation

An implementation date for the program will be dependent upon if and when approval to offer the licensure addition is granted. Following such approval, the College would initiate various marketing strategies to inform Indiana residents of these new program opportunities. A reasonable time for initial advertising would be two to three months before students would be scheduled to start.

Graduation

The average time to completion for students enrolled in this certificate program with the College would be 9 months. If approval for licensure is granted, the licensure information will be added to the website and Graduate Catalog.

Census

The director of Institutional Research and Effectiveness is responsible for census figures, as she is for other DOE-approved programs.

Certificate in Teaching English Learners – Standards Alignment

ACE Certificate Outcomes – Teaching English Learners	American College of Education Academic Outcomes	National Board of Professional Teaching	National Board of Professional Teaching Standards English as a New Language Standards	International Society for Technology in Education	Indiana Content Standards for Educators – English Learners (EL)	Indiana Content Standards for Educators	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary
PO1: Design and implement appropriate curriculum and instructional practices to enhance knowledge and awareness of language development and acquisition, cultural factors, ethics, and linguistic diversity issues.	Academic Outcome I. Apply what is known through *Evidence-based Learning and Assessment* Academic Outcome III. Differentiate the use of situation-appropriate *Intellectual Processes*	NBPTS Proposition 2	NBPTS-ENL II NBPTS-ENL IV NBPTS-ENL V NBPTS-ENL VI	ISTE-Teachers 1 ISTE-Teachers 2	Indiana Content Standards for Educators – EL 2 Indiana Content Standards for Educators – EL 3 Indiana Content Standards for Educators – EL 4 Indiana Content Standards for Educators – EL 5	Indiana Content Standards for Educators – English/Language Arts 1 Indiana Content Standards for Educators – English/Language Arts 2 Indiana Content Standards for Educators – English/Language Arts 3 Indiana Content Standards for Educators – English/Language Arts 4 Indiana Content Standards for Educators – English/Language Arts 5 Indiana Content Standards for Educators –	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 1 Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 2 Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 3

ACE Certificate Outcomes – Teaching English Learners	American College of Education Academic Outcomes	National Board of Professional Teaching	National Board of Professional Teaching Standards English as a New Language Standards	International Society for Technology in Education	Indiana Content Standards for Educators – English Learners (EL)	Indiana Content Standards for Educators	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary
						English/Language Arts 6	
PO2: Apply knowledge of linguistics and language acquisition and development to develop relevant curriculum and foster appropriate instructional practices and assessment to teach English learners.	Academic Outcome VI. Build *Professional Skills and Performance*	NBPTS Proposition 2 NBPTS Proposition 3	NBPTS-ENL I NBPTS-ENL IV NBPTS-ENL V NBPTS-ENL VII	ISTE-Teachers 1 ISTE-Teachers 2 ISTE-Teachers 3	Indiana Content Standards for Educators – EL 1 Indiana Content Standards for Educators – EL 2 Indiana Content Standards for Educators – EL 4 Indiana Content Standards for Educators – EL 5 Indiana Content Standards for Educators – EL 7	Indiana Content Standards for Educators – English/Language Arts 1 Indiana Content Standards for Educators – English/Language Arts 2 Indiana Content Standards for Educators – English/Language Arts 3 Indiana Content Standards for Educators – English/Language Arts 4 Indiana Content Standards for Educators – English/Language Arts 5 Indiana Content Standards for Educators – English/Language Arts 8	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 1 Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 2 Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 3 Indiana Developmental Standards for Educators –Middle School, Secondary 7

ACE Certificate Outcomes – Teaching English Learners	**American College of Education Academic Outcomes**	**National Board of Professional Teaching**	**National Board of Professional Teaching Standards English as a New Language Standards**	**International Society for Technology in Education**	**Indiana Content Standards for Educators – English Learners (EL)**	**Indiana Content Standards for Educators**	**Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary**
PO3: Employ academic theories, standards and frameworks to direct the selection and integration of content and research-based instructional strategies to support learning English within a discipline.	Academic Outcome II. Justify actions based upon *Theory, Standards, and Frameworks*	NBPTS Proposition 1	NBPTS-ENL VIII NBPTS-ENL IX	ISTE-Teachers 5	Indiana Content Standards for Educators – EL 4 Indiana Content Standards for Educators – EL 5 Indiana Content Standards for Educators – EL 8	Indiana Content Standards for Educators – English/Language Arts 1 Indiana Content Standards for Educators – English/Language Arts 2 Indiana Content Standards for Educators – English/Language Arts 3 Indiana Content Standards for Educators – English/Language Arts 4 Indiana Content Standards for Educators – English/Language Arts 5 Indiana Content Standards for Educators – English/Language Arts 1	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 1 Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 2 Indiana Developmental Standards for Educators –Middle School, Secondary 7

ACE Certificate Outcomes – Teaching English Learners	American College of Education Academic Outcomes	National Board of Professional Teaching	National Board of Professional Teaching Standards English as a New Language Standards	International Society for Technology in Education	Indiana Content Standards for Educators – English Learners (EL)	Indiana Content Standards for Educators	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary
						Indiana Content Standards for Educators – English/Language Arts 2 Indiana Content Standards for Educators – English/Language Arts 3 Indiana Content Standards for Educators – English/Language Arts 4 Indiana Content Standards for Educators – English/Language Arts 5 Indiana Content Standards for Educators – English/Language Arts 6 Indiana Content Standards for Educators – English/Language Arts 1	

ACE Certificate Outcomes – Teaching English Learners	American College of Education Academic Outcomes	National Board of Professional Teaching	National Board of Professional Teaching Standards English as a New Language Standards	International Society for Technology in Education	Indiana Content Standards for Educators – English Learners (EL)	Indiana Content Standards for Educators	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary
						Indiana Content Standards for Educators – English/Language Arts 2 Indiana Content Standards for Educators – English/Language Arts 3 Indiana Content Standards for Educators – English/Language Arts 4 Indiana Content Standards for Educators – English/Language Arts 5 Indiana Content Standards for Educators – English/Language Arts 7 Indiana Content Standards for Educators – English/Language Arts 8	

ACE Certificate Outcomes – Teaching English Learners	American College of Education Academic Outcomes	National Board of Professional Teaching	National Board of Professional Teaching Standards English as a New Language Standards	International Society for Technology in Education	Indiana Content Standards for Educators – English Learners (EL)	Indiana Content Standards for Educators	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary
PO4: Promote the development of language acquisition skills by utilizing assessment instruments, critically evaluated materials, and targeting specific learning outcomes.	Academic Outcome I. Apply what is known through *Evidence-based Learning and Assessment*	NBPTS Proposition 3	NBPTS-ENL IV NBPTS-ENL V NBPTS-ENL VI NBPTS-ENL VII	ISTE-Teachers 1 ISTE-Teachers 2	Indiana Content Standards for Educators – EL 2 Indiana Content Standards for Educators – EL 4 Indiana Content Standards for Educators – EL 5 Indiana Content Standards for Educators – EL 6 Indiana Content Standards for Educators – EL 7	Indiana Content Standards for Educators – English/Language Arts 1 Indiana Content Standards for Educators – English/Language Arts 2 Indiana Content Standards for Educators – English/Language Arts 3 Indiana Content Standards for Educators – English/Language Arts 3 Indiana Content Standards for Educators – English/Language Arts 4 Indiana Content Standards for Educators – English/Language Arts 5 Indiana Content Standards for	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 1 Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 4 Indiana Developmental Standards for Educators – Middle School, Secondary 7

ACE Certificate Outcomes – Teaching English Learners	American College of Education Academic Outcomes	National Board of Professional Teaching	National Board of Professional Teaching Standards English as a New Language Standards	International Society for Technology in Education	Indiana Content Standards for Educators – English Learners (EL)	Indiana Content Standards for Educators	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary
						Educators – English/Language Arts 8	
PO5: Establish a culturally relevant environment by incorporating evidenced-based instructional practices and resources, materials and technology and through the influence of social interaction.	Academic Outcome VI. Build *Professional Skills and Performance*	NBPTS Proposition 1 NBPTS Proposition 4	NBPTS-ENL I NBPTS-ENL II NBPTS-ENL VI	ISTE-Teachers 1 ISTE-Teachers 2 ISTE-Teachers 3 ISTE-Teachers 4	Indiana Content Standards for Educators – EL 3 Indiana Content Standards for Educators – EL 4 Indiana Content Standards for Educators – EL 5 Indiana Content Standards for Educators – EL 6	Indiana Content Standards for Educators – English/Language Arts 6 Indiana Content Standards for Educators – English/Language Arts 7	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 1 Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 5
PO6: Construct a framework for establishing and maintaining partnerships between the school, family, and community by advocating for academic and social growth for English learners within civic and global settings.	Academic Outcome IV. Establish comprehensive *Communication and Collaboration* Academic Outcome V. Understand and interpret the impact of *Civil and Global Learning* Academic Outcome VII. Enhance *Leadership*	NBPTS Proposition 1 NBPTS Proposition 5	NBPTS-ENL III NBPTS-ENL VIII NBPTS-ENL IX	ISTE-Teachers 5	Indiana Content Standards for Educators – EL 8 Indiana Content Standards for Educators – EL 9	Indiana Content Standards for Educators – English/Language Arts 6	Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 1 Indiana Developmental Standards for Educators – Elementary, Middle School, Secondary 6

DQP Framework Comparison

DQP Framework	**Bachelor's Level**	**Master's Level**	**American College of Education Academic Outcomes**
	ACE – Essential Question	**ACE – Essential Question**	
	By the student: *How do I need to think about the knowledge acquired in this field?*	*By the student:* *How do I utilize research to improve practice?*	
	Knowledge Acquisition: Thought Process-Driven	**Analysis to Application**	
	• Focus on thought processes • Acquisition of content knowledge • Comprehension of essential concepts influencing the field • Provide opportunities to acquire practical experience • Foster exposure to influencing factors within a filed • Critically evaluate research as a means of gaining knowledge	• Focus on analyzing and applying research • Utilization of concepts and principles to engage and improve practice • Shift thinking to application of research in a given field • Holistic conceptualization of issues to understand relationships	
Specialized Knowledge	• Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms. • Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques. • Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge. • Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.	• Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of study, articulates their sources and illustrates both their applications and their relationships to allied fields of study. • Assesses the contributions of major figures and organizations in the field of study, describes its major methodologies and practices and illustrates them through projects, papers, exhibits or performances. • Articulates significant challenges involved in practicing the field of study, elucidates its leading edges and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries	Academic Outcome II - Justify actions based upon **Theory, Standards, and Frameworks** • Uses theories, standards, principles within a framework • Analyze and Evaluate programs • Address improvement issues • Gather and Conduct research • Remain current and relevant
Broad and Integrative Knowledge	• Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. Explains how the methods of inquiry in these fields can address the challenge and proposes an approach to the problem that draws on these fields. • Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study.	• Articulates how the field of study has developed in relation to other major domains of inquiry and practice. • Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields of study and assesses the resulting advantages and challenges of including these perspectives and methods. • Articulates and defends the significance and implications of the work in the primary field of study in terms of challenges and trends in a social or global context.	Academic Outcome I – Apply what is known through **Evidenced-based Learning and Assessment** • Mastery of content and specialized, field-based knowledge • Develop, promote and employ assessment methods • Measure personal and professional learning • Use field-appropriate evaluation and assessment techniques

DQP Framework	Bachelor's Level ACE – Essential Question	Master's Level ACE – Essential Question	American College of Education Academic Outcomes
	- Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains how methods from the primary field of study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core fields.		- Analyze research for the purpose of application
Intellectual Skills	**Analytic Inquiry** - Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field. **Use of Information Resources** - Locates, evaluates, incorporates, and properly cites multiple information resources in different media or different languages in projects, papers or performances. - Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance. **Engaging Diverse Perspectives** - Constructs a written project, laboratory report, exhibit, performance or community service design expressing an alternate cultural, political or technological vision and explains how this vision differs from current realities. - Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical or technological forces, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue, either orally or in writing that demonstrates consideration of the competing views. **Ethical Reasoning** - Analyzes competing claims from a recent discovery, scientific contention or technical practice with respect to benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and either (a) arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles or (b) explains why such a reconciliation cannot be accomplished.	**Analytic Inquiry** - Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project. **Use of Information Resources** - Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study. **Engaging Diverse Perspectives** - Investigates through a project, paper or performance a core issue in the field of study from the perspective of a different point in time or a different culture, language, political order or technological context and explains how this perspective yields results that depart from current norms, dominant cultural assumptions or technologies. **Ethical Reasoning** - Articulates and challenges a tradition, assumption or prevailing practice within the field of study by raising and examining relevant ethical perspectives through a project, paper or performance. - Distinguishes human activities and judgments particularly subject to ethical reasoning from those less subject to ethical reasoning.	Academic Outcome III - Differentiate the use of situation-appropriate **Intellectual Processe**s - Analytical inquiry - Use of informational resources (technology) - Engage diverse perspectives - Ethical reasoning - Quantitative fluency - Critical and creative endeavors - Innovation - Self-efficacy - Lifelong learning

DQP Framework	**Bachelor's Level**	**Master's Level**	**American College of Education Academic Outcomes**
	ACE – Essential Question	**ACE – Essential Question**	
	• Identifies and elaborates key ethical issues present in at least one prominent social or cultural problem, articulates the ways in which at least two differing ethical perspectives influence decision making concerning those problems, and develops and defends an approach to address the ethical issue productively. **Quantitative Fluency** • Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information in papers, projects or multimedia presentations. • Constructs mathematical expressions where appropriate for issues initially described in non-quantitative terms. **Communicative Fluency** • Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences. • Conducts an inquiry concerning information, conditions, technologies or practices in the field of study that makes substantive use of non-English-language sources. • Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma.	**Quantitative Fluency** • Uses logical, mathematical or statistical methods appropriate to addressing a topic or issue in a primary field that is not for the most part quantitatively based. — or — • Articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories in a field of study that is quantitatively based. • Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences. **Communicative Fluency** • Creates sustained, coherent arguments or explanations summarizing his/her work or that of collaborators in two or more media or languages for both general and specialized audiences.	
Applied and Collaborative Learning	• Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field.	• Creates a project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills gleaned from at least two fields of study in different segments of the curriculum. Articulates the ways in which the two sources of knowledge influenced the result.	Academic Outcome IV - Establish comprehensive **Communication and Collaboration** • Build relationships • Community relationships • Partnerships and stakeholders • Technology

DQP Framework	Bachelor's Level	Master's Level	American College of Education Academic Outcomes
	ACE – Essential Question	**ACE – Essential Question**	
	• Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results. • Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context. • Completes a substantial project that evaluates a significant question in the student's field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project.	• Designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of study to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates or standards for professional performance applicable to the challenge.	
Civic and Global Learning	• Explains diverse positions, including those representing different cultural, economic and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship. • Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment. • Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result. • Identifies a significant issue affecting countries, continents or cultures, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.	• Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups. • Develops a formal proposal, real or hypothetical, to a non-governmental organization addressing a global challenge in the field of study that the student believes has not been adequately addressed. • Proposes a path to resolution of a problem in the field of study that is complicated by competing national interests or by rival interests within a nation other than the U.S.	Academic Outcome V - Understand and interpret the impact of **Civic and Global Learning** • Policy making/Create positions • Laws, guidelines, regulations • Advocacy • Responsibility/Accountability beyond organization • Context (Operating within a field of study) • Local community and beyond • Diversity and unity

Lumina Foundation (2010). *The Degree Qualifications Profile*. Author.

American College of Education Academic Outcomes

Revised Jan 2014 by C&A Committee; Revised Sept. 2015 by C&A Committee; Effective in all programs February 2016

Academic Outcome I.
Apply what is known through **Evidenced-based Learning and Assessment**

- Mastery of content and specialized, field-based knowledge
- Develop, promote and employ assessment methods
- Measure personal and professional learning
- Use field-appropriate evaluation and assessment techniques
- Analyze research for the purpose of application

Academic Outcome II.
Justify actions based upon **Theory, Standards, and Frameworks**

- Use theories, standards, principles within a framework
- Analyze and evaluate programs
- Address improvement issues
- Gather and conduct research
- Remain current and relevant

Academic Outcome III.
Differentiate the use of situation-appropriate **Intellectual Processes**

- Analytical inquiry
- Use of informational resources (technology)
- Engage diverse perspectives
- Ethical reasoning
- Quantitative fluency
- Critical and creative endeavors
- Innovation
- Self-efficacy
- Lifelong learning

Academic Outcome IV.
Establish comprehensive **Communication and Collaboration**

- Build relationships
- Community relationships
- Partnerships and stakeholders
- Technology

Academic Outcome V.
Understand and interpret the impact of **Civic and Global Learning**

- Policy making/Create positions
- Laws, guidelines, regulations
- Advocacy
- Responsibility/Accountability beyond organization
- Context (operating with a field of study)
- Local community & beyond
- Diversity and Unity

Academic Outcome VI.
Build **Professional Skills and Performance**

- Create appropriate environments
- Continue to develop personal and professional abilities
- Professional development
- Appropriate use of APA style

Academic Outcome VII.
Enhance **Leadership**

- Utilize resources
- Create and apply research to promote continuous improvement at the organizational or program level
- Data analysis
- Establish a collaborative vision, mission, and goals
- Active role in continuous progress towards goal
- Data-driven decision-making
- Remain current and relevant Establish a cohesive culture
- Know and utilize established priorities
- Create criteria for decision-making
- Evaluate overall performance, program, institution
- Capacity building
- Shared governance

Master Level Assignment Rubric

Criteria	Ratings			
Specialized Knowledge 25% AO I, VI, VII	**Evidenced deep understanding and scholarly thinking in at least two ways:** ☐ Correctly used terminology and concepts from assignment-related theories, literature, and research. Applied concepts and theories to a real problem or issue. ☐ Displayed thinking on one of the highest levels: critical, creative, evaluative, integrative, explanatory, scientific, etc. ☐ Addressed a relevant ethical issue. ☐ Recognized or compared diverse perspectives or cultural differences. (25 points)	**Marginal comprehension:** ☐ Did not show understanding or thinking beyond a comprehension level of subject matter. (15 points)	**Limited Comprehension:** ☐ Lacked basic comprehension of subject matter. (5 points)	**0pts**
Research Process 15% AO II, III	**Conducted the research needed to perform on a high level as evidenced by both of the following:** ☐ Carried out the required action research data collection and/or literature search including peer-reviewed journals ☐ Provided details indicating an in-depth study of relevant published resources and/or read at least two expert sources on relevant topics (15 points)	**Marginal evidence:** ☐ Provided evidence of some research ☐ Limited in-depth reading and study of published sources ☐ Not extensive or adequate research (9 points)	**Limited evidence:** ☐ Little or no information gathered ☐ No evidence of comprehension (3 points)	**0pts**
Focus of Topic 25% AO II	**Submission has an intentional focus relevant to the area of study:** ☐ Focus is clear and well-established throughout the paper ☐ Supporting research is synthesized and used appropriately to establish relevance and support within the paper ☐ In-depth discussion and analysis of the topic is provided (25 points)	**Marginal focus:** ☐ Focus is somewhat clear and connects to the established topic ☐ Submission lacks clear analysis or support to fully examine the scope of the required assignment (9 points)	**Limited focus:** ☐ Lacks clear focus or topic ☐ Missing support and analysis of issue (5 points)	**0pts**
Connections 20% AO V, III, IV	**Integrated new knowledge with prior knowledge and extended or related it to conditions within an organization or system:** ☐ Made connections with current practice, prior knowledge, or other professional experiences. ☐ Made connections with relevant ideas and issues applicable to professional settings. (20 points)	**Marginal connections:** ☐ Made some connections. ☐ Minimal elaboration. (12 points)	**Limited connections:** ☐ Made no connections ☐ Lacked any elaboration (4 points)	**0pts**

APA Format **7%** **AO VI**	**Followed APA Guidelines:** ☐ Title page contains perfect or near perfect APA format. ☐ In-text citations contain perfect or near perfect APA format. ☐ APA citations with no more than minor errors such as including first initials, using “and” rather than & in a parenthetical citation, and using et al. in the first citation with 3-5 authors. ☐ Reference page contains perfect or minimum APA references errors. ☐ Put exact words of authors in quotation marks with name, year, and page number included. ☐ Spacing is used correctly for references and paper structure (7 points)	**Followed some APA guidelines:** ☐ A few significant citation and/or referencing errors (e.g. separating the author and year when citing, omitting a reference title, journal name, publisher, or year, or parts of the reference are out of order. ☐ Student makes attempts at APA format for all areas of the paper. Attempt may contain errors but does not hinder the readability of the paper. (4.2 points)	**Limited-to-no use of APA Guidelines:** ☐ Paper is missing key elements of an APA formatted paper such as: ☐ Title Page ☐ In-text citations ☐ Reference page ☐ Format errors are significant and demonstrate no attempt to follow APA guidelines (1.4 points)	**0pts**
Scholarly Writing **8%** **AO VI**	**Met or exceeded graduate-level writing expectations by showing all of the following:** ☐ Included a clear introduction and conclusion for submission ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables, background shapes for text, a suitable design template ☐ Minimal errors in punctuation and spelling ☐ Used original language, including paraphrasing, and 50% or less quoted information **Presentations – Only Use if Applicable:** ☐ Limited the number of words on each slide to 50 to enhance readability and make possible quick reading while continuing to listen to the presenter; confined additional elaboration to slide notes ☐ Created visually engaging slides using color, shapes, bullets, diagrams, tables, shapes, and font styles to organize, emphasize, and hold attention **Required areas for assignment were addressed.** ☐ All required areas of assignment were included ☐ Minimum page lengths or slide word counts were met if applicable. ☐ Minimum number of professional sources cited and referenced. (8 points)	**Marginal scholarly writing**: ☐ Exhibited difficulty in one or two areas **Majority of work is completed** ☐ Most areas of the assignment were included; some pieces were overlooked in final submission. ☐ Less than the minimum number of expert sources cited and referenced (4.6 points)	**Limited scholarly writing**: ☐ Difficulty in three or more areas **Minimum work is completed** ☐ Multiple key pieces of the assignment were not submitted (1.6 points)	**0pts**

Master Level Reflection Rubric

Criteria	Ratings

Specialized Knowledge **25%** **AO I, VI, VII**	**Evidenced deep understanding and scholarly thinking in at least two ways:** ☐ Provided a thoughtful and relevant reflection specific to course focus. ☐ Correctly used terminology and concepts from assignment-related theories, literature, and research. ☐ Applied concepts and theories to a real problem or issue. ☐ Displayed thinking on one of the highest levels: critical, creative, evaluative, integrative, explanatory, scientific, etc. ☐ Addressed a relevant ethical issue. ☐ Recognized or compared diverse perspectives or cultural differences. (25 points)	**Marginal comprehension:** ☐ Did not show understanding or thinking beyond a comprehension level of subject matter. (15 points)	**Limited Comprehension:** ☐ Lacked basic comprehension of subject matter. (5 points)	**0pts**
Course Application **15%** **AO II, III**	**Demonstrated growth and development aligned to course goals and profession:** ☐ In-depth discussion of personal or professional growth related to course objectives. ☐ Insights and personal discoveries were reflected, going beyond a restatement of facts or theories. ☐ Provided specific examples which illustrated an understanding and application of concepts addressed in the course. (15 points)	**Marginal evidence:** ☐ Provided some discussion of personal or professional growth related to course objectives ☐ Provided some insights with emphasis on facts and theories. ☐ Limited examples of application of concepts addressed in the course and provided in the reflection (9 points)	**Limited evidence:** ☐ Little or no information submitted. ☐ Relied solely on facts or theories. ☐ No evidence of personal or professional growth. (3 points)	**0pts**
Focus of Topic **25%** **AO II**	**Submission has an intentional focus relevant to the area of study:** ☐ Focus is clear and well-established throughout the paper. ☐ Supporting research are synthesized and used appropriately to establish relevance and support within the paper. ☐ In-depth discussion and analysis of the topic is provided. (25 points)	**Marginal focus:** ☐ Focus is somewhat clear and connects to the established topic. ☐ Submission lacks clear analysis or support to fully examine the scope of the required assignment. (9 points)	**Limited focus:** ☐ Lacks clear focus or topic ☐ Missing support and analysis of issue. (5 points)	**0pts**
Connections **20%** **AO V, III, IV**	**Integrated new knowledge with prior knowledge and extended or related it to conditions within an organization or system:** ☐ Made connections with current practice, prior knowledge, or other professional experiences. ☐ Made connections with relevant ideas and issues applicable to professional settings. (20 points)	**Marginal connections:** ☐ Made some connections. ☐ Minimal elaboration. (12 points)	**Limited connections:** ☐ Made no connections ☐ Lacked any elaboration (4 points)	**0pts**
APA Format **7%** **AO VI**	**Followed APA Guidelines:** ☐ Title page contains perfect or near perfect APA format In-text citations contain perfect or near perfect APA format. ☐ APA citations with no more than minor errors such as including first initials, using "and" rather than & in a parenthetical citation, and using et al. in the first citation with 3-5 author.	**Followed some APA guidelines:** ☐ A few significant citation and/or referencing errors (e.g. separating the author and year when citing, omitting a reference title, journal name, publisher, or year, or parts of the reference are out of order. ☐ Student makes attempts at APA format for all areas of the paper. Attempt may contain errors but	**Limited-to-no use of APA Guidelines:** ☐ Paper is missing key elements of an APA formatted paper such as: ☐ Title Page ☐ In-text citations ☐ Reference page ☐ Format errors are significant and	**0pts**

	☐ References page contains perfect or minimum APA references errors. ☐ Puts exact words of authors in quotation marks with name, year, and page number included. ☐ Spacing is used correctly for references and paper structure. (7 points)	does not hinder the readability of the paper. (4.2 points)	demonstrate no attempt to follow APA guidelines (1.4 points)	
Scholarly Writing 8% AO VI	**Met or exceeded graduate-level writing expectations by showing all of the following:** ☐ Included a clear introduction and conclusion for submission ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables, background shapes for text, a suitable design template ☐ Minimal errors in punctuation and spelling ☐ Used original language, including paraphrasing, and 50% or less quoted information **Presentations – Only Use if Applicable:** ☐ Limited the number of words on each slide to 50 to enhance readability and make possible quick reading while continuing to listen to the presenter; confined additional elaboration to slide notes ☐ Created visually engaging slides using color, shapes, bullets, diagrams, tables, shapes, and font styles to organize, emphasize, and hold attention **Required areas for assignment were addressed.** ☐ All required areas of assignment were included ☐ Minimum page lengths or slide word counts were met if applicable. ☐ Minimum number of professional sources cited and referenced. (8 points)	**Marginal scholarly writing**: ☐ Exhibited difficulty in one or two areas **Majority of work is completed** ☐ Most areas of the assignment were included; some pieces were overlooked in final submission. ☐ Less than the minimum number of expert sources cited and referenced (4.6 points)	**Limited scholarly writing**: ☐ Difficulty in three or more areas **Minimum work is completed** ☐ Multiple key pieces of the assignment were not submitted (1.6 points)	**0pts**

Master Level Discussion Rubric

Criteria	Ratings			
Thinking Process 25% AO I, II	**Evidenced deep understanding and scholarly thinking in at least two ways:** ☐ Correctly used terminology and concepts from assignment-related theories, literature, and research ☐ Applied concepts and theories to a real world problem ☐ Displayed thinking on one of the highest levels: critical, creative, evaluative, integrative, explanatory, scientific, etc. ☐ Addressed a relevant ethical issue ☐ Recognized or compared diverse perspectives or cultural differences **(12.5 points)**	**Marginal thinking:** ☐ Did not show understanding or thinking beyond a comprehension level (7.5 points)	**Limited thinking:** ☐ Lacked basic comprehension (2.5 points)	**0pts**
Connections 25% AO V, III, IV	**Contributed to the discussion and moved it forward by making connections in two or more ways:** ☐ Made connections with current practice, prior knowledge, or other professional experiences ☐ Made connections with relevant ideas and issues applicable to professional settings ☐ Communicated supportively or empathetically to another student ☐ Sought to inform or teach fellow students when knowledge allowed ☐ Interacted with and expressed appreciation when informed or supported by others **(12.5 points)**	**Marginal connections:** ☐ Made a connection in just one of the ways listed ☐ Made a connection in a couple of ways but with little elaboration **(7.5 points)**	**Limited connections:** ☐ Made no connections ☐ Short response posts that did not connect **(2.5 points)**	**0pts**
Discussion Prompt Response 15% AO VI, VII	**Submitted a complete set of posts by doing all of the following:** ☐ Focused directly and substantively on the topic prompt without drifting to unrelated or marginally related topics ☐ Addressed all parts of the prompt ☐ Satisfied ACE requirements to have three posts and used one peer-reviewed article ☐ Satisfied any additional expectations for discussion posts communicated to students by the professor **(7.5 points)**	**Marginal components**: ☐ Was missing one of the required posts ☐ Did not respond to a part of the prompt ☐ Got off-topic ☐ Submitted late ☐ Did not satisfy additional professor expectations **(4.5 points)**	**Limited components:** ☐ Two or more components were missing **(1.5 points)**	**0pts**
Peer Participation 15% AO - IV	**Evidenced of quality participation:** ☐ Provides 2+ peer responses ☐ Elicits responses and reflections from other learners ☐ Builds upon and integrates multiple views to guide the discussion deeper **(7.5 points)**	**Marginal participation:** ☐ Provides 1 peer response ☐ Attempts to elicit responses and reflections from other learners ☐ Responses attempt to build upon shared ideas **(4.5 points)**	**Limited participation:** ☐ Non-participation with other peers ☐ Does not attempt to elicit responses ☐ No attempt to build upon shared ideas ☐ Posts “I agree” or “Good ideas” **(1.5 points)**	**0pts**
Scholarly Writing 15% AO VI,	**Met or exceeded graduate level expectations for writing by having the following:** ☐ At least two well-developed paragraphs of 6 sentences or more	**Marginal scholarly writing:** ☐ Exhibited difficulty in one of the areas listed **(4.5 points)**	**Limited scholarly writing:** ☐ Difficulty in two or more of the areas listed **(1.5 points)**	**0pts**

	☐ Correct grammar with only minor errors plus good sentence flow and readability ☐ Error-free punctuation and spelling except for semicolon omissions or misuse and a missing comma, period, or question mark ☐ Original language primarily, including paraphrasing, and 20% or less quoted **(7.5 points)**			
APA Format **5%** **AO VI**	**Credited source authors by doing all of the following:** ☐ APA citations with no more than minor errors such as including first initials, using “and” rather than & in a parenthetical citation, and using et al. in the first citation with 3-5 authors ☐ APA references with no more than minor errors such as too many caps in titles, book/journal titles not in italics, no page numbers for articles, or the year misplaced ☐ Put exact words of authors in quotation marks with name, year, and page number included. ☐ Used at least one expert source cited and referenced if requested by the professor **(2.5 points)**	**Followed some APA guidelines:** ☐ A few significant citation and/or referencing errors (e.g. separating the author and year when citing, omitting a reference title, journal name, publisher, or year, or parts of the reference out of order. ☐ Less than the minimum number of expert sources cited and referenced **(1.5 points)**	**Limited to no use of APA guidelines:** ☐ Multiple errors due to over-quoting, under-paraphrasing, or misuse of quotes ☐ Numerous deviations from APA style **(0.5 points)**	

Master Level Peer Review Rubric

Criteria	Ratings			
Specialized Knowledge 25% AO I, VI, VII	**Evidenced deep understanding and scholarly thinking in at least two ways:** ☐ Correctly used terminology and concepts from assignment-related theories, literature, and research. ☐ Applied concepts and theories to a real problem or issue. ☐ Displayed thinking on one of the highest levels: critical, creative, evaluative, integrative, explanatory, scientific, etc. ☐ Addressed a relevant ethical issue. ☐ Recognized or compared diverse perspectives or cultural differences. (25 points)	**Marginal comprehension:** ☐ Did not show understanding or thinking beyond a comprehension level of subject matter. (15 points)	**Limited comprehension:** ☐ Lacked basic comprehension of subject matter. (5 points)	**0pts**
Focus of Topic 25% AO II	**Submission has an intentional focus relevant to the area of study:** ☐ Focus is clear and well-established throughout the paper. ☐ Supporting research is synthesized and used appropriately to establish relevance and support within the paper. ☐ In-depth discussion and analysis of the topic is provided. (25 points)	**Marginal focus:** ☐ Focus is somewhat clear and connects to the established topic. ☐ Submission lacks clear analysis or support to fully examine the scope of the required assignment. (15 points)	**Limited focus:** ☐ Lacks clear focus or topic. ☐ Missing support and analysis of issue. (5 points)	**0pts**
Connections 25% AO V, III, IV	**Integrated new knowledge with prior knowledge and extended or related it to conditions within an organization or system:** ☐ Made connections with current practice, prior knowledge, or other professional experiences. ☐ Made connections with relevant ideas and issues applicable to professional settings. (25 points)	**Marginal connections:** ☐ Made some connections. ☐ Minimal elaboration. (15 points)	**Limited connections:** ☐ Made no connections. ☐ Lacked any elaboration. (5 points)	**0pts**
Scholarly Writing and Completion 25% AO VI	**Met or exceeded graduate level writing expectations by showing all of the following:** ☐ No errors in punctuation, grammar, and spelling. ☐ Used professional communication in feedback to peer. (25 points)	**Marginal scholarly writing:** ☐ Minor errors in punctuation, grammar, and spelling. (15 points)	**Limited scholarly writing:** ☐ Multiple punctuation, grammar, and spelling errors. ☐ Feedback lacked professional tone. (5 points)	**0pts**

Capstone Professional Skills and Performance Rubric

Criteria	Ratings		
Rationale Paragraph clearly describing the nature of an artifact in relation to the program outcome. threshold: 21.6 pts	☐ Clearly and intentionally connects the relationship in a one-paragraph rationale. ☐ Provides in-depth discussion of artifact's connection to the Academic Outcomes. ☐ Provides specific examples which illustrate an understanding and application of Academic Outcomes. 27 pts	☐ Considers rationale from a marginal relational perspective. ☐ Provides some discussion of artifact's connection to Academic Outcomes. ☐ Provides limited examples of application of Academic Outcomes. 21.6 pts	☐ Considers rationale from a minimal to limited perspective. ☐ Submits little or no information. ☐ Provides no evidence of connection between artifact and Academic Outcomes 18.6 pts
Connections to Experience Builds a relationship between relevant experience and academic knowledge. threshold: 10.4 pts	☐ Synthesizes meaningful connections among experiences outside of formal learning environments, including life and academic experiences to deepen understanding of fields of study and to broaden own points of view. ☐ Builds relations between experiences, formal and informal. ☐ Values new experiences. ☐ Seeks to deepen understanding and has an awareness of essential truths in other fields. ☐ Establishes an approach to lifelong learning. 13 pts	☐ Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledges perspectives other than own. ☐ Builds relationships between life experiences and academic knowledge. ☐ Recognizes the value of differences, and expresses awareness of similarities in perspectives. 10.4 pts	☐ Identifies connections between life experience and those academic texts and ideas perceived as similar and related to own interests. ☐ Builds relationships between life experiences and academic knowledge. ☐ Attempts to see the value in differences and the need to identify similarities in perspectives. 9 pts
Connections to Discipline Establishes relationships across disciplines and perspectives. threshold: 10.4 pts	☐ Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective. ☐ Exhibits the ability to synthesize parts into a cohesive whole. ☐ Uses examples, facts, and/or theories to draw appropriate conclusions. ☐ Demonstrates awareness and knowledge of more than one field of study or perspective. ☐ Recognizes and establishes a safe learning environment for self and others. 13 pts	☐ Independently connects examples, facts, or theories from more than one field of study or perspective. ☐ Understands the relationship of parts-to-whole and whole-to-parts. ☐ Given support, demonstrates the ability to use examples, facts, and theories to draw conclusions. 10.4 pts	☐ When prompted, presents examples, facts, or theories from more than one field of study or perspective. ☐ Requires significant support to synthesize examples, facts, and theories. ☐ Utilizes one field of study to draw a conclusion. Makes little attempt to explore different perspectives. 9 pts
Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations. threshold: 10.4 pts	☐ Adapts and applies independently skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. ☐ Identifies critical elements, concepts, or aspects which translate across disciplines or fields. ☐ Determines approaches to bridge what is known with new knowledge. ☐ Adapts and applies prior knowledge to new situations. ☐ Examines components to ensure transferability. 13 pts	☐ Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. ☐ Requires support to identify critical elements, concepts, or aspects of a given discipline or field. ☐ Works to understand how to bridge what is known with new knowledge. ☐ Attempts to adapt and apply prior knowledge to new situations. 10.4 pts	☐ Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. ☐ Struggles to identify critical elements, concepts, or aspects of a given discipline or field. ☐ Strives to understand though it requires significant support. 9 pts
Analysis The ability to identify critical components in relation to the broader perspective. threshold: 10.4 pts	☐ Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to the focus. ☐ Accomplished at sorting and classifying information according to established criteria. ☐ Identifies critical qualities or characteristics which distinguish relevant information.	☐ Organizes evidence, but the approach is not effective in revealing important patterns, differences, or similarities. ☐ Demonstrates minimal skills in contrasting and comparing elements to be examined. ☐ Understands the necessity of patterns, differences, or	☐ Lists evidence but has limited ability to organize and/or determine unrelated focal points. ☐ Demonstrates modest ability to identify critical evidence. ☐ Experiences difficulty in sorting and classifying by essential characteristics. 9 pts

	☐ Demonstrates the ability to contrast and compare elements under examination. ☐ Understands relationships between elements to establish patterns. 13 pts	similarities but has difficulty making the distinctions usable. ☐ Attempts to adapt and apply prior knowledge to new situations. 10.4 pts	
Appropriately Uses Information Ethically Acknowledges ethical limitations and right of use. threshold: 10.4 pts	☐ Correctly uses three or more strategies to demonstrate an understanding of ethical and legal restrictions on the use of published, confidential, and/or proprietary information. ☐ Provides evidence of citations and references. ☐ Chooses paraphrasing, summary, or quoting. ☐ Uses information in ways which are true and accurate to the original text. ☐ Distinguishes between common knowledge and ideas requiring attribution. ☐ Demonstrates awareness of the appropriate use of style guides. 13 pts	☐ Correctly uses two or more strategies to demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information. ☐ Provides evidence of citations and references. ☐ Chooses paraphrasing, summary, or quoting. ☐ Uses information in ways which are true and accurate to the original text. ☐ Distinguishes between common knowledge and ideas requiring attribution. ☐ Demonstrates awareness of the appropriate use of style guides. 10.4 pts	☐ Correctly uses at least one strategy to demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. ☐ Provides evidence of citations and references. ☐ Chooses paraphrasing, summary, or quoting. ☐ Uses information in ways which are true and accurate to the original text. ☐ Distinguishes between common knowledge and ideas requiring attribution. ☐ Demonstrates awareness of the appropriate use of style guides. 9 pts
Scholarly Writing A demonstration of graduate-level communication. threshold: 6.4 pts	☐ Included a clear introduction and conclusion for submission. ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables, background shapes for text, a suitable design template. ☐ Minimal errors in grammar, punctuation, and spelling. ☐ Demonstrated near perfect APA format. 8 pts	☐ Exhibited difficulty in one or two areas relevant to graduate-level writing. 6.4 pts	☐ Difficulty in three or more areas relevant to graduate-level writing. 5.5 pts

Capstone Civic and Global Learning Rubric

Criteria	Ratings		
Rationale Paragraph clearly describing the nature of an artifact in relation to the program outcome. threshold: 21.6 pts	☐ Clearly and intentionally connecting the relationship in a one-paragraph rationale. ☐ Provides in-depth discussion of artifact's connection to the Academic Outcome. ☐ Provides specific examples which illustrate an understanding and application of Academic Outcomes. 27 pts	☐ Considers rationale from a marginal relational perspective. ☐ Provides some discussion of artifact's connection to Academic Outcomes. ☐ Provides limited examples of application of Academic Outcomes. 21.6 pts	☐ Considers rationale from a minimal to limited perspective. ☐ Submits little or no information. ☐ Provides no evidence of connection between artifact and Academic Outcomes. 18.6 pts
Civic Contexts/Structures Builds a relationship between relevant experience and academic knowledge. threshold: 10.4 pts	☐ Demonstrates ability and commitment to collaboratively work across and within community context and structures to achieve a civic aim. ☐ Demonstrates the ability to collaborate effectively to accomplish a goal. ☐ Recognizes and works within the constraints of a diverse, collaborative environment. ☐ Demonstrates understand of the nature of different contexts and structures. 13 pts	☐ Demonstrates experience identifying intentional ways to participate in civic contexts and structures. ☐ Knows various was to participate in community and civic endeavors. ☐ Works within different contexts and structures. 10.4 pts	☐ Experiments with civic contexts and structures, tries out a few to see what fits. ☐ Tentatively navigates various civic and community environments. ☐ Prefers to remain in a familiar context or structure. 9 pts
Influence of Context and Assumptions Mental and emotional attributes which impact a stance. threshold: 10.4 pts	☐ Thoroughly, through systematic and methodical analysis of assumptions, carefully evaluates the relevance of contexts when presented in a position statement. ☐ Unwilling to accept the status quo but rather analyzes assumptions. ☐ Carefully evaluates relevance. ☐ Understands the nature and purpose of a position statement. ☐ Explores the relationship between laws and advocacy. 13 pts	☐ Questions some assumptions; identifies several relevant contexts when presenting a position; may be more aware of other's assumptions than one's own (or vice versa). ☐ Knows to question assumptions. ☐ Seeks to understand identifies contexts within a positional stance. ☐ Demonstrates some understanding of the relationship between laws and advocacy. 10.4 pts	☐ Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions); begins to identify some contexts when presenting a position. ☐ Demonstrates awareness that others have different assumptions. Understands a position statement establishes a context. ☐ Demonstrates limited understanding of the relationship between laws and advocacy. 9 pts
Perspectives Views from various angles. threshold: 10.4 pts	☐ Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical). ☐ Evaluates and applies diverse perspectives. ☐ Understand and utilizes knowledge regarding natural and human systems. ☐ Evaluates a complex problem from multiple perspectives. 13 pts	☐ Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems. ☐ Uses diverse viewpoints. ☐ Explores natural and human systems of operation. 10.4 pts	☐ Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical). ☐ Acknowledge an awareness of multiple viewpoints. ☐ Maintains self-awareness with regard to personal position statements. 9 pts
Cultural Diversity A range of opinions based upon environmental factors. threshold: 10.4 pts	☐ Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems through policies and positions statements. ☐ Understands and knows the differences between worldviews, experiences and power structures.	☐ Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgment of power structures, demonstrating respectful interaction with varied cultures and worldviews. ☐ Demonstrates an awareness of the historical connections between cultural stances.	☐ Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. ☐ Uses a preferred worldview to analyze a context

	☐ Utilizes effective strategies to interact with diverse views. ☐ Develops an awareness of global problems. ☐ Acknowledges the implications of policies and position statements in relationships. 13 pts	☐ Shows some insights as to power structures. 10.4 pts	☐ Demonstrates limited openness to various views. 9 pts
Understanding Global Systems for Appropriate Audiences Acknowledges ethical limitations and right of use. threshold: 10.4 pts	☐ Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds. ☐ Uses prior knowledge and experience to understand and act upon human interactions. ☐ Advocates for fair and equitable solutions. ☐ Realizes the complexity of global situations as they impact current understanding. ☐ Determines an appropriate course of action. ☐ Analyzes consequences and impact on a local or global scale. 13 pts	☐ Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds. ☐ Uses prior knowledge and experience to consider human endeavors. ☐ Seeks to understand the complex issues involved with global systems. ☐ Explains impact on a local and global scale. 10.4 pts	☐ Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds. ☐ Knows the role of some global and local institutions. ☐ Demonstrates an awareness of connections between process and world systems. ☐ Identifies basic impact on a local or global scale. 9 pts
Scholarly Writing A demonstration of graduate level communication. threshold: 6.4 pts	Met or exceeded graduate-level scholarly writing expectations by showing all of the following: ☐ Included a clear introduction and conclusion for submission. ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables, background shapes for text, a suitable design template. ☐ Made minimal errors in punctuation and spelling. ☐ Demonstrated near perfect APA format. 8 pts	☐ Exhibited difficulty in one or two areas relevant to graduate-level writing. 6.4 pts	☐ Exhibited difficulty in three or more areas relevant to graduate-level writing. 5.5 pts

Capstone Intellectual Processes Rubric

Criteria	Ratings		
Rationale Paragraph clearly describing the nature of an artifact in relation to the program outcome. threshold: 21.6 pts	☐ Clearly and intentionally connects the relationship in a one-paragraph rationale. ☐ Provides in-depth discussion of artifact's connection to the Academic Outcomes. ☐ Provides specific examples which illustrate an understanding and application of Academic Outcomes. 27 pts	☐ Considers rationale from a marginal relational perspective. ☐ Provides some discussion of artifact's connection to Academic Outcomes. ☐ Provides limited examples of application of Academic Outcomes. 21.6 pts	☐ Considers rationale from a minimal to limited perspective. ☐ Submits little or no information. ☐ Provides no evidence of connection between artifact and Academic Outcomes. 18.6 pts
Innovative Thinking Understands where to begin expanding an initial thought. threshold: 10.4 pts	☐ Extends a novel or unique idea, question, format, or product to create new awareness or knowledge which crosses boundaries of thought. Defines a starting point. ☐ Considers multiple options. ☐ Utilizes additional information. ☐ Shifts perspectives to create new understanding. ☐ Connects ideas. 13 pts	☐ Experiments with an idea for a novel or unique approach, question, format, or product. ☐ Considers where to start. ☐ Considers a few options. ☐ Utilizes additional information. 10.4 pts	☐ Reformulates a collection of available ideas in a new way. ☐ Difficulty determining where to start. ☐ Considers one approach. 9 pts
Explanation of Critical Issues Understands essential points within a complex issue. threshold: 10.4 pts	☐ Clearly states and describes comprehensively an issue or problem to be considered critically, delivering all relevant information necessary for full understanding. ☐ Clearly identifies the issue or problem. States the critical qualities or characteristics. ☐ Comprehensively describes the salient issues. ☐ Knows what is critical and what is supportive. ☐ Allows concept to be addressed in multiple ways. 13 pts	☐ States an issue or problem to be considered critically, but the description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and /or backgrounds unknown. ☐ Somewhat understands the issue or problem. ☐ Considers a few options. ☐ Utilizes some additional information. 10.4 pts	☐ States without clarification or description an issue or problem to be considered critically. ☐ Shows some understanding of the issue or problem. ☐ Considers one option. ☐ Utilizes limited information. 9 pts
Conclusions and Related Outcomes (Implications and Consequences) Given information, draws reasonable insights for decision making. threshold: 10.4 pts	☐ Draws conclusions and relates outcomes (consequences and implications) logically, and reflects an informed evaluation and ability to place evidence and perspectives discussed in priority order. ☐ Draws appropriate conclusions and outcomes. ☐ Demonstrates a logical approach. ☐ Utilizes additional information to justify the conclusion. ☐ Understands the order of accomplishment. ☐ Demonstrates quantitative fluency. 13 pts	☐ Logically ties to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. ☐ Determines a conclusion. ☐ Uses a few criteria in the process. ☐ Utilizes some information to support the conclusion. 10.4 pts	☐ Inconsistently ties conclusion to some of the information discussed; oversimplifies related outcomes (consequences and implications). ☐ Draws a faulty conclusion. ☐ Limits use of criteria. ☐ Utilizes limited information. 9 pts
Application of Ethical Recognition of Perspectives/Concepts The ability to choose an appropriate option based upon sound criteria. threshold: 10.4 pts	☐ Recognizes and independently applies ethical perspectives/concepts to any related ethical question accurately and is able to consider full implications of the application. ☐ Uses a standard of measure for ethical questions. ☐ Applies the standard to ethical questions. ☐ Relates the cause and effect of an application. ☐ Identifies the full implications or results of a decision. 13 pts	☐ Applies ethical perspectives/concepts to an ethical question, independently (to a new example), but the application represents marginal understanding. ☐ Considers using a standard of measure. ☐ Has a few ways of applying standards. ☐ Identifies some of the cause-and-effect aspects of an application. 10.4 pts	☐ Applies ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspective/concepts independently. ☐ Considers using a limit set of criteria. ☐ Realizes a few issues as a result of the application. 9 pts

Transfer The ability to move from one perspective, process, or persuasive view on to another level of understanding, demonstrating lifelong learning skills. threshold: 10.4 pts	☐ Makes explicit references to previous learning, and applies in an innovative (new and creative) way uniquely demonstrating comprehension and/or performance in novel or unknown situations. ☐ Acknowledges the value of prior learning. ☐ Demonstrates knowledge of various perspectives, processes, and/or persuasive aspects. ☐ Utilizes prior knowledge in a new way. ☐ Puts knowledge into action. 13 pts	☐ Makes references to previous learning, and attempts to apply the knowledge and skills to demonstrate comprehension and performance in novel or unknown situations. ☐ Recognizes prior learning. ☐ Shows an understanding of perspectives, various processes, and persuasive elements. ☐ Partially applies knowledge learned in a different setting. 10.4 pts	☐ Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel or unknown situations. ☐ Knows what should have been learned previously. ☐ Shows awareness of perspectives, different processes, and strongly held views. ☐ Utilizes limited information. 9 pts
Scholarly Writing A demonstration of graduate-level communication. threshold: 6.4 pts	☐ Included a clear introduction and conclusion for submission. ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables, background shapes for text, a suitable design template. ☐ Minimal errors in grammar, punctuation, and spelling. ☐ Demonstrated near perfect APA format. 8 pts	☐ Exhibited difficulty in one or two areas relevant to graduate-level writing. 6.4 pts	☐ Difficulty in three or more areas relevant to graduate-level writing. 5.5 pts

Capstone Leadership Rubric

Criteria	Ratings		
Rationale Paragraph clearly describing the nature of an artifact in relation to the program outcome. threshold: 21.6 pts	☐ Clearly and intentionally connects the relationship in a one-paragraph rationale. ☐ Provides in-depth discussion of artifact's connection to the Academic Outcomes. ☐ Provides specific examples which illustrate an understanding and application of Academic Outcomes. 27 pts	☐ Considers rationale from a marginal relational perspective. ☐ Provides some discussion of artifact's connection to Academic Outcomes. ☐ Provides limited examples of application of Academic Outcomes. 21.6 pts	☐ Considers rationale from a minimal to limited perspective. ☐ Submits little or no information. ☐ Provides no evidence of connection between artifact and Academic Outcomes. 18.6 pts
Risk Taking May include personal risk (i.e. trying something new) or risk of failure (i.e. pushing beyond current skills) in an attempt to move beyond present levels of understanding. threshold: 10.4 pts	☐ Actively seeks out and follows through on untested and potentially risky directions or approaches to a task, problem, or product needed for personal or professional reasons. ☐ Demonstrates a willingness to try new and untried approaches. ☐ Determines a fresh perspective towards a given endeavor. ☐ Decides the value of risk, and commits to completion. 13 pts	☐ Incorporates new directions or approaches to a task, problem, or product. ☐ Demonstrates a willingness to attempt a new approach. ☐ Shows uncertainty as to the value of risk. 10.4 pts	☐ Stays strictly within the current guidelines of a task, problem or product. ☐ Demonstrates a willingness to accomplish the prescribed task at hand. 9 pts
Ethical Perspectives Defines the limits of conduct according to standards. threshold: 10.4 pts	☐ States a position and objections to, assumptions and implication of the position; can reasonably defend against the objections related to different ethical perspectives/concepts, and defend the position in an adequate and effective manner. ☐ Effectively states a position. ☐ Acknowledges and is aware of potential objections, assumptions, and implications of said position. ☐ Provides an appropriate defense. ☐ Understands how to prepare an adequate and effective defense. 13 pts	☐ States a position and some objections to, assumptions and implications of the position, and responds to the objections in an adequate and effective manner. ☐ States a position. ☐ Acknowledges some of the potential objections, assumptions or implications. ☐ Attempts to establish a reasonable and rational defense. 10.4 pts	☐ States a position but cannot state the objections to and assumptions and limitations of different perspectives/concepts. ☐ States a position which contains faulty logic. ☐ Unable to articulate potential objections, assumptions, or implications. 9 pts
Attitude Mental openness, a characteristic exhibited through interactions with others. threshold: 10.4 pts	☐ Initiates, develops, and plans interactions with others who hold diverse opinions and viewpoints, suspending judgment in valuing the contributions of others. ☐ Exhibits the characteristic of openness. ☐ Seeks to initiate conversations or interactions though personal endeavor. ☐ Acknowledges the value found in diverse contributions. ☐ Establishes clear vision, and communicates best practices. 13 pts	☐ Expresses a willingness to interact with others who hold diverse opinions yet has difficulty suspending any judgment related to valuing the contributions of others. ☐ Exhibits a willingness to be open. ☐ Seeks to initiate interaction with some individuals. 10.4 pts	☐ Finds it challenging to interact with others who hold differing opinions and is unprepared or unaware of personal bias. ☐ Attempts to be open and accepting of different contributions. ☐ Articulates a vague vision. 9 pts
Initiative Willingness to take the first steps towards appropriate action. threshold: 10.4 pts	☐ Completes recognized and required tasks, generating and pursuing opportunities to expand knowledge, skills, and abilities personally and professionally. ☐ Recognizes and fulfills a need. ☐ Generates and pursues possibilities.	☐ Completes required work, and identifies opportunities to expand knowledge, skills, and abilities. ☐ Completes work as directed. ☐ Generates and pursues some possibilities. ☐ Determines to increase some knowledge, skills and abilities to help a few colleagues.	☐ Completes required work but doesn't understand and seek the next step. ☐ Completes work when requested or required. ☐ Tentatively seeks possibilities. 9 pts

	☐ Expands knowledge, skills, and abilities to support growth in others. ☐ Sustains awareness of needs within the cultural context of a circumstance. ☐ Attempts to build capacity in self and others within the organization and beyond. ☐ Acknowledges the need for and seeks to establish a vision, mission, and goals. 13 pts	☐ Acknowledges the need for a vision, mission, and goals. 10.4 pts	
Evaluates Measures value. threshold: 10.4 pts	☐ Evaluates potential solutions in a deep and probing manner, including thorough and thoughtful consideration of unseen factors. ☐ Determines a thorough and insightful explanation. ☐ Seeks to use data in an applied manner. ☐ Gives consideration to historical context. ☐ Provides logical and reasonable reviews of different perspectives and opinions. ☐ Examines feasibility of a solution/context. ☐ Weighs the impact of a decision or task. ☐ Effectively uses information to establish priorities. 13 pts	☐ Briefly evaluates potential solutions, lacking depth and substance. ☐ Gives some consideration to the historical context. ☐ Uses some logic and reasoning. ☐ Considers a brief feasibility study. 10.4 pts	☐ Superficially evaluates potential solutions, providing only surface-level explanation. ☐ Gives limited consideration to the historical context. ☐ Uses limited logic or reasoning. 9 pts
Scholarly Writing A demonstration of graduate-level communication. threshold: 6.4 pts	☐ Included a clear introduction and conclusion for submission. ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables, background shapes for text, a suitable design template. ☐ Minimal errors in grammar, punctuation, and spelling. ☐ Demonstrated near perfect APA format. 8 pts	☐ Exhibited difficulty in one or two areas relevant to graduate-level writing. 6.4 pts	☐ Difficulty in three or more areas relevant to graduate-level writing. 5.5 pts

Capstone Evidence-Based Learning and Assessment Rubric

Criteria	Ratings		
Rationale Paragraph clearly describing the nature of an artifact in relation to the program outcome. threshold: 22.4 pts	☐ Clearly and intentionally connects the relationship in a one-paragraph rationale. ☐ Provides in-depth discussion of artifact’s connection to the Academic Outcome. ☐ Provides specific examples which illustrate an understanding and application of Academic Outcomes. 28 pts	☐ Considers rationale from a marginal relational perspective. ☐ Provides some discussion of artifact’s connection to Academic Outcomes. Provides limited examples of application of Academic Outcomes. 22.4 pts	☐ Considers rationale from a minimal to limited perspective. ☐ Submits little or no information. ☐ Provides no evidence of connection between artifact and Academic Outcomes. 19.3 pts
Evidence Selecting and using information to investigate a point of view or conclusion. threshold: 12.8 pts	☐ Gathers information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis and thoroughly questions viewpoints of experts. ☐ Demonstrates thorough knowledge of content. ☐ Measures the value of the information using practical and professional approaches. ☐ Filters and interprets quality information from sources. 16 pts	☐ Gathers information from sources(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. ☐ Demonstrates some knowledge of a selected field of study. ☐ Measures the value of information using limited resources. 12.8 pts	☐ Gathers information from source(s) without any interpretation/evaluation of the quality. ☐ Assumes the quality of the information without considering the course. ☐ Demonstrates limited expertise with the content required or expected. 11 pts
Evaluate Information and Its Sources Critically Accepts information after careful examination. threshold: 12.8 pts	☐ Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used. ☐ Uses multiple criteria. ☐ Determines relevancy and value. Investigates the authority of the source. ☐ Determines best-fit for an audience. ☐ Demonstrates freedom from bias or slanted points of view. ☐ Provides balanced points of view and/or counterarguments. 16 pts	☐ Chooses a variety of information sources. ☐ Selects sources using basic criteria Considers some aspects of relevancy and value recognizes bias or slanted points of view. ☐ Attempts to provide counterarguments. 12.8 pts	☐ Chooses a few information sources using limited criteria. ☐ Uses limited vetting of authority. ☐ Accepts published information as truthful. 11 pts
Reflection Uses past knowledge and experience to evaluate personal and professional growth. threshold: 12.8 pts	☐ Reviews prior learning (past experience both personal and professional) in depth to reveal significantly changed perspectives about life experiences, which provide a lifelong foundation for expanded knowledge, growth, and maturity over time. ☐ Assesses personal and professional growth. ☐ Carefully considers the means and ways of past successes to determine future goals. ☐ Assesses and measures maturity in thought and action. 16 pts	☐ Reviews any prior learning (past experience from a personal perspective) which addresses immediate issues. ☐ Evaluates professional growth without considering the personal connection. ☐ Considers how something was accomplished. 12.8 pts	☐ Reviews an immediate situation from a limited perspective. ☐ Does not see the connection between personal and professional perspectives. 11 pts
Value-Added The ability to discern the quality of a selected	☐ Identifies and utilizes quality as it adds value towards the ability to develop, promote, and employ appropriate methods or techniques to a given situation.	☐ Utilizes some aspects of quality when considering issues with a current situation. ☐ Demonstrates some analyses of information.	☐ Utilizes limited aspects of quality in relation to a given situation. ☐ Demonstrates limited analyses of information.

technique, method, or decision. threshold: 12.8 pts	☐ Analyzes information for the purposes of appropriate application. ☐ Recognizes and utilizes ways to enhance a situation. ☐ Assesses components to determine the weakest link as an aspect of developing a solution. 16 pts	☐ Recognizes and utilizes some ways to develop a better situation. 12.8 pts	☐ Recognizes and utilizes few ways to develop a better situation. 11 pts
Scholarly Writing A demonstration of graduate-level communication. threshold: 6.4 pts	☐ Included a clear introduction and conclusion for submission. ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables, background shapes for text, a suitable design template. ☐ Minimal errors in grammar, punctuation, and spelling. ☐ Demonstrated near perfect APA format. 8 pts	☐ Exhibited difficulty in one or two areas relevant to graduate-level writing. 6.4 pts	☐ Difficulty in three or more areas relevant to graduate-level writing. 5.5 pts

Capstone Theory, Standards, and Frameworks Rubric

Criteria	Ratings		
Rationale Paragraph clearly describing the nature of an artifact in relation to the program outcome. threshold: 22.4 pts	☐ Clearly and intentionally connects the relationship in a one-paragraph rationale. ☐ Provides in-depth discussion of artifact's connection to the Academic Outcome. ☐ Provides specific examples which illustrate an understanding and application of Academic Outcomes. 28 pts	☐ Considers rationale from a marginal relational perspective. ☐ Provides some discussion of artifact's connection to Academic Outcomes. ☐ Provides limited examples of application of Academic Outcomes. 22.45 pts	☐ Considers rationale from a minimal to limited perspective. ☐ Submits little or no information. ☐ Provides no evidence of connection between artifact and Academic Outcomes. 19.3 pts
Analysis of Knowledge Knowing appropriate facts, theories, standards, and frameworks threshold: 12.8 pts	☐ Connects and extends knowledge (facts, theories, standards) from one's own study/field/discipline to enhance engagement and participation in life and learning. ☐ Understands the value of theories, standards, and frameworks. ☐ Evaluates the value of knowledge using established criteria. ☐ Conducts an exploration of ideas. 16 pts	☐ Connects knowledge (facts, theories, standards) from some aspects of one's own study/field/discipline to support current engagement. ☐ Knows and uses some theories, standards, and frameworks. ☐ Considers the value of knowledge from a given stance. 12.8 pts	☐ Uses limited connections between facts, theories, and standards to consider current engagement. ☐ Knows and uses few theories, standards, and frameworks. ☐ Doesn't always consider the value of a given perspective. 11 pts
Acquiring Competencies Understands the essential need to continue learning threshold: 12.8 pts	☐ Evaluates the steps in the creative process and product using domain-appropriate criteria. ☐ Continues to learn about new and varied topics. ☐ Measures the value of new ideas. ☐ Utilizes the content of a field to establish appropriate criteria. ☐ Remains current in the field of study. 16 pts	☐ Partially evaluates the steps in the creative process and uses some domain-appropriate criteria. ☐ Strives to continue learning. ☐ Utilizes the content of a field in some ways. 12.8 pts	☐ Evaluates few of the steps in the creative process, using limited criteria. ☐ Learns about new topics when necessary. ☐ Utilizes some content but tends to repeat what has worked in the past. 11 pts
Understanding Different Perspectives/Concepts Seeks to remain informed by knowing and using a range of views threshold: 12.8 pts	☐ Uses the ability to identify theories, presenting the salient points to support their use. ☐ Knows the value of a theory. ☐ Utilizes the critical elements of a theory in an appropriate manner. ☐ Articulates key concepts to communicate the value of a theory to others. ☐ Connects theory to practice. 16 pts	☐ Knows and uses some theories, providing some critical aspects. ☐ Demonstrates awareness of the value of a theory. ☐ Attempts to connect theory to practice. 12.8 pts	☐ Knows and uses a limited number of theories when required. ☐ Demonstrates awareness of some key points of a theory. ☐ Seldom attempts to connect theory to practice. 11 pts
Applying Knowledge to Contemporary Issues Realizes the dynamic nature of contemporary issues, and strives to apply knowledge in a meaningful manner threshold: 12.8 pts	☐ Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex problems using interdisciplinary perspectives independently or with others. Identifies the elements of complex problems. ☐ Applies appropriate theories, standards, and frameworks to determine the best solution. ☐ Draws upon knowledge from varied fields and sources. ☐ Conducts and interprets research to make appropriate decisions. 16 pts	☐ Uses knowledge and skills to implement possible solutions required to address a problem. ☐ Identifies the elements of a situation or problem. ☐ Uses various sources of input. Seeks additional information when needed. 12.8 pts	☐ Uses limited knowledge and skills to identify and solve a problem. ☐ Recognizes some of elements of a problem situation. ☐ Uses a few additional sources of information. 11 pts
Scholarly Writing A demonstration of graduate level communication	☐ Included a clear introduction and conclusion for submission. ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables,	☐ Exhibited difficulty in one or two areas relevant to graduate-level writing. 6.4 pts	☐ Difficulty in three or more areas relevant to graduate-level writing. 5.5 pts

threshold: 6.4 pts	background shapes for text, a suitable design template. ☐ Minimal errors in grammar, punctuation, and spelling. Demonstrated near perfect APA format. 8 pts		

Capstone Communication and Collaboration Rubric

Criteria	Ratings		
Rationale Paragraph clearly describing the nature of an artifact in relation to the program outcome threshold: 22.4 pts	☐ Clearly and intentionally connects the relationship in a one-paragraph rationale. ☐ Provides in-depth discussion of artifact's connection to the Academic Outcomes. ☐ Provides specific examples which illustrate an understanding and application of Academic Outcomes. 28 pts	☐ Considers rationale from a marginal relational perspective. ☐ Provides some discussion of artifact's connection to Academic Outcomes. ☐ Provides limited examples of application of Academic Outcomes. 22.4 pts	☐ Considers rationale from a minimal to limited perspective. ☐ Submits little or no information. ☐ Provides no evidence of connection between artifact and Academic Outcomes. 19.3 pts
Diversity in Collaboration Recognizes the value of diverse contributions. threshold: 12.8 pts	☐ Demonstrates evidence of adjusting personal attitudes and beliefs when working within and learning from those with diverse perspectives; promotes others' engagement. ☐ Appropriately shares personal viewpoints without infringing on the views of others. ☐ Demonstrates a willingness to exchange ideas. ☐ Values diversity and a range of perspectives. ☐ Seeks to solicit ideas from others in order to build relationships. 16 pts	☐ Demonstrates some evidence of adjusting personal views when working with others. ☐ Conveys personal values without infringing on the views of others. ☐ Accepts the contributions of others. 12.8 pts	☐ Demonstrates limited evidence of adjusting personal views when working with others. ☐ Conveys personal values with limited consideration for the views of others. ☐ Tends to limit or accept the contributions of others. 11 pts
Action and Reflection Considers prior experience in relation to current action. threshold: 12.8 pts	☐ Demonstrates independent experience and shows initiative in supporting a team through complex activities, accompanied by reflective insights or analysis about the aims and accomplishments of individual and group actions. ☐ Avoids the nature of "group thinking." ☐ Appropriately supports the goals of a team. ☐ Contributes to accomplishments, recognizing the value of other team members. ☐ Analyzes the situation in order to contribute value. Recognizes the value of consensus. 16 pts	☐ Demonstrates some independent experience when supporting the goals of a team during a complex situation. ☐ Tends to balance personal perspectives with the views of a group. ☐ Strives to support the goals of the team. ☐ Understands how a team functions effectively. 12.8 pts	☐ Demonstrates limited experience when supporting the goals of a team. ☐ Tends to accept the consensus of the group. ☐ Prefers recognition for personal contributions. 11 pts
Effective Information Uses information effectively to accomplish a specific focus or purpose. threshold: 12.8 pts	☐ Demonstrates independent experience and shows initiative in supporting a team through complex activities, accompanied by reflective insights or analysis about the aims and accomplishments of individual and group actions. ☐ Avoids the nature of "group thinking." ☐ Appropriately supports the goals of a team. ☐ Contributes to accomplishments, recognizing the value of other team members. ☐ Analyzes the situation in order to contribute value. ☐ Recognizes the value of consensus. 16 pts	☐ Demonstrates some independent experience when supporting the goals of a team during a complex situation. ☐ Tends to balance personal perspectives with the views of a group. ☐ Strives to support the goals of the team. ☐ Understands how a team functions effectively. 12.8 pts	☐ Demonstrates limited experience when supporting the goals of a team. ☐ Tends to accept the consensus of the group. ☐ Prefers recognition for personal contributions. 11 pts
Integrated Communication	☐ Fulfills expectations by choosing a format, language, or visual representation in ways which enhance meaning, using multiple	☐ Selects appropriate formatting, language, and visual representation appropriate for the content.	☐ Uses consistent representations to share all content.

The ability to effectively share information through the use of language. threshold: 12.8 pts	forms of communication (meaning, thought, and expression) relative to a specific audience or group. ☐ Uses an appropriate approach for conveying information. ☐ Knows and uses a range of options for communicating content, information, and facts. ☐ Recognizes the connection between how language is used. ☐ Effectively expresses meaning, thought, and voice. ☐ Communicates all information in a clear, logical, and structured manner. 16 pts	☐ Uses a selected approach to fulfill the purpose of sharing information. ☐ Uses limited options for communication purposes. ☐ Adapts the structure of communication to fit the message. ☐ Communicates information that is mostly clear, logical, and structured. 12.8 pts	☐ Lacks awareness of different options to convey information. ☐ Uses the same structure regardless of the purpose or audience. ☐ Communicates information that is not always clear, logical, or structured. 11 pts
Scholarly Writing A demonstration of graduate-level communication. threshold: 6.4 pts	☐ Included a clear introduction and conclusion for submission. ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables, background shapes for text, a suitable design template. ☐ Minimal errors in grammar, punctuation, and spelling. ☐ Demonstrated near perfect APA format. 8 pts	☐ Exhibited difficulty in one or two areas relevant to graduate-level writing. 6.4 pts	☐ Difficulty in three or more areas relevant to graduate-level writing. 5.5 pts

Capstone Scholarly Professionalism Rubric

Criteria	Ratings		
Reflection Uses past knowledge and experience to evaluate personal and professional growth. threshold: 20 pts	☐ Reviews prior learning (past experience both personal and professional) in depth to reveal significantly changed perspectives about life experiences, which provide a lifelong foundation for expanded knowledge, growth, and maturity over time. ☐ Assesses personal and professional growth. ☐ Carefully considers the means and ways of past successes to determine future goals. ☐ Assesses and measures maturity in thought and action. 25 pts	☐ Reviews any prior learning (past experience from a personal perspective) which addresses immediate issues. ☐ Evaluates professional growth without considering the personal connection. ☐ Considers how something was accomplished. 20 pts	☐ Reviews an immediate situation from a limited perspective. ☐ Fails to see the connection between personal and professional. 17.3 pts
Connections to Experience Builds a relationship between relevant experience and academic knowledge. threshold: 11.2 pts	☐ Synthesizes meaningful connections among experiences outside of formal learning environments, including life and academic experiences to deepen understanding of fields of study and to broaden own points of view. ☐ Builds relations between experiences, formal and informal. ☐ Values new experiences. ☐ Seeks to deepen understanding and awareness of essential truths in other fields. ☐ Establishes an approach to lifelong learning. 14 pts	☐ Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own. ☐ Builds relationships between life experiences and academic knowledge. ☐ Recognizes the value of differences, and expresses awareness of similarities in perspectives. 11.2 pts	☐ Identifies connections between life experience and those academic text and ideas perceived as similar and related to own interests. ☐ Builds relationships between life experiences and academic knowledge. ☐ Attempts to see the value in differences and the need to identify similarities in perspectives. 9.7 pts
Connections to Discipline Establishes relationships across disciplines and perspectives. threshold: 11.2 pts	☐ Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective. ☐ Exhibits the ability to synthesize parts into a cohesive whole. ☐ Uses examples, facts and/or theories to draw appropriate conclusions. ☐ Awareness and knowledge of more than one field of study or perspective. ☐ Recognizes and establishes a safe learning environment for self and others. 14 pts	☐ Independently connects examples, facts, or theories from more than one field of study or perspective. ☐ Understands the relationship of parts-to-whole, and whole-to-parts. ☐ Given support, demonstrates the ability to use examples, facts, and theories to draw conclusions. 11.2 pts	☐ When prompted, presents examples, facts, or theories from more than one field of study or perspective. ☐ Requires significant support to synthesize examples, facts, and theories. ☐ Utilizes one field of study to draw a conclusion. ☐ Little attempt to explore different perspectives. 9.7 pts
Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations. threshold: 10.4 pts	☐ Adapts and applies, independently skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. ☐ Identifies critical elements, concepts, or aspects which translate across disciplines or fields. ☐ Determines approaches to bridge what is known with new knowledge. ☐ Adapts and applies prior knowledge to new situations. ☐ Examines components to ensure transferability. 13 pts	☐ Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. ☐ Requires support to identify critical elements, concepts, or aspects of a given discipline or field. ☐ Works to understand how to bridge what is known with new knowledge. ☐ Attempts to adapt and apply prior knowledge to new situations. 10.4 pts	☐ Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. ☐ Struggles to identify critical elements, concepts, or aspects of a given discipline or field. ☐ Strives to understand though it requires significant support. 9 pts
Perspectives	☐ Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even	☐ Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when	☐ Identifies multiple perspectives while maintaining a value preference for own

Views from various angles. threshold: 10.4 pts	conflicting positions (i.e. cultural, disciplinary, and ethical). ☐ Evaluates and applies diverse perspectives. ☐ Understand and utilizes knowledge regarding natural and human systems. ☐ Evaluates a complex problem from multiple perspectives. 13 pts	exploring subjects within natural and human systems. ☐ Uses diverse viewpoints. ☐ Explores natural and human systems of operation. 10.4 pts	positioning (such as cultural, disciplinary, and ethical). ☐ Acknowledges an awareness of multiple viewpoints. ☐ Maintains self-awareness with regard to personal position statements. 9 pts
Initiative Willingness to take the first steps towards appropriate action. threshold: 10.4 pts	☐ Completes recognized and required tasks, generating and pursuing opportunities to expand knowledge, skills, and abilities personally and corporately. ☐ Recognizes and completes a need. ☐ Generates and pursues possibilities. ☐ Expands knowledge, skills and abilities to support growth in others. ☐ Sustains awareness of needs within the cultural context of a circumstance. ☐ Attempts to build capacity in self and others, within the organization and beyond. ☐ Acknowledges the need, and seeks to establish a vision, mission and goals. 13 pts	☐ Completes required work, and identifies opportunities to expand knowledge, skills, and abilities. ☐ Completes works as directed. ☐ Generates and pursue some possibilities. ☐ Determines to increase some knowledge, skills and abilities to help a few colleagues. ☐ Acknowledges the need of a vision, mission and goals. 10.4 pts	☐ Completes required works but doesn't understand and seek the next step. ☐ Completes work when requested or required. ☐ Tentatively seeks possibilities. 9 pts
Scholarly Writing A demonstration of graduate-level communication. threshold: 6.4 pts	Met or exceeded graduate-level writing expectations by showing all of the following: ☐ Included a clear introduction and conclusion for submission. ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables, background shapes for text, a suitable design template. ☐ Minimal errors in grammar, punctuation, and spelling. ☐ Demonstrated near perfect APA format. 8 pts	Marginal scholarly writing: ☐ Exhibited difficulty in one or two areas relevant to graduate writing. 6.4 pts	Limited scholarly writing: ☐ Difficulty in three or more areas. 5.5 pts

Capstone Original Contribution

Criteria	Ratings		
Acquiring Competencies Understands the essential need to continue learning. threshold: 22.4 pts	☐ Evaluates the steps in the creative process and product using domain-appropriate criteria. ☐ Continues to learn about new and varied topics. ☐ Measures the value of new ideas. ☐ Utilizes the content of a field to establish appropriate criteria. ☐ Remains current in the field of study. 28 pts	☐ Partially evaluates the steps in the creative process and uses some domain-appropriate criteria. ☐ Strives to continue learning. ☐ Utilizes the content of a field in some ways. 22.4 pts	☐ Evaluates few of the steps in the creative process, using limited criteria. ☐ Learns about new topics when necessary. ☐ Utilizes some content but tends to repeat what has worked in the past. 19.3 pts
Risk Taking May include personal risk (i.e. trying something new) or risk of failure (i.e. pushing beyond current skills) in an attempt to move beyond present levels of understanding. threshold: 12.8 pts	☐ Actively seeks out and follows through on untested and potentially risky directions or approaches to a task, problem, or product needed for personal or professional reasons. ☐ Demonstrates a willingness to try new and untried approaches. ☐ Determines a fresh perspective towards a given endeavor. ☐ Decides the value of risk, and commits to completion. 16 pts	☐ Incorporates new directions or approaches to a task, problem, or product. ☐ Demonstrates a willingness to attempt a new approach. ☐ Shows uncertainty as to the value of risk. 12.8 pts	☐ Stays strictly within the current guidelines of a task, problem or product. ☐ Demonstrates a willingness to accomplish the prescribed task at hand. 11 pts
Solving Problems The ability to recognize an emerging issue and address concerns through action. threshold: 12.8 pts	☐ Develops a logical, consistent plan to solve a problem, recognizing potential consequences and capable of articulating reasons for selecting the solution. ☐ Identifies a problem. ☐ Creates a logical, consistent plan. ☐ Realizes the potential consequences of any given solution. ☐ Articulates the rationale associated with a selected solution. 16 pts	☐ Develops a plan which is somewhat logical and consistent with a reasonable awareness of potential consequences, and capable of sharing the rationale for selecting the solution. ☐ Identifies portions of a problem. ☐ Creates a somewhat logical, consistent plan. ☐ Addresses some potential consequences. ☐ Articulates some aspects of a rationale associated with the selected solution. 12.8 pts	☐ Develops a plan with limited scope and marginal awareness of potential consequences for the selected solution. ☐ Identifies some portions of a problem. ☐ Creates a plan but lacks a logical or consistent approach. ☐ Fails to address potential consequences. ☐ Articulates few aspects of a rationale associated with the selected solution. 11 pts
Embraces Ambiguities Capable of understanding and addressing situations lacking clear parameters. threshold: 12.8 pts	☐ Integrates alternate, divergent, or contradictory perspectives or ideas from an exploratory stance. ☐ Seeks to find new or alternative views. ☐ Brainstorms a range of possibilities. ☐ Investigates contradictory perspectives. When appropriate, works within gray or ambiguous constraints. 16 pts	☐ Integrates alternate, divergent, or contradictory perspectives a portion of the time. ☐ Sometimes seeks to find new or alternative views. ☐ Brainstorms some possibilities. Investigates some contradictory views. 12.8 pts	☐ Integrates alternate, divergent, or contradictory perspectives with difficulty. ☐ Struggles to seek new or alternative views. ☐ Brainstorms limited possibilities. ☐ Investigates few contradictory views. 11 pts
Innovative Thinking Understands where to begin expanding an initial thought. threshold: 12.8 pts	☐ Extends a novel or unique idea, question, format, or product to create new awareness or knowledge which crosses boundaries of thought. ☐ Defines a starting point. ☐ Considers multiple options. ☐ Utilizes additional information. ☐ Shifts perspectives to create new understanding. ☐ Connects ideas.	☐ Experiments with an idea for a novel or unique approach, question, format, or product. ☐ Considers where to start. ☐ Considers a few options. ☐ Utilizes additional information. 12.8 pts	☐ Reformulates a collection of available ideas in a new way. ☐ Difficulty determining where to start. ☐ Considers one approach. 11 pts

	16 pts		
Scholarly Writing A demonstration of graduate-level communication. threshold: 6.4 pts	Met or exceeded graduate-level scholarly writing expectations by showing all of the following: ☐ Included a clear introduction and conclusion for submission. ☐ Organized or arranged information to promote understanding using headings, subheadings, bullets, diagrams, tables, background shapes for text, a suitable design template. ☐ Minimal errors in grammar, punctuation, and spelling. ☐ Demonstrated near perfect APA format. 8 pts	Marginal scholarly writing: ☐ Exhibited difficulty in one or two areas relevant to graduate-level writing. 6.4 pts	Limited scholarly writing: ☐ Difficulty in three or more areas relevant to graduate-level writing. 5.5 pts